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| *What will they be learning, why and in what order?* | | | | | |
|  | **Term 1** | **Term 2** | | | **Term 3** |
| **Bridge/ Foundation knowledge required** | Students may have some previous experience of food technology this can be built upon. | Students will build on knowledge and understanding from Term 1. Sequencing allows for retrieval of knowledge and skills, as well as being suitable for any new students to follow. | | | Students will build on knowledge and understanding from Term 2. Sequencing allows for retrieval of knowledge and skills as well as being suitable for any new students to follow. |
| **Key Learning Experience / skills** | Students will be introduced to Health and Safety and safe practices in the food room and learn how to apply the principles of these when preparing, cooking and presenting food.  **SKILLS**   * Personal Hygiene * Following and maintaining Health and Safety rules and regulations * Food storage ‘Danger Zone’ * Demonstrate safe use of Knives and Equipment   Students will be introduced to ‘The Eatwell plate’ beginning their understanding of the functions of ingredients and how carbohydrates, vegetables and fish (protein) contribute to the 8 tips for healthy eating. Students will be introduced to cooking methods and apply their knowledge and understanding of H&S practices.  **SKILLS**   * Health and safety/knife skills * Using electric blender * Precise chopping and dicing * Units of measure   will follow techniques shown with oven/hob.   * use of electrical whisk and H&S considerations * Eatwell Guide/Oven * weighing and measuring – weigh out and measure ingredients task. | Students will continue developing their knowledge and understanding of ‘The Eatwell plate’ by exploring other key nutrients and being able to describe the sources, types and functions of them. An introduction to the nutrient Protein and what function this provides.  **SKILLS**   * Hob control; using an oven * Temperature control * Weighing ad measuring * Nutrient groups   Students will begin to understand the characteristics of ingredients and how they are used in cooking. Within their practical's they will demonstrate the safe use of oven/hob as well as weighing, mixing and dividing.  **Dairy and protein**  **SKILLS**   * Coagulation (eggs in cooking) * Hob control and temperature * Tasting and evaluating * Weighing and measuring * Decorative techniques | | | Students will begin to explore and understand alternative diets and intolerances and what gluten intolerance is. They will use food science to create a gluten experiment.  They will learn how recipes can be adapted using alternative ingredients to suit dietary needs.  **SKILLS**   * Food science; Gluten experiment and emulsions. * Rubbing in method * Adapting recipes to specific diets   Students will explore the sources, types and functions of vitamins and minerals. Recipes that vegetables can be used easily.  **Cooking skills and techniques**  **SKILLS**   * Baking and timings * Roasting and grilling; understanding different parts of the oven * Creaming method * knife skills; dicing and cubing * Basic sauce-making techniques – use of electric whisk * Weighing and measuring   **Home grown cooking**  **SKILLS**   * Emulsions * Weighing and measuring * Oven control * Timings * Pastry making; rubbing in method and rolling |
|  | Practical outcomes and observations  Use of key words and phrases in evaluation (written or verbal)  Mid -term assessment criteria | Practical outcomes and observations  Use of key words and phrases in evaluation (written or verbal)  Mid -term assessment criteria  Use of chatter box for recall | | | Practical outcomes and observations  Use of key words and phrases in evaluation (written or verbal)  Mid -term assessment criteria |
| **CIAG Links** | Introduction to legislation around food hygiene and safety | Employability skills: Communicating with others and following instructions in using equipment | | | Employability skills: Communication, Following recipes |
| **British Values** | Rule of Law: Follow rules in using equipment safely, legislation | Individual Liberty: Creating own dishes experimenting with flavours and textures | | | Respect the opinion of others; understanding that people have different views |
| **Cross Curricular Link Numeracy** | Weights and measures  Portion sizes | | **Cross Curricular Link- Literacy** | Communication  speaking and listening  Following written and verbal instructions | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |