



## FOOD AND COOKERY SKILLS CURRICULUM PLAN

### Curriculum Intent Statement:

Key Stage Three Food Technology and NCFE Food and Cookery Skills Level 2 enable students to gain the knowledge and skills to cook healthy, economical and versatile food at home. The course reflects CP Riverside's core value of creating possibilities through a detailed and engaging curriculum. Intrinsic family and community values have guided the course, focusing on economic, family meals, and allowing our students to enhance their skills by cooking the same meals at home.

Objectives are regularly covered in theoretical lessons and form the central focus of our practical lessons, where students can put the knowledge gained in theory into practice. Core British values such as mutual respect are promoted with students working in a shared space with a range of equipment alongside several peers of differing abilities, and the curriculum also encourages a tolerance of other cultures and faiths through the celebration of different events throughout the year, for example, the Chinese New Year and World Refugee Day.

Ingredients are provided, and recipes taught focus primarily on lower budgets. Trips to the Food Bank teach an understanding of a range of social and economic backgrounds in our local communities. A balance of practical and theoretical lessons provides students with several life skills including budgeting, resilience, and tolerance that they can continue to build on throughout their lives, leading to the ability to live independently and successfully.

	NCFE Food
AUTUMN 1	<p><b>Unit 1: Preparing to cook</b></p> <p>Understanding the environment and equipment and putting this knowledge into practice</p>
AUTUMN 2	<p><b>Unit 1: Preparing to cook</b></p> <p><b>Unit 2: Understanding food</b></p> <p>Analysing the main food groups and reasons behind different food choices</p>
SPRING 1	<p><b>Unit 2: Understanding food</b></p> <p><b>Unit 3: Exploring balanced diets</b></p> <p>Defining a range of different diets and applying our knowledge to improve dishes to make them healthier</p>
SPRING 2	<p><b>Unit 3: Exploring balanced diets</b></p> <p><b>Unit 4: Plan and produce dishes in response to a brief</b></p> <p>Analyse briefs to produce a range of dishes that meet the needs of the brief and using key cooking skills amassed over the year to deliver these dishes</p>
SUMMER 1	<p><b>Unit 4: Plan and produce dishes in response to a brief</b></p> <p>Analyse briefs to produce a range of dishes that meet the needs of the brief and using key cooking skills amassed over the year to deliver these dishes</p>
SUMMER 2	<p><b>Skill Showcase:</b></p> <p>Demonstrating a series of cooking skills and theory skills through challenges/ competitions</p>



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WEEK	NCFE FOOD
1	<p><b>Unit 1: Understanding Food</b></p> <p>1.1- Describe safe and hygienic working practices to prepare self for cooking <b>Practical:</b> Belgian Waffles</p> <p>1.2 Describe safe and hygienic working practices to prepare the cooking environment <b>Practical:</b> Pancakes</p>
2	<p>1.3 Assess potential risks and hazards in the cooking environment <b>Practical:</b> Egg Omelette</p> <p>2.1 Describe the uses of cooking equipment and utensils <b>Practical:</b> Toasties</p>
3	<p>2.2 Describe how to prepare equipment and utensils for cooking <b>Practical:</b> Carbonara</p> <p>2.3 Describe safe cleaning and storage of equipment and utensils <b>Practical:</b> Garlic bread, knots and twists</p>
4	<p>3.1 Describe the purpose of a recipe <b>Practical:</b> Homemade Pitta Breads</p> <p>3.2 Identify the stages of a recipe <b>Practical:</b> Falafels and Halloumi</p>
5	<p>3.3 Describe the purpose of different ingredients in a recipe <b>Practical:</b> Spaghetti and Meatballs</p> <p>3.4 Describe cooking skills <b>Practical:</b> Homemade Cookie Dough</p>
6	<p><b>Assessment Week:</b> Revision and Assessment <b>Practical:</b> Burgers <b>Practical:</b> Sausage/ Savoury Rolls</p>
7	<p>4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking <b>Practical:</b> (Double) Halloween Cupcake Competition</p>
8	<p>4.2 Demonstrate how to follow recipes <b>Practical:</b> Homemade Naan Bread and Onion Bhajis <b>Practical:</b> Curry and Rice</p>
9	<p>4.3 Demonstrate cooking skills <b>Practical:</b> Risotto <b>Practical:</b> Soup</p>
10	<p>4.4 Demonstrate safe use of equipment and utensils</p> <p>4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils <b>Practical:</b> Apple Pie/ Apple Tart (Double Practical)</p>
11	<p><b>Unit 2: Understanding Food</b></p> <p>1.1 Describe the main food groups/ 1.2 Describe sources of foods from each main food group <b>Practical:</b> Lasagne</p> <p>1.3 Explain how seasons affect food availability <b>Practical:</b> Chocolate Brownies</p>
12	<p><b>Assessment Week:</b> Assessment 2 <b>Practical:</b> Roast Dinner</p> <p>2.1 Describe how social factors affect food choices <b>Practical:</b> Ice Cream Sundaes</p>

