

10V - Venture Curriculum – Long Term Plan / Food

	2024-2025 Autumn 1 Unit 1	2024-2025 Autumn 2 Unit 2	2024-2025 Spring 1 Unit 3	2024-2025 Spring 2 Unit 4	2024-2025 Summer 1 Unit 5	2024-2025 Summer 2 Unit 6
Year 10	<p>Topic: Following instructions AIM EL2/EL3</p> <p>Suggested Key Questions:</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>Key skills and knowledge:</p>	<p>Topic: Eating a balanced diet AIM EL2/EL3</p> <p>Suggested Key Questions:</p> <p>Can you identify items that might be included in a balanced diet? Can you identify main food groups? Give an example of food from each food group. Identify four different fruit and vegetables.</p> <p>Identify three basic food hygiene requirements.</p> <p>Key skills and knowledge:</p> <p>Understand what makes a balanced diet.</p> <p>Learners will be able to identify the components of a balanced diet, the</p>	<p>Topic: Eating a balanced diet AIM EL2/EL3</p> <p>Suggested Key Questions:</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?</p> <p>Identify two benefits of healthy eating. Identify two health problems linked to diet. Identify two healthy cooking methods. Participate in the preparation of two healthy balanced meals. Identify three basic food hygiene requirements.</p> <p>Key skills and knowledge:</p> <p>Pupils should be able to identify simple labels on</p>	<p>Topic: Eating a balanced diet AIM EL2/EL3</p> <p>Suggested Key Questions:</p> <p>Identify two benefits of healthy eating. Identify two health problems linked to diet. Identify two healthy cooking methods. Participate in the preparation of two healthy balanced meals. Identify three basic food hygiene requirements.</p> <p>Key skills and knowledge:</p> <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</p>	<p>Topic: Eating a balanced diet AIM EL2/EL3</p> <p>Suggested Key Questions:</p> <p>Recapping the skills, knowledge. Checking on progress- SOLAR skills.</p> <p>Key skills and knowledge:</p> <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 & safety hygiene rules in the kitchen independently or with a minimum support.</p>	<p>Topic: Eating a balanced diet AIM EL2/EL3</p> <p>Recapping on information, practical work, gathering evidence for the coursework.</p> <p>Suggested Key Questions:</p> <p>Recapping the skills, knowledge. Checking on progress- SOLAR skills.</p> <p>Key skills and knowledge:</p> <p>Pupils should be able to identify simple labels on food with a little support</p> <p>Students should be able to identify fresh and spoiled foods.</p> <p>Pupils should be able to follow health & safety hygiene rules in the kitchen independently or with a minimum support.</p>

	<p>Learners will know how to follow instructions</p> <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 & safety hygiene rules in the kitchen independently or with a minimum support. 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>benefits of a balanced diet and will know about food hygiene.</p>	<p>food with a little support</p> <p>To know about correct storing of food and knowing how to identify when food is safe to consume.</p>	<p>& safety hygiene rules in the kitchen independently or with a minimum support.</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 benchmark</p>	<p>4. Linking curriculum learning to careers</p> <p>Reference to body art – tattooist / mehndi art. Design and communication skills</p>	<p>5. Encounters with employers and employees</p> <p>Students will visit Pitt Rivers- discussion of careers opportunities within a gallery setting</p>	<p>4. Linking curriculum learning to careers</p> <p>Discussion of careers in gallery setting</p> <p>Mask making, prosthetics.</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in design and the visual arts. Produce design and illustration</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in design, planning. Graffiti / street art. Fashion, produce design and illustration</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in design and the visual arts. Produce design and illustration</p>

