

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

## 7N Class - Navigator Curriculum *Food/2 Lessons per week*

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 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> <b>To know how to behave safe in the kitchen</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?</p> <p>Can you use a grater?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To know how to wash hands properly</b> <b>To know how to spread with a dull</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>Be able to prepare</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> <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> <b>To be able to use cooker with a minimum support or independently.</b> <b>Defining parts of the cooker.</b> <b>Writing down names of different parts of the cooker such as: hob, grill, oven;</b></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>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. with some support Students practice washing up the dishes regularly. They will progress to washing up without support.</p>	<p>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><b><u>Benchmark 2</u></b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. <b><u>Benchmark 4.</u></b></p> <p>STEM opportunities-linking career</p>	<p><b><u>Benchmark 2</u></b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. <b><u>Benchmark 4.</u></b></p> <p>STEM opportunities-linking career</p>	<p><b><u>Benchmark 2</u></b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. <b><u>Benchmark 4.</u></b></p> <p>STEM opportunities-linking career opportunities and what</p>	<p><b><u>Benchmark 2</u></b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. <b><u>Benchmark 4.</u></b></p> <p>STEM opportunities-linking career</p>	<p><b><u>Benchmark 2</u></b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. <b><u>Benchmark 4.</u></b></p> <p>STEM opportunities-linking career</p>	<p><b><u>Benchmark 2</u></b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. <b><u>Benchmark 4.</u></b></p> <p>STEM opportunities-linking career</p>

	<p>opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>aspects of mathematics (measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>
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