

KS4 Cook It

The purpose of Cook It is to develop the pupils skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food, food safety and hygiene. The emphasis is on the process students go through researching a celebration with an international theme and cooking foods based on the chosen country for a celebration (Chinese New Year, Diwali). Lessons are structured so they are practical to equip students with the skills they can use in a kitchen environment and they promote participation and teamwork encouraging students to work co-operatively. Pupils will cook a range of foods from a particular country and organise a celebration based around a theme with the foods they have cooked.

RRS Articles: This unit of work is linked **Article 24** of the UN Convention on the Rights of the Child.

"I have the right to good quality health care, to clean water and good food."

| | <u>OU P Steps P5-6</u> | <u>OU P Steps P7-8</u> | <u>OU NC step 1</u> | <u>OU NC Steps 2</u> |
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| Theme-hygiene and safety | | | | |
| <u>Subject specific knowledge</u> | <p>Can identify where we wash hands.</p> <p>Can identify if food is dropped it cannot be eaten.</p> <p>Can identify pictures of dirty hands.</p> <p>Can identify that equipment and food preparation area must be cleaned after preparing food.</p> <p>Can identify pictures of dangers in the food tech room.</p> | <p>Can identify where hands are washed and what is needed to wash hands i.e. soap, water, and paper towels.</p> <p>Can identify some reasons why hands might be washed i.e. germs, dirt, after the toilet.</p> <p>Can identify that some foods must be washed before they are safe to eat e.g. potatoes, carrots and apples.</p> <p>Can identify and sort dangers i.e. hot oven, knives, hot water, hob, water on floor, knives carried upwards.</p> <p>Can identify that aprons must be worn when cooking.</p> | <p>Understand why we need to wash our hands and can identify some reasons why.</p> <p>Identifies and understands dangers and safety rules</p> <p>Can identify can carry out simple cleaning tasks under supervision.</p> <p>Can identify why aprons are worn.</p> <p>Can identify some basic hygiene routines in a kitchen.</p> | <p>Understand why we need to wash our hands and can give relevant examples of why we wash hands and the risks if they are not washed properly.</p> <p>Understands dangers in the kitchen and preventative measures to minimise the dangers.</p> <p>Understands why and how to complete cleaning duties safely.</p> <p>Understands why aprons are worn and can explain the dangers of not wearing an apron.</p> <p>Understands basic hygiene routines and the importance of following them correctly.</p> |
| <u>Subject specific skills</u> | <p>Is able to wash hands with verbal prompts for each step i.e. wet hands, put soap on, wash hands, dry hands.</p> <p>Is able to complete some cleaning duties with support e.g. washing a work area, filling a sink, cleaning dishes.</p> | <p>Is able to wash hands once directed with some verbal prompts.</p> <p>Can help complete cleaning duties i.e. clean a work area, fill the sink with water, wash and dry dishes with supervision.</p> | <p>Is able to wash hands safely and hygienically.</p> <p>Is able to follow basic safety rules when preparing and cooking food.</p> <p>With some supervision, pupils can</p> | <p>Is able to demonstrate excellent hygiene throughout cooking lessons.</p> <p>Is able to follow and understand safety rules when preparing and cooking food.</p> <p>Is able to independently follow procedures for clearing up</p> |

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| | | Is able to stay away from dangers in the kitchen i.e. oven, hob, knives. | take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor, cleaning and drying dishes. | Is able to independently wear a clean apron and discuss reasons for doing so. |
| Theme- cooking skills | | | | |
| <u>Subject specific knowledge</u> | <p>Identifies familiar piece of equipment i.e. bowl, fork, cup.</p> <p>Identifies healthy and unhealthy foods.</p> <p>Is able to recognise familiar foods.</p> <p>Is able to identify that recipes are instructions on how to make food.</p> | <p>Knows how familiar cooking utensils and equipment work with support.</p> <p>Identifies that we need to eat more of some foods and less of others.</p> <p>Identifies some of the safety issues associated with tools used.</p> <p>Demonstrates an awareness of some of the dangers of equipment.</p> <p>Is able to identify where some fruits and vegetables come from.</p> <p>Is able to identify that recipes are instructions on how to make food and each step must be followed.</p> | <p>Can identify what equipment is needed to complete a task and how.</p> <p>Is able to identify where at least 5 fruits and vegetables come from.</p> <p>Identifies simple steps that can be taken to improve safety when using tools i.e. carrying a knife pointing downwards, using the bridge method to chop.</p> <p>Identifies equipment that can be dangerous i.e. hob, knives, oven.</p> <p>Can identify that foods must be weighed.</p> | <p>Understand what equipment is needed to complete a task and can get it and use it. Can identify and discuss the steps to use.</p> <p>Can describe how food is sourced e.g. grown, caught, farmed.</p> <p>Understands how to prepare a range of food ingredients e.g. vegetables, weighing ingredients.</p> <p>Understands dangers and how to minimise them.</p> <p>Can understand the importance of weighing foods accurately.</p> |
| <u>Subject specific skills</u> | <p>Is able to locate a familiar product to complete a task e.g. chopping board, wooden spoon.</p> <p>Is able to mix and stir ingredients small amounts of ingredients.</p> | <p>Demonstrates some of the safety issues associated with tools used e.g. sharp knives, hob, oven.</p> <p>Is able to identify the appropriate equipment to measure which type of substance e.g. scales for dry ingredients, jug for liquids.</p> | <p>Is able to handle and use some equipment safely.</p> <p>Is able to use measuring spoons to measure ingredients e.g. teaspoon and tablespoon.</p> <p>Is able to use equipment to prepare food ingredients i.e. weighing scales to weigh</p> | <p>Is able to identify and use the correct equipment needed to complete a task and can do so accurately.</p> <p>Can evaluate their cooking to show how it can be improved or altered using correct terminology and can explain how they will do so.</p> <p>Is able to use measuring spoons to measure ingredients precisely e.g. teaspoon and tablespoon.</p> |

