

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

## Class - Explorer Curriculum - Food/2 Lessons weekly

Year	2023 – 2024 Autumn 1 Unit 1	2023 – 2024 Autumn 2 Unit 2	2023 – 2024 Spring 1 Unit 3	2023 – 2024 Spring 2 Unit 4	2023 – 2024 Summer 1 Unit 5	2023 – 2024 Summer 2 Unit 6
Year 10E	<p><b>Topic:</b> <u>Following instructions</u> <b>AIM EL2/EL3</b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>State two ways the instructions can be given. State who may give instructions. Can you identify three hygiene procedures to follow when handling food?</p> <p>Can you use kitchen equipment safely and hygienically?</p> <p>Follow instructions to complete two activities. State ways to carry out instructions safely. Identify how well he/she carried out the instructions.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>Learners will know how to follow instructions</b></p>	<p><b>Topic:</b> <u>Make a simple meal</u> <b>AIM EL2/EL3</b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Can you use a cooker safely? Can you identify tinned, fresh and frozen foods? Can you choose the right ingredients for a meal?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>To know basic hygiene rules when handling food.</b></p> <p><b>Be able to select ingredients to make a meal.</b></p> <p><b>Learners will be able to prepare ingredients and use cooking facilities to make a simple meal</b></p> <p><b>Be able to prepare ingredients</b></p> <p><b>Be able to use utensils safely.</b></p>	<p><b>Topic:</b> <u>Make a simple meal</u> <b>AIM EL2/EL3</b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Can you identify simple labels on food with a little support? Can you identify a “Best before” or “Use by” date, with assistance? What “Best before” means? What “Use by “means?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>Pupils should be able to Identify simple labels on food with a little support.</b></p> <p><b>Be able to serve a meal.</b></p> <p><b>Be able to select ingredients to make a meal.</b></p> <p><b>Learners will be able to prepare ingredients and use cooking facilities to make a simple meal</b></p>	<p><b>Topic:</b> <u>Make a simple meal</u> <b>AIM EL2/EL3</b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Can you identify simple labels on food with a little support? Can you identify a “Best before” or “Use by” date, with assistance? What “Best before” means? What “Use by “means?</p> <p>Can you identify two signs that food is still fresh? Can you identify a food that may not be safe to use/has “gone off”?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>Pupils should be able to Identify simple labels on food with a little support</b></p>	<p><b>Topic:</b> <u>Make a simple meal</u> <b>AIM EL2/EL3</b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Recapping the skills, knowledge. Checking on progress- SOLAR skills.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>What hygiene rules we have to follow when we entering food room?</b></p> <p><b>To know basic hygiene rules when handling food.</b></p> <p><b>Pupils should be able to follow health &amp; safety hygiene rules in the kitchen independently or with a minimum support.</b></p>	<p><b>Topic:</b> <u>Recapping on information, practical work, gathering evidence for the coursework.</u></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Recapping the skills, knowledge. Checking on progress- SOLAR skills.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>Pupils should be able to Identify simple labels on food with a little support</b></p> <p><b>Students should be able to identify fresh and spoiled foods.</b></p> <p><b>Pupils should be able to follow health &amp; safety hygiene rules in the kitchen independently or with a minimum support.</b></p>

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	<p>What hygiene rules we have to follow when we entering food room?</p> <p>To know basic hygiene rules when handling food.</p> <p>Pupils should be able to follow health &amp; safety hygiene rules in the kitchen independently or with a minimum support.</p> <p>Pupils should be able to tidy the kitchen up independently, to include wiping down the surfaces.</p> <p>Pupils are able to follow safety rules when using a cooker.</p>	<p>Be able to use a cooker safely.</p>	<p>Be able to prepare ingredients</p> <p>Be able to use utensils safely.</p>	<p>To know about correct storing of food and knowing how to identify when food is safe to consume.</p> <p>Students should be able to identify fresh and spoiled foods.</p>		
<p>Links to Gatsby Benchmarks:</p>	<p>4. Linking curriculum learning to careers</p> <p>Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;</p>	<p>4. Linking curriculum learning to careers</p> <p>Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;</p>	<p>4. Linking curriculum learning to careers</p> <p>Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;</p>	<p>6. Experiences of workplaces.</p> <p>Students will investigate different workplaces and jobs in these workplaces related to working with food. They will look at skills required for certain jobs.</p>	<p>6. Experiences of workplaces.</p> <p>Students will investigate different workplaces and jobs in these workplaces related to working with food. They will look at skills required for certain jobs.</p>	<p>6. Experiences of workplaces.</p> <p>Students will investigate different workplaces and jobs in these workplaces related to working with food. They will look at skills required for certain jobs.</p>