

**KS5 Food Technology 2023-2024**

<p><b><u>Curriculum intent:</u></b></p>	<p><b><u>Subject curriculum intent</u></b>                  Students will develop the skills to create their own snacks and meals safely in a kitchen. Students will develop an understanding how to use the oven and hob to create a variety of dishes. 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. Students will develop teamwork, communication and leadership skills which can be transferred into other subject areas</p>		
<p><b><u>End of KS3 intent/outcome</u></b></p>	<p><b><u>End of KS4 intent/outcome</u></b></p>	<p><b><u>End of KS5 intent/outcome</u></b></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>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. 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 make decisions about food, food safety and hygiene.</p>	<p>Students will learn how to cook in a professional catering setting and a traditional kitchen. Students will develop skills to create a variety of meals and snacks. Pupils will develop skills to transfer what is learnt within school into their home environments. Students will develop independence to provide meals for themselves as young adults. Students will navigate a kitchen safely following food hygiene procedures.</p>	
<p><b><u>Intent for topics:</u></b></p>	<p><b><u>Topic specific statement</u></b>                  Students will cover the following topics over the academic year.  <b>Basic food prep:</b> pupils will develop their basic cooking skills using simple techniques by making simple snacks.  <b>Potatoes:</b> Pupils will learn that potatoes can be cooked in many different ways and follow recipes to make various dishes.  <b>Food from other cultures:</b> Pupils will develop their awareness of traditional foods within various cultures from around the globe. Students will recognise key dishes linked to various cultures and begin to identify what ingredients are used.  <b>Entertaining others:</b> Pupils will create dishes linked to special events e.g. Christmas, Eid.  <b>Picnics:</b> Pupils will learn how to make a variety of finger foods that are easily transportable and could be eaten outside as part of a picnic.</p>		

	<p><b>Fake away:</b> Pupils will develop an understanding of how to make healthy alternatives of a chosen takeaway dish</p> <p><b>Convenience foods:</b> Pupils will learn how to cook meals using cupboard essentials which can be bought at their local convenience store</p>
<p><b><u>Key vocabulary for subject:</u></b></p>	<p><b>spoken, signed, symbols, AAC:</b></p> <ul style="list-style-type: none"> <li>• names of foods and equipment used</li> <li>• Instructional language: chop, peel, grate, cut, slice</li> <li>• Ordinal numbers/sequencing language: firstly, then, next, finally</li> <li>• Select/choose</li> <li>• Healthy/unhealthy</li> </ul>
<p><b><u>Key vocabulary for topics:</u></b></p>	<p>Cultures, world, different, traditions, convenient, quick, celebration, finger food, party, picnic, healthier, alternative.</p>

**Prior knowledge: what pupils may already have studied**

<b><u>Key stage</u></b>	<b><u>Subject</u></b>	<b><u>Topic title</u></b>	<b><u>Term/year taught</u></b>	<b><u>Content/What might pupils already know?</u></b>
3	Cook it	Healthy foods	Year 2 of 3 year plan (2022-2023)	<p>To recognise a range of fruit and vegetables and understand their value in their daily diet.</p> <p>To prepare fruit or vegetables using a selection of equipment and techniques.</p> <p>To design and make a salad or a soup incorporating five fruits or vegetables.</p>
4	Cook it	Dietary requirements	Year 2 of 3 year plan (2022-2023)	<p>To know what a vegetarian diet is</p> <p>To know foods that vegetarians avoid/eat.</p> <p>To know how to prepare different vegetables to plan and create a meal.</p>

**Links to other subjects:**

English- reading, key words

Maths- numeracy, measurements.

Grow It- growing and harvesting food.

Science- food and nutrition,

Religion - dietary requirements for religious beliefs.

Geography - countries and different cultures.