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| | <p>Is able to select which tool is needed to complete a task from a choice.</p> <p>Is able to peel fruits using their hands.</p> <p>Is able to tear foods using hands e.g. lettuce, herbs.</p> <p>Is able to grasp and move simple tools e.g. spoon or knife.</p> <p>Is able to imitate an action using a tool i.e. mixing, rolling.</p> | <p>Is able to select which tools are needed to complete a task.</p> <p>Is able to use the bridge method to cut soft foods using a serrated knife.</p> <p>Is able to mix and stir ingredients.</p> <p>Is able to cut foods into pieces.</p> | <p>ingredients, jug to measure liquids, peeler to peel hard vegetables / fruits.</p> <p>Is able to mix, stir and combine ingredients.</p> <p>Is able to cut foods into evenly sized pieces.</p> <p>Is able to use the bridge method to chop hard foods.</p> <p>Is able to use the claw method to cut soft foods.</p> | <p>Is able to use a range of equipment to prepare a range of food ingredients i.e. weighing scales to weigh ingredients, jug to measure liquids, peeler to peel hard vegetables / fruits.</p> <p>Is able to mix, stir, and combine dry and liquid ingredients with precision.</p> <p>Is able to use electric whisk or hand blender independently under supervision.</p> <p>Is able to use the claw and bridge method to cut hard foods e.g. carrots, apples, potatoes.</p> |
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Theme- identifying and organising a celebration

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| <p><u>Subject specific knowledge</u></p> | <p>Can identify a celebration from a choice of answers / pictures.</p> <p>Knows that people are happy at a celebration.</p> <p>Can identify what might happen at a celebration from a choice of answers i.e. dance, eat, music.</p> | <p>Can describe what a celebration is.</p> <p>Understand that a celebration is a happy occasion</p> <p>Can identify what might happen at a celebration.</p> <p>Can identify some of the foods at a celebration e.g. cake.</p> | <p>Is able to identify a celebration and why it is celebrated.</p> <p>Is able to identify what would be needed for a celebration i.e. food, drinks, music, decorations.</p> <p>Identifies and discusses what happens at a celebration</p> <p>Is able to state some of the influences of the food we eat e.g. religion, culture, celebrations.</p> <p>Can identify where to obtain information about a</p> | <p>Understands where to research information about celebrations</p> <p>Uses knowledge to write a 'shopping' list to plan a celebration.</p> <p>Knows and understands what ingredients would be needed to make food for a celebration.</p> <p>Understands what happens at a celebration. And why certain foods are chosen for different celebrations</p> |
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| | | | celebration i.e. books, google. Identifies that a celebration needs organising. | |
| <u>Subject specific skills</u> | Is able to organise elements of a celebration with support by making a choice from a choice of objects Participates with adult support in making items for a celebration. | Describes the details of a celebration to others. Is able to organise elements of a celebration using a prepared list/agenda Is able to research a celebration with some support and uses this knowledge to add to a plan. | Is able to give a description of a celebration, Is able to organise a plan for a celebration Is able to organise a celebration Is able to review celebration identifying what worked well and what could be improved. Is able to research a celebration and discuss what happens i.e. Diwali is festival of lights | Is able to give a detailed description of a celebration, including why and how it is celebrated. Is able to organise a detailed plan for a celebration Is able to review their planned celebration in detail identifying what worked well and what could be improved. Is able to research a celebration and discuss what happens in detail i.e. Diwali, is the Hindu festival of light and of new beginnings and the triumph of good over evil, and light over darkness. |
| <u>Personal development</u> | <p><u>Problem solving-</u> Linked to resolving any issues encountered, finding a way to solve the problem when cooking.</p> <p><u>Communication skills-</u> Using full sentences/signs appropriate, to communicate instructions and ideas, listening and responding appropriately to other peoples ideas.</p> <p><u>Self-belief-</u> Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions.</p> <p><u>Self-management-</u> Linked to managing equipment safely and managing behaviours.</p> <p><u>Team-work-</u> Linked to working in small groups and realising a goal as a group, cooperating with a group and working together effectively.</p> | | | |
| <u>Suggested activities</u> | | | | |
| <u>P5-L3</u> | | | | |
| <ul style="list-style-type: none"> -Trip to shops to buy appropriate ingredients i.e. Chinese food store for ingredients to make a Chinese meal. -Research project to identify celebration. -Food tasting to explore foods from other cultures. -Making a meal from a different country. -Making decorations. | | | | |

- Organising a celebration.
- Visiting a cultural area within Manchester i.e. China Town.
- Trip to local shop to buy ingredients.
- Planning and creating a recipe.
- Following a recipe to make a meal
- Following a recipe to make a dessert
- Researching recipes.
- Explore a range of different foods.

Online resources

<https://www.bbcgoodfood.com/>

<https://www.bbc.co.uk/newsround/38668427>

<https://www.theschoolrun.com/homework-help/the-chinese-new-year>

<https://www.twinkl.co.uk/resources/countries-and-continents/countries-and-continents-asia/china>

<https://www.discoveryeducation.co.uk/video/item783190>

<https://manchesterchinesecentre.org.uk/>

<https://www.foodafactoflife.org.uk/recipes/>

<https://www.foodafactoflife.org.uk/whole-school/resources/>

Evidencing Work

All recipes, research and PowerPoint evidence needs to be printed off and marked. All picture and teacher evidence needs to be formatted within the ASDAN booklet.