

Class 9E – Explorer Curriculum – Food /2 Lessons weekly

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
9	<p><u>Topic: Round the World Project</u></p> <p>Introduction to recipes around the world. Pupils will be focusing on one country each week. Pupils can research their own cultural food with support.</p> <p><u>Suggested Key Questions:</u> To be able to identify where recipes come from. To know how to cook different recipes from around the world. To be able to research their own cultural heritage. To know how to complete sensory analysis of their own product. To know how to evaluate their own skills and techniques and identify how to improve with support if needed.</p>	<p><u>Topic: Round the World Project</u></p> <p>Pupils will study the factors affecting food choice. Pupils investigate food miles. Pupils investigate different ways of cooking eggs.</p> <p><u>Suggested Key Questions:</u> To be able to know about factors affecting food choice. To know about food miles. To be able to know about what food miles are. To be able to investigate what happens to eggs when you cook them in different ways. To know how to complete sensory analysis of their own product. To know how to evaluate their own skills and techniques and with</p>	<p><u>Topic: Cake project</u></p> <p>Pupils will explore the ingredients to make a cake. Pupils will investigate different methods for making cakes. Rubbing in Method. Air is trapped in sieving the flour and by lightly (with fingertips) rubbing the. Melting. • Fat and sugar ingredients are melted in a saucepan. Creaming. • Air is trapped by creaming the sugar and fat together. Whisking Method. • Eggs and sugar whisked together to trap air (aerate). All in one method.</p> <p><u>Suggested Key Questions:</u> To be able to know the melting method. To be able to know the whisking method.</p>	<p><u>Topic: Special diets</u></p> <p>Pupils will look at a range of special diets. Pupils will explore specialist ingredients such as gluten free flour. Pupils research a special diet, then plan a two-course meal for a person on a special diet.</p> <p><u>Suggested Key Questions:</u> To be able to identify different types of special diet. To be able to explore different types of specialist ingredients. To be able to plan a two-course meal for someone with a specialist diet. To know how to complete sensory analysis of their own product. To know how to evaluate their own</p>	<p><u>Topic: Party food project</u></p> <p>Pupils look at different celebrations and foods served at these celebrations. Pupils will explore food served at birthdays, weddings etc.</p> <p><u>Suggested Key Questions:</u> To be able to know about different celebrations and what food is served. To know how to complete sensory analysis of their own product. To know how to evaluate their own skills and techniques and with support identify how to improve. To know how to prepare their area, ingredients and</p>	<p><u>Topic: Party food project</u></p> <p>Pupils will study HACCP and safe storage of party food. Pupils will study the different types of food poisoning and the effects.</p> <p><u>Suggested Key Questions:</u> To be able to know what HACCP IS. To be able to know what food storage is needed for party food. To be able to know about the different types of food poisoning and how it is caused. To know how to complete sensory analysis of their own product. To know how to evaluate their own skills and techniques and with support identify how to improve. To know how to prepare their area, ingredients and</p>

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

<p>To know how to prepare their area, ingredients and equipment with support if needed.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed.</p> <p><u>Key Skills and Knowledge:</u></p> <p>Students will learn about food from different countries. Students will gain the knowledge and skills to prepare meals/ snacks from different countries. Students will know what equipment and detergents they will need to clean the kitchen, with support if required.</p> <p>Students will practice frying skills, using the kitchen equipment correctly and following safety rules when using an oven.</p>	<p>support identify how to improve.</p> <p>To know how to prepare their area, ingredients and equipment with support if needed.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed.</p> <p><u>Key Skills and Knowledge:</u></p> <p>Students will gain knowledge of different ways of cooking eggs. Students should know that e.g. strawberries grown and sold at a local farm travelled fewer food miles before they reached our plate, other than bananas or oranges, which grown in different countries, and they traveled a lot further. To be able to identify what we need to cook using a cooker.</p> <p>Defining hazards related to using hot pans, cooker.</p>	<p>To be able to know the creaming method.</p> <p>To be able to know all in one method.</p> <p>To investigate raising agents.</p> <p>To be able to know what happens with caramelization.</p> <p>To know how to complete sensory analysis of their own product.</p> <p>To know how to evaluate their own skills and techniques and with support identify how to improve.</p> <p>To know how to prepare their area, ingredients and equipment with support if needed.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed.</p> <p><u>Key Skills and Knowledge:</u></p> <p>To be able to use a sharp knife for different tasks-cutting, dicing.</p> <p>Defining hazards related to using sharp knives. Students will be able to practice using</p>	<p>skills and techniques and with support identify how to improve.</p> <p>To know how to prepare their area, ingredients and equipment with support if needed.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed.</p> <p><u>Key Skills and Knowledge:</u></p> <p>Students will be able to identify different diets, they will understand what a special diet means; students will be able to identify different types of special diet. To be able to explore different types of specialist ingredients. Pupils will learn how to plan a two-course meal for someone with a specialist diet.</p> <p><u>Recipes</u></p>	<p>equipment with support if needed.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed.</p> <p><u>Key Skills and Knowledge:</u></p> <p>Students will be able to identify different celebrations and state what food is served at these celebrations. Students will deepen their knowledge of how to complete sensory analysis of their own product. Pupils will continue evaluating their own skills and techniques. Recipes Pizza pin wheels Salted chip cookie cups. Spicy Wedges & dips Free choice</p>	<p>equipment with support if needed.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support if needed.</p> <p><u>Key Skills and Knowledge:</u></p> <p>Students will be able to identify different celebrations and state what food is served at these celebrations. Students will deepen their knowledge of how to complete sensory analysis of their own product. Pupils will continue evaluating their own skills and techniques. Students will learn what HACCP is. They will gain the knowledge of how to store party food and food in general. Students will learn about the different types of food poisoning and how it is caused.</p> <p><u>Recipes</u> Mini quiches Celebration cake over 2 weeks Bake off</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

	<p>Recipes Real Mexican Soft Tacos Thai green chicken curry Chinese pot noodle Key lime pie Free choice</p>	<p>Students will be able to practice using pans and a cooker with supervision, progressing towards independent cooking.</p> <p>Recipes Greek kebabs Calzone Chicken tikka Free choice</p>	<p>knives with supervision</p> <p>To gain basic knowledge on caramelization process.</p> <p>Recipes Creaming method butterfly cupcakes Melting method Brownies Whisking method Swiss roll Free choice</p>	<p>Gluten free churros Gluten free lemon drizzle cake Vegetable curry Free choice</p>		
Links to Gatsby Benchmarks:	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p>Benchmark 4. STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p>Benchmark 4. STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p>Benchmark 4. STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p>Benchmark 4. STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p>Benchmark 4. STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>	<p>Benchmark 2 Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p>Benchmark 4. STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p> <p>Careers in catering Students will investigate jobs and skills required for these jobs</p>

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

				skills required for these jobs		
--	--	--	--	--------------------------------	--	--