	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
<b>Key learning: To prepare food using a selection of equipment and techniques</b>					
<b><u>Subject specific knowledge</u></b>	<p>Knows at least 5 different pieces of equipment</p> <p>Knows at least 5 different ingredients</p> <p>Knows how to read a symbol based visual recipe</p> <p>Knows how to contribute to cooking decisions e.g. stir or chop</p> <p>Knows how to complete a single step in a visual recipe</p>	<p>Knows how to prepare soft ingredients using a safe chopping techniques</p> <p>Knows how to follow a 3 step sequence on a visual recipe</p> <p>Knows how to follow visual prompts to select what ingredients to use</p>	<p>Knows how to prepare ingredients appropriately for each step in the recipe.</p> <p>Knows what utensils to use for each step.</p> <p>Knows how to follow written/verbal instructions to create a dish</p> <p>Knows what ingredients, equipment and processes are needed for each step.</p>	<p>Understands the different food groups</p> <p>Understands how to use an oven, hob and microwave safely.</p> <p>Knows how to weigh/measure out ingredients as specified in a recipe</p>	<p>Understands how to present food correctly.</p> <p>Understands how to cater to a range of dietary needs.</p> <p>Understands how to economise the way they cook e.g. using left overs, cooking in bulk and freeze, meal planning.</p>
<b><u>Subject specific skills</u></b>	<p>Is able to name at least 5 different pieces of equipment/ingredients using their chosen communication method e.g. verbal/symbol/AAC</p> <p>Is able to find the next piece of equipment/ingredient from a choice of 3 items after reading 1 step in a visual recipe.</p> <p>Is able to use prompts to identify what action they need to use to complete a task and demonstrate this action briefly.</p> <p>Is able to use the fork technique to support in cutting soft items.</p> <p>Is able to scoop and mash soft food items</p>	<p>Is able to safely use the bridge technique to cut soft items.</p> <p>Is able to read the visual recipe and identify what equipment/ingredient/action is needed to complete each step.</p> <p>Is able to locate the next ingredient needed from a given selection of at least 6 items.</p> <p>Is able to use symbols on draws/cupboard to locate equipment needed.</p> <p>Is able to complete a whole step in a recipe independently</p>	<p>Is able to identify the purpose of a range of utensils e.g. sieves, graters, blenders</p> <p>Is able to select and demonstrate how to use the different utensils safely.</p> <p>Is able to give a reason why they have chosen that particular utensil with verbal prompts from staff.</p> <p>Is able to complete and move between steps within a recipe with minor prompts.</p> <p>Is able to use the bridge and claw technique to cut ingredients.</p>	<p>Is able to identify which coloured chopping board to use for which type of food.</p> <p>Is able to safely activate, set the time and temperature on a hob/oven/microwave</p> <p>Is able to identify the quantity of an ingredient in a recipe in ml's/g's.</p> <p>Is able to recognise when to use scales or a measuring jug.</p> <p>Is able to accurately measure/weigh out ingredients.</p>	<p>Is able to serve a meal taking into consideration portion size, colour and food positions on a plate.</p> <p>Is able to identify recognise common allergies and intolerances.</p> <p>Is able to provide solutions/adaptions to food preparation to ensure a person's dietary needs are met.</p> <p>Is able to suggest ways to make their meal more economical e.g. swap ingredients for one's going out of date earlier.</p>

<b>Key Learning- To research or improve a recipe</b>					
<b><u>Subject specific knowledge</u></b>	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
<b><u>Subject specific skills</u></b>	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.
<b>Key Learning: Food safety and hygiene</b>					
<b><u>Subject specific knowledge</u></b>	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	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	Understands and follows food safety and hygiene when in the kitchen  Understands how to store food safely

<p><b><u>Subject specific skills</u></b></p>	<p>Is able to use hot water and soap to wash their hands at the start of the lesson with support</p> <p>Is able to locate an apron and initiate putting it on once prompted.</p> <p>Is able to use hot water and washing up liquid to wash up dishes at the end of the lesson with support.</p> <p>Is able to recognise when dirty items have been cleaned.</p>	<p>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</p> <p>Is able to wash and dry their hands independently and correctly using hot water and soap.</p> <p>Is able to complete at least 2 steps in tying their apron e.g. wrapping strings around their waist, crossing strings over.</p> <p>Is able to independently put the plug in, fill the sink with hot water and washing up liquid.</p> <p>Is able to wash items until fully cleaned.</p>	<p>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.</p> <p>Is able to prepare themselves to cook e.g. wash hands, put on and tie apron, tie up hair.</p> <p>Is able to continue to follow personal hygiene rules when in the kitchen e.g. wash their hands again after touching their hair.</p>	<p>Is able to locate and use oven gloves correctly</p> <p>Is able to handle hot items carefully and is aware of hazards within the immediate environment.</p> <p>Is able to take action to reduce these hazards e.g. ask peers to move away to a safer distance.</p> <p>Is able to use key words to define cross contamination</p> <p>Is able to recognise how to reduce cross contamination e.g. washing hands regularly, using the correct coloured chopping board.</p>	<p>Is able to independently demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p>Is able to label food correctly including dates</p> <p>Is able to place food correctly in the fridge and understand why e.g. raw meat at the bottom to not contaminate other foods.</p>
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**Suggested activities**

- Using the internet to research meals from different cultures.
- 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 NRHS bespoke assessment tool - onwards and upwards.  
Pupil work is evidenced on target sheets.