

Curriculum Planning

Subject: Home Cooking Skills

1 Year Plan

This unit aims to give learners the knowledge, skills and confidence to enjoy cooking meals at home. Learners will gain understanding of how to economise when planning meals to cook at home. The unit will encourage learners to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge. The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

Being able to cook is an essential life skill. Learning to cook used to be passed down through the generations, but this is no longer necessarily the case. It is apparent that many people do not have the skills to cook from scratch and lack food knowledge, creating a reliance on pre-prepared or ready-cooked food. Lack of time and money are also considerable issues. These have had a significant impact on the epidemic of obesity which is likely to have a profound effect on the health of the nation over the next century.

Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	Hygiene and safety for cooking.	<p>Food tasting and evaluating – star diagram.</p> <p>Spot hazards risk assessment.</p> <p>Personal hygiene: washing hands; clothing and personal presentation.</p> <p>Safety rules for: using the cooker; using electrical appliances; spills.</p> <p>Hygienic food preparation: fruit and vegetables; raw and cooked food.</p> <p>How to organise work areas.</p>	<p>The kitchen can be a breeding ground for bacteria. When preparing and cooking food it is essential that students understand how to control the spread of these harmful bacteria to avoid food poisoning and to keep themselves and others safe from accidents.</p> <p>Students will need to follow basic rules for kitchen safety and hygiene to help prevent accidents and prevent harm to themselves and others.</p>	<p>Career links – cook, chef, baker, environmental health officer, health & safety officer, nutritionist, food preparation warehouses, hospitality and</p>	<p>Students will be provided with regular opportunities to read for information when following recipes, shopping lists and reading food labels for</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>A. Giving purposeful</p>

<p>Select and prepare ingredients for a recipe.</p> <p>Use cooking skills when following a recipe.</p> <p>Demonstrate food safety and hygiene.</p> <p>Reflect on own learning.</p> <p>Identify ways to pass on information.</p>	<p>Suitable rules of equipment and behaviour.</p> <p>Finding a recipe, economising, selecting and storing ingredients.</p> <p>Skills Preparation: Hygienic food preparation; safe food storage, weighing, measuring, following a recipe, knife safety, knife skills (chopping, slicing, cutting, spreading); peeling fruit and vegetables; preparing salad leaves; making a salad dressing; using a pestle and mortar; using a grater; skewering; seasoning; shaping (to make burgers, bread); rubbing in (to make crumble topping); rolling wraps; mixing; beating mixtures for baking; mashing; kneading and proving dough. Cooking: boiling; simmering; steaming; stirring; toasting; frying; grilling; using a griddle; roasting; baking; scrambling; knowing when food is cooked.</p> <p>How to choose fresh ingredients. How home cooking is better value for money. How to read food labels and what to look out for the nutritional value of the food you're cooking. How to present food attractively.</p> <p>Review of progress</p>	<p>Learners will be introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant. Learners will demonstrate their skills by following a recipe. Learners will consider the value of acquiring skills for cooking at home and explore ways to pass on their knowledge of cooking skills to others. Learners will develop the skills and confidence to enjoy cooking at home, to continue cooking for themselves and their families and to inspire others to do so.</p>	<p>catering, food developer.</p> <p>Food from around the world.</p> <p>Food eaten by different cultures/religions.</p> <p>Food eaten for cultural celebrations.</p> <p>Eateries in the local area.</p> <p>Food waste and recycling.</p> <p>Food allergies and intolerances.</p> <p>Food packaging and marketing.</p> <p>Health and nutrition.</p> <p>Health & safety.</p> <p>Food and personal hygiene.</p>	<p>allergens for example.</p> <p>They will be reading for purpose in real life situations, using and applying their decoding, encoding, comprehension and inference skills.</p>	<p>attention</p> <p>B. Participating constructively</p> <p>C. Connects up experiences</p> <p>D. Showing insightful involvement</p> <p>E. Engaging connectively with peers</p> <p>To be able to understand the importance of good personal hygiene within a food preparation area and the outcomes of poor personal hygiene.</p> <p>Appropriate use of equipment.</p>
---	---	---	---	---	--

