

KS4 Cook It

The purpose of Cook It is to develop the pupil's skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food, food safety and hygiene. Pupils will learn how it is more nutritious and often cheaper to cook simple, delicious foods compared to food which has been ready prepared. Pupils will explore what a dietary requirement is and how they can cook and present a range of meals for someone with a specific dietary requirement. The lessons allow pupils to explore diets and why and how these are followed.

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 plan and make a range of foods suitable for a vegetarian diet using key cooking skills and evaluate their meals identifying what has worked well and areas for improvement. Pupils will use a range of ingredients and build upon basic food skills developing pupil's food safety and preparation skills enabling them to be able to cook a meal suitable for a dietary requirement as independently as possible. Pupils will use their skills for life throughout the lessons problems solving, team work, self-management, communication and self-belief preparing and developing their skills for KS5, adulthood and future employment.

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."

<p>Subject curriculum intent:</p>	<p>The purpose of Cook It is to develop the pupil's skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food, food safety and hygiene. Pupils will learn how it is more nutritious and often cheaper to cook simple, delicious foods compared to food which has been ready prepared. Students will explore what a dietary requirement is and how they can cook and present a range of meals for someone with a specific dietary requirement. The lessons allow pupils to explore diets and why and how these are followed.</p>	
<p>End of KS3 intent/outcome</p> <p>In KS3, pupils will develop their understanding of a range of fruit and vegetables by exploring how to use them in different healthy food. Pupils will recognise the value of having different fruits and vegetables and how they contribute to a healthy lifestyles. Pupils will learn to prepare fruit or vegetables using a selection of equipment and techniques. By the end of the unit, pupils will have a better understanding of how to design and make a healthy meal.</p>	<p>End of KS4 intent/outcome</p> <p>The purpose of Cook It is to develop the pupils skills, confidence, independence and creativity through practical cooking lessons. Year 1 pupils learn and make decisions about food, food safety and hygiene. Pupils will learn how it is more nutritious and often cheaper to cook simple, delicious foods compared to food which has been ready prepared. Students will explore what a dietary requirement is and how they can cook and present a range of meals for someone with a specific dietary requirement. The lessons allow pupils to explore diets and why and how these are followed. Pupils learn and</p>	<p>End of KS5 intent/outcome</p> <p>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</p>

	make decisions about food, food safety and hygiene.	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.
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Intent for this topic:	Cook It 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 plan and make a range of foods suitable for a vegetarian diet using key cooking skills and evaluate their meals identifying what has worked well and areas for improvement. Pupils will use a range of ingredients and build upon basic food skills developing pupil's food safety and preparation skills enabling them to be able to cook a meal suitable for a dietary requirement as independently as possible. Pupils will use their skills for life throughout the lessons problems solving, team work, self-management, communication and self-belief preparing and developing their skills for KS5, adulthood and future employment.
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Core vocabulary needed for this subject/topic:	Ingredients, equipment, safety, food, hygiene, apron, rules, weigh, temperature, method, heat sources, mix, prepare, fold, design, evaluate, plan, eat well, presentation, time, technique, taste, flavour, cooked, temperature, timer, oven, hob, boil, melt, stir.
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Vocabulary pupils will have accessed in other topics or subject areas:	Healthy diet, names of fruits and vegetables, vitamins and minerals, protection, balanced diet, salads, soups, design, select/choose, cut, slice, chop, grate, shred, dice.
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Key vocabulary taught within this topic:	Vegetarian, healthy, diet, requirements, foods, animals, research, recipes,
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Prior knowledge: what pupils may already have studied

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	DT Cook It	Healthy food	Year 2 of 3 year plan (2022-2023)	To recognise a range of fruit and vegetables and understand their value in their daily diet. To prepare fruit or vegetables using a selection of equipment and techniques. To design and make a salad or a soup incorporating five fruits or vegetables.

Links to other subjects: PHSCE, Science, Religion, English, Grow It, PE.
 English- reading, key words and SPAG.
 Maths- numeracy, measurements.
 Grow It- growing and harvesting food.
 Science- food and nutrition,

Religion – dietary requirements for religious beliefs.
 Geography and history- countries, history of food.
 PE- active healthy lifestyles.

Links to Equality and diversity:

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	<u>OU P5-6</u>	<u>OU P7-8</u>	<u>OU step 1</u>	<u>OU Steps 2-3</u>
Theme- dietary requirement				
<u>Subject specific knowledge</u>	<p>Knows that vegetarians avoid some foods e.g. chicken, lamb, beef using symbols / pictures.</p> <p>Knows some foods suitable for a vegetarian from a choice of symbols / pictures e.g. beans, broccoli...</p>	<p>Knows that a vegetarian diet avoids meat, fish, poultry and seafood.</p> <p>Knows foods suitable for a vegetarian diet.</p> <p>Knows that they can research information from a directed safe site NHS, book.</p> <p>Can identify from a range of pictures/ symbols what foods should be avoided when preparing a meal for someone following a vegetarian diet.</p>	<p>Knows what a vegetarian diet is.</p> <p>Knows foods restricted in a vegetarian diet.</p> <p>Knows some reasons why someone might follow a vegetarian diet.</p> <p>Knows that they can research information about diets from books, websites.</p> <p>Knows what foods need to be avoided when preparing a meal for someone following a vegetarian diet.</p>	<p>Knows and understand what a vegetarian diet is and why it might be followed e.g. A diet that removes red meat, chicken and fish from their diet. People follow a vegetarian diet due health, religion, and animal welfare.</p> <p>Knows and understands vegetarians get the protein in their diet from beans, pulses, seeds and sometimes cheese and eggs</p> <p>Knows the advantages and disadvantages of a vegetarian diet, environmental and ethical impact of this.</p> <p>Knows where to research safe information about diets e.g. books, websites- NHS.</p> <p>Knows what to organise for a meal suitable for someone following a vegetarian diet.</p>
<u>Subject specific skills</u>	<p>Is able to pick foods suitable for a vegetarian meal using a choice of pictures / symbols.</p> <p>Is able to identify foods that vegetarians avoid using a choice of symbols / pictures.</p>	<p>Is able to give a basic outline of a vegetarian diet using a range of key words / symbols.</p> <p>Is able to organise a simple meal suitable for someone following a vegetarian diet</p>	<p>Is able to give a basic description of a vegetarian diet.</p> <p>Is able to organise a simple meal suitable for someone following vegetarian diet.</p>	<p>Is able to give a detailed description of a vegetarian diet and what is eaten and what is avoided.</p> <p>Is able to organise a meal suitable for some following a vegetarian diet.</p> <p>Is able to review meal in detail identifying what worked well and what could be improved.</p>

	<p>Is able to review meal identifying what worked well and what could be improved using a choice of key symbols.</p>	<p>using a range of key words / symbols.</p> <p>Is able to review a meal, identifying what worked well and what could be improved using a range of key words / symbols.</p> <p>Is able to make their own recipe suitable for a vegetarian diet using prepared headlined symbolised tabs for the information e.g. ingredients, equipment, steps using a range of key words / symbols.</p> <p>Is able to research a diet when directed to a safe site, relevant book with the support of key symbols / words..</p>	<p>Is able to review meal identifying what worked well and what could be improved.</p> <p>Is able to make their own recipe suitable for a vegetarian diet using prepared headlined tabs for the information e.g. ingredients, equipment, steps.</p> <p>Is able to research a vegetarian diet using key words and record findings.</p>	<p>Is competent using a range of cooking techniques to prepare and make vegetarian foods.</p> <p>Is able to make their own recipe suitable for a vegetarian diet.</p> <p>Is able to research a vegetarian diet and record findings in own words in detail.</p>
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Theme- cooking skills

<p><u>Subject specific knowledge</u></p>	<p>Identifies familiar piece of equipment i.e. bowl, fork, cup using symbols.</p> <p>Identifies vegetables, fruits and meat products using symbols.</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>Is able to identify ingredients suitable for a vegetarian diet from a choice.</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>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>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 understand how to use a range of utensils and electrical equipment.</p> <p>Understand what needs to be included to have a healthy balanced meal. E.g. Eat Well Guide and dietary recommendations such as 5 a day and 8 tips for good health.</p> <p>Understands how to apply heat in different ways e.g. oven-baking and roasting, hob- simmering and boiling, frying, grilling, microwave and slow cooker.</p> <p>Understands what symbol is displayed on products suitable for vegetarians.</p>
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<p><u>Subject specific skills</u></p>	<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>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>Identifies some of the safety issues associated with tools used e.g. sharp knives, hob, oven.</p> <p>Is able to identify the appropriate equipment o measure which type of substance e.g. scales for dry ingredients, jug for liquids.</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>Is able to handle and use 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 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>.</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> <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>

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 stay away from dangers in the kitchen i.e. oven, hob, knives.</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 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.</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> <p>Is able to independently wear a clean apron and discuss reasons for doing so.</p>

Personal development

Problem solving-

Linked to resolving any issues encountered, finding a way to solve the problem when cooking.

Communication skills-

Using full sentences/signs appropriate, to communicate instructions and ideas, listening and responding appropriately to other peoples ideas.

Self-belief-

Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions.

Self-management-

Linked to managing equipment safely and managing behaviours appropriately.

Team-work-

Linked to working in small groups and realising a goal as a group, cooperating with a group and working together effectively.

Suggested activities

P5-L3

- Trip to shops to buy appropriate ingredients i.e. food store for ingredients to make a vegetarian meals.
 - Research project to identify dietary requirement.
 - Food tasting to explore foods
 - Visiting a farm, food to fork grown foods.
 - Planning and creating a recipe.
 - Following a recipe to make a meal
 - Following a recipe to make a dessert
 - Plan a meal with dairy, lentils, beans, nuts, cheese, eggs or pulses as the protein.
 - Plan any dessert without gelatine
 - Researching recipes.
 - Explore a range of different foods.
- Evaluate recipe and taste, areas for improvement.
Impact on being a vegetarian.
Where does food come from?
Planting, growing using vegetables, herbs and fruits link to Grow It.

Online resources

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

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

<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.

