

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

11V - Venture Curriculum –Food / 2 lessons weekly

	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 11	<p>Topic: <u>Make a simple meal diet/ EL2/EL3</u></p> <p>Suggested Key Questions:</p> <p>Can you identify three hygiene procedures to follow when handling food?</p> <p>Can you use kitchen equipment safely and hygienically?</p> <p>Key skills and knowledge:</p> <p>Pupils should be able to follow health & 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 use basic kitchen</p>	<p>Topic: <u>Make a simple meal diet/ EL2/EL3</u></p> <p>Suggested Key Questions:</p> <p>Can you use a cooker safely?</p> <p>Can you identify tinned, fresh and frozen foods?</p> <p>Can you choose the right ingredients for a meal?</p> <p>Key skills and knowledge:</p> <p>To know basic hygiene rules when handling food.</p> <p>Be able to select ingredients to make a meal.</p> <p>Learners will be able to prepare ingredients and use cooking facilities to make a simple meal</p> <p>Be able to prepare ingredients</p>	<p>Topic: <u>Make a simple meal diet/ EL2/EL3</u></p> <p>Suggested Key Questions:</p> <p>Can you identify simple labels on food with a little support?</p> <p>Can you identify a “Best before” or “Use by” date, with assistance?</p> <p>What “Best before” means?</p> <p>What “Use by” means?</p> <p>Key skills and knowledge:</p> <p>Pupils should be able to identify simple labels on food with a little support.</p> <p>Be able to serve a meal.</p> <p>Be able to select ingredients to make a meal.</p> <p>Learners will be able to prepare</p>	<p>Topic: <u>Make a simple meal diet/ EL2/EL3</u></p> <p>Recapping on knowledge and skills gained for AIM course.</p> <p>SOLAR OUTCOMES/ FINAL ASSESSMENT</p> <p>Suggested Key Questions:</p> <p>Can you identify simple labels on food with a little support?</p> <p>Can you identify a “Best before” or “Use by” date, with assistance?</p> <p>What “Best before” means?</p> <p>What “Use by” means?</p> <p>Can you identify two signs that food is still fresh?</p> <p>Can you identify a food that may not be</p>	<p>Topic: <u>Different methods of cooking</u></p> <p>Final SOLAR assessment:</p> <p>Recapping the skills, knowledge.</p> <p>Checking on progress- SOLAR skills</p> <p>Suggested Key Questions:</p> <p>Pupils are able to use basic kitchen equipment such as scales, peelers, measuring jugs independently or with a minimum support.</p> <p>Identify foods come from plants or animals independently or with a minimum support.</p> <p>Pupils will use correct techniques when chopping foods (bridge & claw techniques) independently or</p>	<p>Topic: <u>Different methods of cooking</u></p> <p>Suggested Key Questions:</p> <p>To refresh the knowledge on different methods of cooking.</p> <p>Can you choose the most suitable method of cooking to prepare given meal/dish?</p> <p>Key skills and knowledge:</p> <p>Pupils should be able to identify simple labels on 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>Students should be able to identify fresh and spoiled foods.</p> <p>Pupils are able to follow safety rules when using a cooker.</p>

<p>equipment such as scales, peelers, measuring jugs independently or with a minimum support.</p> <p>Pupils are able to follow safety rules when using a cooker.</p> <p>To know how about correct storing of food and knowing how to identify when food is safe to consume.</p> <p><u>Meals:</u> 1st week Theory 2nd week Leek and potatoes soup/alternative 3rd week Theory 4th week Pasta, sausage bake 5th week Theory 6th week Beef tacos- Good Food 7th week Halloween baking 8th week Consolidation</p>	<p>Be able to use utensils safely.</p> <p>Be able to use a cooker safely.</p> <p>Pupils will deepen the knowledge and understanding of nutrition, food, cooking and preparation of dishes. Students will know how to plan, prepare and present the meal with some support if required</p> <p><u>Meals:</u> 1st week Theory 2nd week Veggie pasta bake 3rd week Theory 4th week Stir fry veggie with Tofu 5th week Theory 6th week Christmas baking 7th week Consolidation</p>	<p>ingredients and use cooking facilities to make a simple meal Be able to prepare ingredients Be able to use utensils safely.</p> <p><u>Meals:</u> 1st week Theory 2nd week Veggie burritos (God Food) 3rd week Theory 4th week Creamy lentil & veggie curry 5th week Homemade burgers with pita bread 6th week Consolidation</p>	<p>safe to use/has "gone off"?</p> <p><u>Key skills and knowledge:</u></p> <p>Pupils should be able to identify simple labels on food with a little support</p> <p><u>Meals:</u> 1st week Theory 2nd week Pancakes or alternative for shrove Tuesday 3rd week Theory 4th week Chicken curry 5th week Theory 6th week Easter bake off 7th week Consolidation</p>	<p>with a minimum support.</p> <p><u>Key skills and knowledge:</u></p> <p>Pupils should be able to identify simple labels on 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>Students should be able to identify fresh and spoiled foods.</p> <p><u>Meals:</u> 1st week Theory 2nd week Brownies 3rd week Pizza 4th week Consolidation</p>	<p>To learn about cost of recipes, how much time we spend to cook certain dishes/meals.</p> <p>Pupils will deepen the knowledge and understanding of nutrition, food, cooking and preparation of dishes. Students will know how to plan, prepare and present the meal with some support if required</p> <p><u>Meals:</u> 1st week Theory 2nd week Cheese scones 3rd week Theory 4th week Cake / own choice 5th week Theory 6th week Summer snacks/ meal 7th week Consolidation</p>
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<p>Links to Gatsby bench mark</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Reference to fine art. Design at further education. Careers in design and illustration</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Careers in design and the visual arts. Produce design and illustration</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Working alongside artist Jon Denaro.</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Careers in design and the visual arts. Product design and illustration. Students will explore design composition ideas.</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Careers in design and the visual arts. Product design and illustration. Students plan and refine ideas and will work under exam conditions. Working to deadlines and planning.</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Careers in design and the visual arts. Produce design and illustration</p>
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