

## 6.2 N- Navigator Curriculum / subject - FOOD

### 3 Lessons per week.

Year	Autumn 1 2025-2056	Autumn 2 2025-2056	Spring 1 2025-2056	Spring 2 2025-2056	Summer 1 2025-2056	Summer 2 2025-2056
6.2 N 2025-2056	<p><b>Topic:</b> Food safety and storage EL3/L1</p> <p><b>Suggested Key Questions:</b> <u>EL2/EL3</u></p> <p>Can you identify Health and safety rules in the kitchen? Can you identify hazards related to Health and safety in the kitchen?</p> <p>Can you identify three hygiene procedures to follow when handling food?</p> <p><b>L1</b> Identify five hygiene procedures to follow when handling food.</p> <p>Identify the effects not following hygiene procedures may have.</p>	<p><b>Topic:</b> Food safety &amp; storage EL3/L1</p> <p><b>Suggested Key Questions:</b> <u>EL2/EL3</u></p> <p>Can you identify ingredients to make a simple dish? Do you know how to prepare simple dishes? Can you follow a recipe? Can you identify main terms related to preparing simple dishes? Can you prepare simple dishes on your own?</p> <p>Can you identify two different types of food?</p> <p>Can you identify tinned, fresh and frozen foods?</p>	<p><b>Topic:</b> Food safety &amp; storage EL/ L1</p> <p><b>Suggested Key Questions:</b> <u>EL2/EL3</u></p> <p>Can you identify ingredients to make a simple dish? Do you know how to prepare simple dishes? Can you follow a recipe? Can you identify main terms related to preparing simple dishes? Can you prepare simple dishes with support?</p> <p>Can you prepare simple dishes on your own?</p> <p>Can you wash the dishes independently?</p>	<p><b>Topic:</b> Food safety &amp; storage EL3/ L1 What is bacteria?</p> <p><b>Suggested Key Questions:</b></p> <p>Can you wash the dishes independently?</p> <p>Can you identify different types of foods?</p> <p>Do you know where to store different foods and drinks?</p> <p><b>What bacteria are:</b> tiny germs or bugs that are too small to see without a microscope.</p> <p>Some bacteria are <b>good</b> (e.g. in yoghurt), but some are <b>bad</b> and make us ill.</p> <p><b>Bad bacteria</b> can grow on food, especially if it's old or not stored properly. Bacteria can spread from</p>	<p><b>Topic:</b> Kitchen hygiene, cross contamination and bacteria.</p> <p><b>Suggested Key Questions:</b></p> <p><b>General Understanding</b></p> <p>Why do we need to keep food safe?</p> <p>What can happen if we eat bad food?</p> <p>What does 'germs' mean?</p> <p><b>Spoiled Food</b></p> <p>What does gone-off food look like?</p> <p>What does mould look like?</p> <p>What should we do if food smells bad?</p> <p><b>Hygiene</b></p>	<p><b>Topic:</b> Kitchen hygiene, cross contamination and bacteria.</p> <p><b>Suggested Key Questions:</b></p> <p><b>What is Cross-Contamination?</b></p> <p>What happens if we touch raw chicken and then touch fruit?</p> <p>Can germs move from one food to another?</p> <p>Why do we have to wash our hands between tasks?</p> <p><b>Unsafe Practice Scenarios</b></p> <p>Is it okay to use the same knife for raw meat and cooked food? What should we do if we drop a piece of food on a dirty surface?</p>

