

6.8 D Curriculum – FOOD/ 3 Lessons a week 2025 - 2026

Year	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
2025-2026-6.8	Topic: Kitchen Hygiene EL1 Kitchen Hygiene EL2 Suggested Key Questions: 1.1. Identify a consequence of a dirty kitchen. 1.2. Be able to use equipment to clean the kitchen. 2.1. Identify a piece of equipment used for cleaning a kitchen. 2.2. Use equipment to clean an area of a kitchen. 2.3. Use cleaning equipment safely. Key Skills and knowledge: Understand the need to keep a clean kitchen. Knowledge: EL1 Progresses along a continuum that ranges from the most elementary of achievements to beginning to make use of knowledge and/or understanding that relates to the subject or immediate environment.	Topic: Kitchen Hygiene EL1 Kitchen Hygiene EL2 Suggested Key Questions: Be able to use products to clean a kitchen. Use a product safely for cleaning a kitchen. Key Skills and knowledge: Learners will know the dangers of a dirty kitchen and will be able to identify and use tools, materials and equipment to clean a kitchen safely. They will be able to use kitchen cleaning products with reference to relevant safety precautions and guidelines Knowledge: EL1 Progresses along a continuum that ranges from the most elementary of achievements to beginning to make use	Topic: Kitchen Hygiene EL1 Kitchen Hygiene EL2 Make a simple meal EL1/EL2 Suggested Key Questions: Finishing of Kitchen hygiene unit, practice skills gained in Autumn 1&2. Make a simple meal unit: 1.1. Washing hands before food preparation. 1.2. Maintain personal cleanliness. 1.3. Assist in maintaining a clean working environment Identify ingredients to make a simple meal. 3.1. Prepare two different ingredients. 4.1. use two different utensils safely. Key Skills and knowledge: Be able to use a cooker safely. Learners will be able to prepare ingredients	Topic: Make a simple meal EL1/ EL2 Suggested Key Questions: 1.3. Assist in maintaining a clean working environment Identify ingredients to make a simple meal. 3.1. Prepare two different ingredients. 4.1. use two different utensils safely. 5.1. Use a cooker for two different purposes. 5.2. Identify two rules for safe use of a cooker. 5.3. Identify two cooking hazards. Key skills and knowledge: Be able to use a cooker safely. Learners will be able to prepare ingredients and use cooking facilities to make a simple meal Has basic knowledge or understanding of a subject and/or can	Topic: Make a simple meal EL1/ EL2 Suggested Key Questions: 5.1. Use a cooker for two different purposes. 5.2. Identify two rules for safe use of a cooker. 5.3. Identify two cooking hazards. Identifying hot/cold surfaces Safe use of knives (start with plastic or rounded-edge knives) Understanding symbols for "hot," "danger," etc. Evaluation and Independence Taste testing food and describing it (e.g. sweet, salty, crunchy) Saying what they liked/didn't like about the meal	Topic: Basic cooking skills for students Suggested Key Questions: Can you wash and peel vegetables? Can you chop using a small knife, with support? Grating cheese or vegetables (with a stable grater and hand-over-hand support) Spreading (butter, jam, soft cheese) Mixing ingredients in a bowl Cracking an egg (for advanced learners) Can you follow picture-based or symbol-supported recipes? Sequencing steps in a recipe Matching tools to tasks Using a timer to track cooking time

	<u>Knowledge: EL2</u> Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and knows the steps needed to complete simple activities. <u>Skills: EL1</u> Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment. <u>Skills: EL2</u> Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.	of knowledge and/or understanding that relates to the subject or immediate environment. <u>Knowledge: EL2</u> Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and knows the steps needed to complete simple activities. <u>Skills: EL1</u> Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment. <u>Skills: EL2</u> Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.	and use cooking facilities to make a simple meal Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and knows the steps needed to complete simple activities. Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.	carry out simple, familiar tasks; and knows the steps needed to complete simple activities.	Setting and clearing the table Packing a lunchbox <u>Key skills and knowledge:</u> Students will be able to identify hazards. Students will learn about dangerous situations in the kitchen. Students will be able to evaluate their own work, using pictures to help them.	<u>Key skills and knowledge:</u> Grating cheese or vegetables (with a stable grater and hand-over-hand support) Spreading (butter, jam, soft cheese) Mixing ingredients in a bowl Cracking an egg (for advanced learners) Following picture-based or symbol-supported recipes
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers. Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager;	4. Linking curriculum learning to careers. Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager;	4. Linking curriculum learning to careers. Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager;	4. Linking curriculum learning to careers Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager. Looking at different cooking skills related to different jobs in Catering;	4. Linking curriculum learning to careers Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager. Looking at different cooking skills related to different jobs in Catering;	4. Linking curriculum learning to careers Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager. Looking at different cooking skills related to different jobs in Catering;

