

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

Class 3Q - Quest 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 3Q	<p>Topic: <u>Safety and hygiene in the kitchen;</u></p> <p>Baseline assessment- practical, written work;</p> <p>Suggested Key Questions: What is hygiene? Can you give at least two hygiene rules in the kitchen? Can you name at least two safety rules in the kitchen? Are you able to demonstrate how to properly wash your hands in preparation for practical and wash up after practical activities? Are you able to name some of the food groups, with support?</p> <p>Key skills and knowledge: With guidance follow procedures for clearing up such as washing and drying</p>	<p>Topic: <u>Safety and hygiene in the kitchen;</u></p> <p>Suggested Key Questions: How can you improve your personal hygiene within the kitchen? Can you participate in making a basic snack e.g. sandwich? Can you grate other items than cheese? Can you take part in grating?</p> <p>Key skills and knowledge To know how to wash hands properly To know how to spread with a dull knife. To know how to grate the cheese To know how to reduce the risk of food poisoning</p>	<p>Topic: <u>Using basic kitchen equipment</u></p> <p>Suggested Key Questions: Can you identify basic kitchen equipment. Can you recognize/ identify basic kitchen equipment. Can you give an example of at least two pieces’ equipment we use for preparing food? Can you participate in using basic kitchen equipment? Can you cut with a dull knife?</p> <p>Key skills and knowledge: To be able to name basic kitchen equipment. Name and locate the tools and equipment in the food room.</p>	<p>Topic: <u>Using basic kitchen equipment</u></p> <p>Suggested Key Questions: Can you participate in preparing simple dishes safely and hygienically? Are you able to choose the right equipment and ingredients for at least two simple meals?</p> <p>Key skills and knowledge: To be able to name basic kitchen equipment. To be able to use basic kitchen equipment with support. To acquire and demonstrate knife skills (using a dull knife) and using small equipment to prepare and make</p>	<p>Topic: <u>Cooker and Oven safety</u></p> <p>Suggested Key Questions: Can you identify main parts of the cooker? Can you identify main parts of the oven? Can you name 3 types of foods that you can cook in each section of the cooker: <ul style="list-style-type: none"> • Hob • Grill • Oven Can you identify main safety rules when using a cooker.</p> <p>Key skills and knowledge: To be able to name basic parts of a cooker. To acquire and demonstrate knife skills and using the</p>	<p>Topic: <u>Cooker and Oven safety</u></p> <p>Suggested Key Questions: Can you use a hob, cooker independently? Do you need support when using a hob, oven? What support do you need when using a hob? What support do you need when using an oven?</p> <p>Key skills and knowledge: To be able to name basic parts of cooker. To be able to use cooker with support. To acquire and demonstrate knife skills and using the hob (frying, boiling and simmering) to prepare and cook</p>

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	<p>utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away To be able to recognize foods come from either plants or animals.</p> <p>To understand: 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 a butter on a toast?</p> <p>Can you grate the cheese?</p>	<p>caused by poor personal hygiene? Pupils are able to name some of the food groups, with a minimum support. To know that everyone should eat at least five portions of fruit and vegetables every day. Prepare simple dishes safely and hygienically, without using a heat sources. To be able to use a dull knife for spreading a butter onto the bread independently</p>	<p>To be able to use basic kitchen equipment with support.</p> <p>With support, naming some of the senses, how we use them in tasting food and drink;</p>	<p>simple dishes.</p> <p>Can you define the senses, how we use them in tasting food and drink and develop descriptive vocabulary.</p>	<p>hob (frying, boiling and simmering) to prepare and cook a vegetable soup. To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, the kettle (hot water), and the hob.</p>	<p>simple dishes. To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, the kettle (hot water), and the hob.</p>
<p>Links to Gatsby Benchmarks:</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering Chef, Head Chef Manager, Waiter, Waitress</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering Chef, Head Chef Manager, Waiter, Waitress</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering Chef, Head Chef Manager, Waiter, Waitress</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering Skills related to these positions;</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering Skills related to these positions;</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering history Skills related to these positions;</p>