<p>Identify tinned, fresh and frozen foods.</p> <p>State where and how each would be stored.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>To know Health &amp; Safety rules when preparing food. Secure and demonstrate the principles of food hygiene and safety in a range of situations. To be able to recognize main food hygiene and safety hazards.</b></p> <p><b>This unit teaches learners basic hygiene rules when handling food. It also includes correct storage of food and knowing how to identify when food is safe to consume.</b></p> <p><b><u>Core Food skills:</u></b></p> <p>Identifying safe and unsafe food storage practices.</p> <p>Reading and interpreting food labels (with support).</p> <p>Sorting food items by storage type</p>	<p>Can you state where and how each would be stored?</p> <p>Can you state how and where to store two different types of food?</p> <p><b><u>L1</u></b></p> <p>Identify different food types.</p> <p>Identify perishable foods and outline how to store them. Identify foods which are longer lasting and outline how to store them.</p> <p>Outline possible consequences of storing food incorrectly.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>To know Health &amp; Safety rules when preparing food. Secure and demonstrate the principles of food hygiene and safety in a range of situations.</b></p> <p><b>To be able to recognize main food hygiene and safety hazards.</b></p> <p><b>To know how to prepare simple dishes, with support or independently</b></p> <p><b>Pupils will extend food preparation and cooking techniques.</b></p>	<p>Can you identify signs that indicate that food is still fresh?</p> <p>Can you identify how to use "Use by" dates?</p> <p>Can you state a possible consequence of eating food that is no longer fresh?</p> <p><b><u>L1</u></b></p> <p>Identify the difference between "Use by" and "Sell by" dates. Identify three signs that food is still fresh. State possible consequences of eating food that is no longer fresh.</p> <p>Identify two ways to recycle food.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>To know Health &amp; Safety rules when preparing food. To know how to prepare simple dishes, with support. To know how to follow a simple recipe. Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently. Pupils will build and apply knowledge, understanding and skills to make simple dishes.</b></p> <p><b><u>Meals:</u></b></p>	<p>dirty hands, surfaces, and raw food.</p> <p>We can <b>kill bad bacteria</b> by cooking food properly and <b>stopping it from spreading</b> by cleaning and storing food safely.</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>To know Health &amp; Safety rules when preparing food. To know how to prepare simple dishes, with support. To know how to follow a simple recipe. Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently. Pupils will build and apply an expanding repertoire of knowledge, understanding and skills to create and make simple dishes.</b></p> <p><b><u>Core Skills</u></b></p> <p><b>Students should be able to:</b></p> <p><b>Recognise that bacteria are germs that can make people sick.</b></p> <p><b>Say or show where bacteria can be found (hands, raw food, dirty surfaces).</b></p>	<p>When do we need to wash our hands?</p> <p>Why do we clean the kitchen before cooking?</p> <p>Should we touch raw meat and then fruit with the same hands?</p> <p><b>Labels and Dates</b></p> <p>What does 'use by' mean?</p> <p>Can we eat food past the 'best before' date?</p> <p>How can we tell if food is still good to eat?</p> <p><b>Cross-contamination</b></p> <p>Should we use the same knife for raw chicken and vegetables?</p> <p>Where do we put raw meat in the fridge?</p> <p>Why do we wear aprons when cooking?</p> <p>Do you know how to work safely in the kitchen?</p> <p>Can you self-evaluate your work?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>To know how to work safely in the kitchen. To secure, consolidate and demonstrate the principles of food</b></p>	<p>Why can't we put cooked food back on a plate that had raw meat?</p> <p><b><u>Good Practice</u></b></p> <p>What should we do after cutting raw chicken?</p> <p>What does cleaning the table do?</p> <p>Why do we need different chopping boards for meat and vegetables?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>Students should be able to:</b></p> <p><b>Recognise unsafe cross-contamination practices (e.g. same knife for raw chicken and bread).</b></p> <p><b>Wash hands properly before and after touching different foods.</b></p> <p><b>Use different coloured chopping boards or identify which one is for meat vs vegetables (with visuals).</b></p> <p><b>Wipe and clean surfaces before and after preparing food.</b></p>
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	<p>(fridge/freezer/cupboard).</p> <p>Washing hands and cleaning surfaces correctly.</p> <p>Following simple food hygiene rules independently.</p> <p>Knowing safe food handling (e.g. using gloves, using separate chopping boards).</p> <p><u>Recipes:</u></p> <p>1<sup>st</sup> week Theory 2<sup>nd</sup> week Leek and potatoes soup/alternative 3<sup>rd</sup> week Theory 4<sup>th</sup> week Pasta, sausage bake 5<sup>th</sup> week Theory 6<sup>th</sup> week Beef tacos- Good Food 7<sup>th</sup> week Halloween baking 8<sup>th</sup> week Consolidation</p>	<p>This unit teaches learners basic hygiene rules when handling food. It also includes correct storing of food and knowing how to identify when food is safe to consume</p> <p><u>Recipes:</u></p> <p>1<sup>st</sup> week Theory 2<sup>nd</sup> week English breakfast 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 Christmas baking 7<sup>th</sup> week Consolidation</p>	<p>1<sup>st</sup> week Theory 2<sup>nd</sup> week Veggie burritos (Good Food) 3<sup>rd</sup> week Theory 4<sup>th</sup> week Creamy lentil &amp; veggie curry 5<sup>th</sup> week Homemade burgers with pita bread 6<sup>th</sup> week Consolidation</p>	<p>Demonstrate how to stop bacteria spreading:</p> <p>Washing hands</p> <p>Cleaning surfaces</p> <p>Storing food correctly (e.g. fridge)</p> <p>Using separate chopping boards.</p> <p><u>Recipes:</u></p> <p>1<sup>st</sup> week Theory 2<sup>nd</sup> week Pancakes or alternative Shrove Tuesday 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 baking 7<sup>th</sup> week Consolidation</p>	<p>hygiene and safety, focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat, poultry and/or fish (if using), and the hob, oven or grill. Pupils will evaluate and test their ideas and the work of others and make recommendations for improvements.</p> <p><u>Recipes:</u></p> <p>1<sup>st</sup> week Theory 2<sup>nd</sup> week Brownies 3<sup>rd</sup> week Pizza 4<sup>th</sup> week Consolidation</p>	<p>Demonstrate safe habits during food handling activities.</p> <p><u>Recipes:</u></p> <p>1<sup>st</sup> week Theory 2<sup>nd</sup> week Cheese scones 3<sup>rd</sup> week Theory 4<sup>th</sup> week Cake / own choice 5<sup>th</sup> week Theory 6<sup>th</sup> week Summer snacks/ meal 7<sup>th</sup> week Consolidation</p>
Links to Gatsby Benchmarks:	<b>Benchmark 2</b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning?	<b>Benchmark 2</b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning?	<b>Benchmark 2</b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning?	<b>Benchmark 4.</b> STEM opportunities-linking career opportunities and what aspects of cooking – jobs are available.	<b>Benchmark 4.</b> STEM opportunities-linking career opportunities and what aspects of cooking – jobs are available.	<b>Benchmark 4.</b> STEM opportunities-linking career opportunities and what aspects of cooking – jobs are available.