13	<p>2.2 Describe how environmental factors affect food choices <b>Practical:</b> Fajitas</p> <p>2.3 Describe how cost factors affect food choices <b>Practical:</b> Homemade Pizzas</p>
14	<p>*Christmas Dinner Week*</p> <p>2.4 Describe how sensory factors affect food choices <b>Practical:</b> (Double) Yule Logs</p> <p>3.1 Compare ingredients to inform choice of recipes for given dishes <b>Practical:</b> Christmas Dinner (Select Group)</p>
15	<p>3.2 Apply choices of ingredients to make given dishes</p> <p>3.3 Evaluate completed dishes <b>Practical:</b> (Double) Gingerbread People Competition</p>
16	<p><b>Unit 3: Exploring Balanced Diets</b></p> <p>1.1 Explain what is meant by a balanced diet <b>Practical:</b> Pasta Salad <b>Practical:</b> Spaghetti Bolognese</p>
17	<p>1.2 Describe the nutrients that make up a balanced diet <b>Practical:</b> Jerk Chicken, Rice and Peas</p> <p>1.3 Explain nutrients requirements for different groups of people <b>Practical:</b> Jamaican Ginger Cake</p>
18	<p>1.4 Explain healthy eating advice</p> <p>1.5 Explain how nutritional information on food labels can inform healthy eating <b>Practical:</b> STUDENT CHOICE</p>
19	<p>1.6 Assess a food diary and make recommendations <b>Practical:</b> STUDENT CHOICE</p> <p>2.1 Assess a recipe in terms of its contribution to healthy eating <b>Practical:</b> STUDENT CHOICE</p>
20	<p>2.2 Explain how the recipe could be changed to make the finished dish healthier <b>Practical:</b> Pasta Bake</p> <p>2.3 Describe other factors that could affect the finished dish <b>Practical:</b> Flapjacks</p>
21	<p><b>Unit 4: Plan and produce dishes in response to a brief</b></p> <p>1.1 Assess the requirements of a set brief <b>Practical:</b> Steak, chips and peppercorn sauce</p> <p>1.2 Select a menu of dishes for the brief <b>Practical:</b> Fruit Crumble</p>
22	<p>1.3 Develop a plan of action for making the dishes <b>Practical:</b> (Double) Student response to brief</p> <p>1.4 Review and revise plan from feedback</p>
23	<p>2.1 Demonstrate how to prepare themselves and environment for cooking</p> <p>2.2 Apply the plan to make the dishes on the menu <b>Practical:</b> (Double) Cheesecake</p>
24	<p>2.3 Demonstrate cooking skills to make the dishes on the menu <b>Practical:</b> Chinese Chow Mein</p> <p>2.4 Demonstrate safe and hygienic working practices throughout <b>Practical:</b> Vegetable Spring Rolls</p>
25	<p>3.1 Assess the strengths and weaknesses of the menu <b>Practical:</b> Sausages and Mash</p> <p>3.2 Assess the strengths and weaknesses of the planning and preparation process <b>Practical:</b> Fruit Turnovers</p>

26	<p>3.3 Assess the strengths and weaknesses of the completed dishes <b>Practical:</b> Shepherd's Pie</p> <p>3.4 Evaluate how the brief has been met <b>Practical:</b> Cornflake Tart</p>
27	<p>1.1 Assess the requirements of a set brief <b>Practical:</b> Chilli NON Carne (VG) and Nachos</p> <p>1.2 Select a menu of dishes for the brief <b>Practical:</b> Muffins</p>
28	<p>1.3 Develop a plan of action for making the dishes <b>Practical:</b> (Double) Student response to brief</p> <p>1.4 Review and revise plan from feedback</p>
29	<p>2.1 Demonstrate how to prepare themselves and environment for cooking</p> <p>2.2 Apply the plan to make the dishes on the menu <b>Practical:</b> (Double) Butterscotch Tart</p>
30	<p>2.3 Demonstrate cooking skills to make the dishes on the menu <b>Practical:</b> Pulled Pork Tacos</p> <p>2.4 Demonstrate safe and hygienic working practices throughout <b>Practical:</b> Chicken Kebabs</p>
31	<p>3.1 Assess the strengths and weaknesses of the menu <b>Practical:</b> Ratatouille</p> <p>3.2 Assess the strengths and weaknesses of the planning and preparation process <b>Practical:</b> Melt in the Middle Chocolate Pudding</p>
32	<p>3.3 Assess the strengths and weaknesses of the completed dishes <b>Practical:</b> Thai Stir Fry/ Curry</p> <p>3.4 Evaluate how the brief has been met <b>Practical:</b> Mango Sticky Rice</p>
33	<b>Portfolio Review: Moderation &amp; Intervention</b>
34	Skill Showcase:
35	Skill Showcase:
36	Skill Showcase:
37	Skill Showcase:
38	Skill Showcase:
39	Skill Showcase: