KS5 Catering

In this unit, students will learn how to cook in a professional catering setting. Students will develop an understanding of how to use the cooker hob with a focus on regulating the temperature. Students will be able to identify the difference between boiling water and simmering. They will be able to follow a sequence using either pictures or words. Students will be able to locate their equipment and ingredients using symbols, a visual recipe or a written recipe. Students will learn to use a timer to time cooking and check that food is cooked. Students will develop their ability to independently research recipes using books and the internet and suggest improvements to the recipe. Students will demonstrate a basic understanding of food hygiene procedures in a professional catering setting. Students will develop team work, communication and leadership skills which can be transferred into other subject areas

RRSA articles:

This unit links to RRA articles:

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Students also have the right to experience and try different things to the best of their abilities.

Key vocabulary - spoken, signed, symbols, *AAC*:

- names of different types of pasta
- Instructional language: chop, peel, grate, cut, slice
- Ordinal numbers/sequencing language: firstly, then, next, finally
- Select/choose
- Healthy/unhealthy
- Catering setting

	OU WTE1	OU E1	OU E2	OU E3	OU L1
Key learning: To prepare food using a selection of equipment and techniques					
Subject specific knowledge	Knows at least 5 different pieces of equipment Knows at least 5 different ingredients Knows how to read a symbol based visual recipe	Knows how to prepare soft ingredients using a safe chopping techniques Knows how to follow a 3 step sequence on a visual recipe	Knows how to prepare ingredients appropriately for each step in the recipe. Knows what utensils to use for each step. Knows how to follow	Understands the different food groups Understands how to use an oven, hob and microwave safely. Knows how to weigh/measure	Understands how to present food correctly in a catering setting. Understands how to cater to a range of dietary needs. Understands how to

	Knows how to contribute to cooking decisions e.g. stir or chop Knows how to complete a single step in a visual recipe	Knows how to follow visual prompts to select what ingredients to use	written/verbal instructions to create a dish Knows what ingredients, equipment and processes are needed for each step.	out ingredients as specified in a recipe	economise the way they cook e.g. using left overs, cooking in bulk and freeze, meal planning.
Subject specific skills	Is able to name at least 5 different pieces of equipment/ingredients. Is able to find the next piece of equipment/ingredient from a choice of 3 items after reading 1 step in a visual recipe. Is able to use prompts to identify what action they need to use to complete a task and demonstrate this action briefly. Is able to use the fork technique to support in cutting soft items. Is able to scoop and mash soft food items	Is able to safely use the bridge technique to cut soft items. Is able to read the visual recipe and identify what equipment/ingredient/action is needed to complete each step. Is able to locate the next ingredient needed from a given selection of at least 6 items. Is able to use symbols on draws/cupboard to locate equipment needed. Is able to complete a whole step in a recipe independently	Is able to identify the purpose of a range of utensils e.g. sieves, graters, blenders Is able to select and demonstrate how to use the different utensils safely. Is able to give a reason why they have chosen that particular utensil with verbal prompts from staff. Is able to complete and move between steps within a recipe with minor prompts. Is able to use the bridge and claw technique to cut ingredients.	Is able to identify which coloured chopping board to use for which type of food. Is able to safely activate, set the time and temperature on a hob/oven/microwave Is able to identify the quantity of an ingredient in a recipe in mls/grams. Is able to recognise when to use scales or a measuring jug. Is able to accurately measure/weigh out ingredients.	Is able to serve a meal taking into consideration portion size, colour and food positions on a plate. Is able to identify and recognise common allergies and intolerances. Is able to provide solutions/adaptions to food preparation to ensure a person's dietary needs are met. Is able to suggest ways to make their meal more economical e.g. swap ingredients for one's going out of date earlier.
Key Learning- To research or improve a recipe					
Subject specific knowledge	Knows how to communicate what they want using their chosen method of communication	Understands the difference between healthy and unhealthy foods. Knows foods that contribute to a healthy diet. Knows how to research recipes using books	Understands how to search for a recipe using the internet	Understands how to independently research recipes and suggest improvements to a given recipe	Understands how to plan a nutritious two-course meal Understands how to find seasonally locally sourced products, Understands how to use the food pyramid to support planning a nutritional meal

