

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

## Class 10E - Explorer Curriculum - Food/2 Lessons weekly

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
Year 10E	<p><b>Topic:</b> <u>Following instructions</u> <u>AIM EL2/EL3</u></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>Eating a balanced diet</u> <u>AIM EL2/EL3</u></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Can you identify items that might be included in a balanced diet? Can you identify the main food groups? Give an example of food from each food group. Identify four different fruits and vegetables.</p> <p>Identify three basic food hygiene requirements.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>Understand what makes a balanced diet.</b></p> <p><b>Learners will be able to identify the components of a balanced diet, the benefits of a balanced diet and will know about food hygiene.</b></p>	<p><b>Topic:</b> <u>Eating a balanced diet</u> <u>AIM EL2/EL3</u></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?</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><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>To know about correct storing of food and</b></p>	<p><b>Topic:</b> <u>Eating a balanced diet</u> <u>AIM EL2/EL3</u></p> <p><b><u>Suggested Key Questions:</u></b></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><b><u>Key skills and knowledge:</u></b></p> <p><b>What hygiene rules do we have to follow when we enter the 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 of support.</b></p> <p><b>Meals: 1<sup>st</sup> week</b></p>	<p><b>Topic:</b> <u>Eating a balanced diet</u> <u>AIM EL2/EL3</u></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Checking on progress- <b>SOLAR</b> skills.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>What hygiene rules do we have to follow when we enter the 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 of support.</b></p>	<p><b>Topic:</b> <u>Eating a balanced diet</u> <u>AIM EL2/EL3</u></p> <p><b><u>Recapping information, practical work, gathering evidence for the coursework.</u></b></p> <p>Checking on progress- <b>SOLAR</b> skills.</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Recapping the skills, knowledge. Checking on progress- <b>SOLAR</b> 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</b></p>

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<p>What hygiene rules do we have to follow when we enter the 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 of support. <small>[OBJ]</small></p> <p>Pupils should be able to tidy the kitchen up independently, to include wiping down the surfaces.</p> <p>Pupils can follow safety rules when using a cooker.</p> <p>Meals: 1<sup>st</sup> week Theory 2<sup>nd</sup> week Veggie stir fry 3<sup>rd</sup> week Theory 4<sup>th</sup> week Chicken stir fry 5<sup>th</sup> week Theory 6<sup>th</sup> week Spaghetti Bolognaise 7<sup>th</sup> week World food week- Taste examples of food from different countries 8<sup>th</sup> week consolidation</p>	<p>Meals: 1<sup>st</sup> week Theory 2<sup>nd</sup> week Chili corn carne 3<sup>rd</sup> week Theory 4<sup>th</sup> week Vegetable curry 5<sup>th</sup> week Theory 6<sup>th</sup> week Christmas cookies 7<sup>th</sup> week Consolidation</p>	<p>knowing how to identify when food is safe to consume.</p> <p>Meals: 1<sup>st</sup> week Theory 2<sup>nd</sup> week Potato wedges with sassy salsa 3<sup>rd</sup> week Theory 4<sup>th</sup> week Toad in the hole 5<sup>th</sup> week Veggie burgers 6<sup>th</sup> week Consolidation</p>	<p>rules in the kitchen independently or with a minimum of support. <small>[OBJ]</small></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>Meals: 1<sup>st</sup> week Theory 2<sup>nd</sup> week Pancakes 3<sup>rd</sup> week Theory 4<sup>th</sup> week Chicken curry 5<sup>th</sup> week Theory 6<sup>th</sup> week Easter `bake off ` 7<sup>th</sup> week Consolidation</p>	<p>Theory 2<sup>nd</sup> week Chicken fajitas 3<sup>rd</sup> week Quick pizza on tortilla 4<sup>th</sup> week Consolidation</p>	<p>the kitchen independently or with a minimum of support. <small>[OBJ]</small></p> <p>Meals: 1<sup>st</sup> week Theory 2<sup>nd</sup> week Quick pasta salad 3<sup>rd</sup> week Theory 4<sup>th</sup> week Marble cake with pear 5<sup>th</sup> week Theory 6<sup>th</sup> week Smoothies/fruit salad/summer snacks 7<sup>th</sup> week Consolidation</p>
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Links to Gatsby Benchmarks:	<p><b>4. Linking curriculum learning to careers</b></p> <p>Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;</p>	<p><b>4. Linking curriculum learning to careers</b></p> <p>Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;</p>	<p><b>4. Linking curriculum learning to careers</b></p> <p>Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;</p>	<p><b>6. Experiences of workplaces.</b></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><b>6. Experiences of workplaces.</b></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><b>6. Experiences of workplaces.</b></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>