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

11N Class - **Navigator Curriculum/ 2 lessons per week**

Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
11	**Topic:** **Food preparation and presentation** **AIM EL3/L1** **Suggested Key Questions** Can you identify utensils required for food preparation? Can you assist in preparing vegetables for a soup? Can you weigh and measure ingredients correctly? **Key Skills and Knowledge:** **Students will learn how to prepare ingredients for a soup. Students will gain the knowledge required for preparation different meals and gathering the right equipment;** **Meals:** **Versatile veggie soup**	**Topic:** **Food preparation and presentation** **AIM EL3/L1** **Suggested Key Questions:** Can you use different knives and different spoons? Can you use different containers and state what their use is? Can you set up a service area? Can you serve the food you have prepared? **Key Skills and Knowledge:** **Students will gain the required knowledge of different types of knives, spoons and containers. They will be able to identify the correct use of the above. Students will be able to set up the service area to serve prepared foods.**	**Topic:** **Food preparation and presentation** **AIM EL3/L1** **Food hygiene online course at level 2 for selected students after completing the coursework at Level 1** **Suggested Key Questions:** Can you prepare the ingredients required to make different meals? Can you use and store the equipment/utensils properly? Recap on serving the food and preparation of the service area. Can you follow Health & Safety requirements why dealing with food? **Key Skills and Knowledge:** **Students will be able to set up the service area to serve prepared foods.**	**Topic:** **Food preparation and presentation** **AIM EL3/L1** **Food hygiene online course at level 2 for selected students after completing the coursework at Level 1** **Suggested Key Questions:** Recapping on gained skills and knowledge. Finishing the coursework for external moderation. Checking on all information needed in my portfolio/ booklets` completion; **Key Skills and Knowledge:** **Skills will be practiced: chopping vegetables, frying, Following the recipe independently or with minimum support, measuring and weighing ingredients**	**Topic:** **Planning and preparing a product/ dish** **Food hygiene online course at level 2 for selected students after completing the coursework at Level 1** **Suggested Key Questions:** Can you produce a suitable plan for the final food product/dish to include lists of ingredients with quantities? Can you make the final food product/dish, following the plan independently? Can you carry out and record sensory analysis? Can you carry out nutritional analysis? **Key Skills and Knowledge:** **Skills**	**Topic:** **Planning and preparing a product/ dish** **Food hygiene online course at level 2 for selected students after completing the coursework at Level 1** **Suggested Key Questions:** Can you evaluate the final food product/dish against the points made in the design specification? Can you present the final product/ dish and set the areas for improvement? **Key Skills and Knowledge:** **Skills** **Students will be able to:** **Evaluate a final food product or dish against the original design specification.**

	Meat lasagna Pumpkin soup Halloween baking	Skills will be practiced: chopping vegetables, frying, Following the recipe independently or with minimum support, measuring and weighing ingredients independently, using an oven and a hob. Meals: Sweet and sour chicken Quorn goulash(casserole) Theory Christmas baking	Skills will be practiced: chopping vegetables, frying, Following the recipe independently or with minimum support, measuring and weighing ingredients independently, using an oven and a hob. Students will be able to store the equipment correctly. Meals: Cheese & mushroom bake Quorn goulash(casserole) Baking/ brownies	independently, using an oven and a hob. Students will store food safely; they will be able to explain what happens when food is not stored correctly. Students will explain food hazards such as physical, chemical etc. and state how to prevent the above. Meals: Sausage rolls rough puff Spicy sweetcorn and potatoes fritters Easter `bake off`	Students will be able to: Produce a suitable plan for a final food product or dish. Compile accurate ingredient lists with correct quantities. Select appropriate equipment and resources for food preparation. Follow a recipe or food preparation plan independently. Prepare, cook, and present a final food product safely and effectively. Demonstrate independence when making a final dish. Carry out sensory analysis of a food product using appearance, aroma, texture, taste, and presentation. Record sensory analysis results accurately. Carry out a nutritional analysis of a food product. Interpret nutritional information, including energy, fat, sugar, protein, and fibre content. Evaluate the success of a finished dish and identify areas for improvement. Knowledge Students will gain knowledge of:	Compare the finished product with planned success criteria. Identify strengths and weaknesses of the final dish. Assess the product's appearance, taste, texture, aroma, nutritional value, and suitability for the target audience. Present the final food product in an attractive and appropriate manner. Reflect on the food production process and outcomes. Identify realistic areas for improvement. Make recommendations for improving the recipe, preparation methods, presentation, or nutritional value. Communicate evaluation findings effectively using written or verbal feedback. Knowledge Students will gain knowledge of: The purpose and importance of a design specification in food preparation. Methods used to evaluate food products against set criteria. Factors that contribute to the success of a food product, including appearance, flavour, texture,

					The components of an effective food preparation plan. **How to calculate ingredient quantities required for a recipe.** **The purpose and use of ingredients within a dish.** **Different methods of preparing, cooking, and presenting food.** **Food safety and hygiene requirements during food preparation.** **The stages involved in producing a final food product independently.** **Sensory analysis techniques and evaluation methods.** **The characteristics of a high-quality food product, including flavour, texture, appearance, and aroma.** **The nutritional composition of foods and meals.** **How nutritional information can be used to support healthy eating choices.** **Methods for recording and evaluating food production outcomes.** **Meals:** **Spaghetti Bolognaise with meatballs** **Carrot cake**	**aroma, cost, and nutritional value.** **Techniques for effective food presentation and plating.** **The importance of reviewing and improving food products.** **How constructive evaluation supports future product development.** **Methods for identifying and recording areas for improvement.** **The relationship between design specifications and final product outcomes.** **Meals:** **Homemade pizza or quick pasta salad** **Lemon drizzle cake** **Summer snacks**
Links to Gatsby Benchmarks:	**Benchmark 2** Labour market to information. What are	**Benchmark 2** Labour market to information. What are	**Benchmark 2** Labour market to information. What are	**Benchmark 2** Labour market to information. What are	**Benchmark 2** Labour market to information. What are	**Benchmark 2** Labour market to information. What are

	the current trends in the jobs market that involve cooking skills that students are learn? **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics – (weighing, measuring, quantity of ingredients) they are learning.	the current trends in the jobs market that involve cooking skills that students are learn? **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics – (weighing, measuring, quantity of ingredients) they are learning.	the current trends in the jobs market that involve cooking skills, weighing, measuring skills that students are learning? **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics – (weighing, measuring, quantity of ingredients) they are learning.	the current trends in the jobs market that involve cooking skills, weighing, measuring skills that students are learning? **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics – (weighing, measuring, quantity of ingredients) they are learning.	the current trends in the jobs market that involve cooking skills, weighing, measuring skills that students are learning? **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics – (weighing, measuring, quantity of ingredients) they are learning.	the current trends in the jobs market that involve cooking skills, weighing, measuring skills that students are learning? **Benchmark 4.** STEM opportunities- linking career opportunities and what aspects of mathematics – (weighing, measuring, quantity of ingredients) they are learning.