

**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

## 7V - Venture Curriculum – FOOD /Lessons weekly

Year	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
Year 7	<p><b>Topic:</b> <u>Safety and hygiene in the kitchen:</u></p> <p><b>Suggested Key Questions:</b></p> <p>Can you explain what hygiene is?</p> <p>Can you give more than three hygiene rules in the kitchen?</p> <p>Can you explain how to stay safe in the kitchen?</p> <p>Name more than three safety rules in the kitchen.</p> <p>Are you able to demonstrate how to wash hands in preparation for practical and wash up after practical activity?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To know Health &amp; hygiene rules</b></p>	<p><b>Topic:</b> <u>Safety and hygiene in the kitchen:</u></p> <p><b>Suggested Key Questions:</b></p> <p>Explain how to reduce the risk of food poisoning caused by poor personal hygiene.</p> <p>How can you improve your personal hygiene within the kitchen?</p> <p>Explain how good personal hygiene prevents the spread of bacteria.</p> <p>Can you identify more than three dangers in the kitchen?</p> <p>Can you spread the butter on toast? Can you use a grater?</p> <p><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> <u>Using basic kitchen equipment</u></p> <p><b>Suggested Key Questions:</b></p> <p>Can you name basic kitchen equipment independently.</p> <p>Do you know what equipment you have to use for different tasks?</p> <p>Can you name at least three different methods of cooking?</p> <p>Are you able to investigate different equipment for different cooking methods?</p> <p>Can you use a dull knife for spreading butter onto bread independently?</p> <p>Can you prepare simple dishes safely and hygienically?</p> <p><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> <u>Using basic kitchen equipment</u></p> <p><b>Suggested Key Questions:</b></p> <p>Can you prepare two simple dishes safely and hygienically without using a heat source?</p> <p>Are you able to choose the right equipment and ingredients for at least three simple meals?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to name basic kitchen equipment.</b></p> <p><b>To be able to use basic kitchen equipment with support.</b></p> <p><b>To be able to explain to the rest of the class what different pieces of equipment we use for.</b></p>	<p><b>Topic:</b> <u>Cooker, Oven safety</u></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify main parts of the cooker and explain what they are used for?</p> <p>Can you identify main parts of the oven and explain what they are used for?</p> <p>Can you name different types of foods that you can cook in each section of the cooker?</p> <ul style="list-style-type: none"> <li>• Hob</li> <li>• Grill</li> <li>• Oven</li> </ul> <p>Can you follow main safety rules when using a cooker?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to name basic parts of a cooker.</b></p>	<p><b>Topic:</b> <u>Cooker, Oven safety</u></p> <p><b>Suggested Key Questions:</b></p> <p>Can you use the hob independently?</p> <p>Do you need support when using a hob/oven?</p> <p>What support do you need when using a hob?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to name basic parts of cooker.</b></p> <p><b>To be able to use cooker with a minimum support or independently.</b></p> <p><b>Defining parts of the cooker.</b></p> <p><b>Writing down names of different parts of the cooker such as: hob, grill, oven;</b></p>

	<p>To know how to behave safe in the kitchen</p> <p>Defining the word: safety and hygiene;</p> <p>Learning to read, write and use safety signs and safety rules when working in the food room.</p> <p>Wash the dishes, equipment independently.</p> <p>Clear plates after meals, tidy the kitchen independently.</p> <p>SCRAPE – as much of the food off the plates and dishes as you can. SORT – Put all of the dirty dishes and pans neatly stacked by the sink. Not in the sink. STACK – Stack in order. Glasses, cutlery, china and lastly saucepans</p> <p>Can you spread the butter on toast? Can you use a grater?</p>	<p>To know how to wash hands properly To know how to spread with a dull knife. To know how to grate the cheese</p> <p>Defining the word: safety and hygiene;</p> <p>Learning to read, write and use safety signs when working in the food room.</p> <p>Wash the dishes, equipment independently.</p> <p>Clear plates after meals, tidy the kitchen. Students know what is needed to be able to do washing up.</p> <p>with some support Students practice washing up the dishes regularly. They will progress to washing up without support.</p>	<p>Be able to prepare simple dishes safely and hygienically without using a heat source.</p> <p>Can give simple reasons as to what health &amp; hygiene rules to follow.</p> <p>Defining the words: kitchen equipment Writing down different methods of cooking;</p>		<p>Assessment outcomes: Defining parts of the cooker. Writing down names of different parts of the cooker such as: hob, grill, oven;</p>	
<p>Links to Gatsby Benchmarks:</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers</p>