Subject specific skills	Is able to make decisions to change a recipe from a choice of 2-3 symbols e.g. use a baked potato or a sweet potatoes.	Is able to sort foods into healthy and unhealthy Is able to look through cooking books/magazines and use the images to identify different meals. Is able to use the images to select healthy alternatives to swap into a given recipe – use of symbols/images to support.	Is able to type a chosen recipe into a search engine. Is able to search through the results and discuss their findings with staff support.	Is able to use an assortment of written texts and search engines to research the topic e.g. jacket potatoes. Is able to independently sort through information to make informed decisions to the planning process. Is able to give 1 reason why an ingredient would improve a recipe.	Is able to use an assortment of written texts and search engines to research starters/mains/deserts linked to a topic Is able to identify the quantity of ingredients needed for their meal. Is able to research shops and farms to locate produce. Is able to identify 1 benefit of supporting local businesses. Is able to identify if all the food groups are present within their meal and are portioned correctly.
Key Learning: Food safety and hygiene					
Subject specific knowledge	Knows at the start of a cooking lesson they need to wash their hands and put on an apron Knows that dirty items must be cleaned.	Knows why it is important to wash their hands and wear an apron before cooking Knows how to wash up dirty equipment correctly Knows why it is important to wear a hair net when preparing food in a catering setting.	Understands at least 4 different safety procedures in the kitchen e.g. wipe away spillages Understands and follows at least 4 personal hygiene rules in the kitchen e.g. tie hair up.	Understands how to remove items safely from an oven or microwave Understands how to keep themselves and others safe in the kitchen. Knows what cross-contamination is and can give examples of how to reduce the likelihood of cross contamination.	Understands and follows food safety and hygiene when in the kitchen Understands how to store food safely in a catering setting.
Subject specific skills	Is able to use hot water and soap to wash their hands at the start of the lesson with support Is able to locate an apron and initiate putting it on once prompted. Is able to use hot water and washing up liquid to wash up	Is able to use symbols or single words to communicate a reason for washing hands and wearing an apron e.g. remove germs, stop clothes getting dirty Is able to wash and dry their hands independently and correctly using hot water and soap.	Is able to follow safety procedures in the kitchen e.g. use a cloth to wipe away mess, alert staff if the floor is wet. Is able to prepare themselves to cook e.g. wash hands, put on and tie apron, tie up hair.	Is able to locate and use oven gloves correctly Is able to handle hot items carefully and is aware of hazards within the immediate environment. Is able to take action to reduce these hazards e.g. ask	Is able to independently demonstrate food safety and hygiene throughout the preparation and cooking process Is able to label food correctly including dates before storing it in the appropriate place e.g. leftover rice will rapidly

	dishes at the end of the lesson with support. Is able to recognise when dirty items have been cleaned.	Is able to complete at least 2 steps in tying their apron e.g. wrapping strings around their waist, crossing strings over. Is able to independently put the plug in, fill the sink with hot water and washing up liquid. Is able to wash items until fully cleaned.	Is able to continue to follow personal hygiene rules when in the kitchen e.g. wash their hands again after touching their hair.	peers to move away to a safer distance. Is able to use key words to define cross contamination Is able to recognise how to reduce cross contamination e.g. washing hands regularly, using the correct coloured chopping board.	cooled, stored in a sealed container and put into the fridge in a labelled container. Is able to place food correctly in the fridge and understand why e.g. raw meat at the bottom to not contaminate other foods.

Suggested activities

- Using the internet to research simple pasta sauces including the best type of sauce
- Looking at recipe books and magazines
- Symbol to picture match activities
- Recipe sequencing activities
- Safety in the kitchen picture sort – safe and unsafe

Online resource:

https://www.bbc.co.uk/food/recipes
https://www.food.gov.uk/food-safety
https://www.warburtons.co.uk/downloads/teaching-resources/cooking-in-a-primary-school-classroom/Guide%20-%20How%20to%20teach%20food%20skills.pdf (poster)

Evidencing Work:

Pupil progress is monitored using onwards and upwards
Lesson evidence is recorded using learning journals with photographs.