<p>Half Term 2: Oct – Dec</p>	<p>Hygiene and safety for cooking.</p> <p>Select and prepare ingredients for a recipe.</p> <p>Use cooking skills when following a recipe.</p> <p>Demonstrate food safety and hygiene.</p> <p>Reflect on own learning.</p>	<p>Personal hygiene: washing hands; clothing and personal presentation. Safety rules for: using the cooker; using electrical appliances; spills. Hygienic food preparation: fruit and vegetables; raw and cooked food. How to organise work areas. Suitable rules of equipment and behaviour.</p> <p>Food allergens. Allergies and intolerances</p> <p>Finding a recipe, economising, selecting and storing ingredients.</p> <p>Skills Preparation: Hygienic food preparation; safe food storage, weighing, measuring, following a recipe, knife safety, knife skills (chopping, slicing, cutting, spreading); peeling fruit and vegetables; preparing salad leaves; making a salad dressing; using a pestle and mortar; using a grater; skewering; seasoning; shaping (to make burgers, bread); rubbing in (to make crumble topping); rolling wraps; mixing; beating mixtures for baking; mashing; kneading and proving dough. Cooking: boiling; simmering; steaming; stirring; toasting; frying; grilling; using a griddle; roasting; baking; scrambling; knowing when food is cooked.</p> <p>How to choose fresh ingredients.</p>	<p>The kitchen can be a breeding ground for bacteria. When preparing and cooking food it is essential that students understand how to control the spread of these harmful bacteria to avoid food poisoning and to keep themselves and others safe from accidents. Students will need to follow basic rules for kitchen safety and hygiene to help prevent accidents and prevent harm to themselves and others.</p> <p>Students will be able to choose meal plans and pick out ingredients from either the storage cupboard, fridge, freezer. Then prepare food using the recipe method to the correct hygiene and safety standards. Follow recipe, weigh, measure eg. using scales, measuring jugs and spoons and following oven temperatures. Student to show correct understanding in food storage of raw meat, used by dates, food labelling, washing and drying hands before handling food, keeping surfaces clean.</p> <p>Giving students the value of home cooking skills, changing food habits eg. prepare and eat home cooked food, benefits to long term wellbeing of self and family, sense of achievement, enjoyment, confidence, enthusiasm, able to transfer skills to new recipes, continue to cook at home.</p>	<p>Career links – cook, chef, baker, environmental health officer, health & safety officer, nutritionist, food preparation warehouses, hospitality and catering, food developer.</p> <p>Food from around the world.</p> <p>Food eaten by different cultures/religions.</p> <p>Food eaten for cultural celebrations.</p> <p>Eateries in the local area.</p> <p>Food waste and recycling.</p> <p>Food allergies and intolerances.</p> <p>Food packaging and marketing.</p>	<p>Students will be provided with regular opportunities to read for information when following recipes, shopping lists and reading food labels for allergens for example.</p> <p>They will be reading for purpose in real life situations, using and applying their decoding, encoding, comprehension and inference skills.</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>A. Giving purposeful attention</p> <p>B. Participating constructively</p> <p>C. Connects up experiences</p> <p>D. Showing insightful involvement</p> <p>E. Engaging connectively with peers</p> <p>To be able to understand the importance of good personal hygiene within a food preparation area and the outcomes of poor personal hygiene.</p>
-----------------------------------	---	--	--	--	---	--

	<p>and hygiene.</p> <p>Reflect on own learning.</p> <p>Identify ways to pass on information.</p>	<p>griddle; roasting; baking; scrambling; knowing when food is cooked.</p> <p>How to choose fresh ingredients. How home cooking is better value for money. How to read food labels and what to look out for the nutritional value of the food you're cooking. How to present food attractively.</p> <p>Review of progress</p>	<p>develop the skills and confidence to enjoy cooking at home, to continue cooking for themselves and their families and to inspire others to do so.</p>	<p>Food allergies and intolerances.</p> <p>Food packaging and marketing.</p> <p>Health and nutrition.</p> <p>Health & safety.</p> <p>Food and personal hygiene.</p>	<p>hygiene within a food preparation area and the outcomes of poor personal hygiene.</p> <p>Appropriate use of equipment.</p>	
<p>Half Term 4: Feb – April</p>	<p>Hygiene and safety for cooking.</p> <p>Select and prepare ingredients for a recipe.</p> <p>Use cooking skills when</p>	<p>Personal hygiene: washing hands; clothing and personal presentation. Safety rules for: using the cooker; using electrical appliances; spills. Hygienic food preparation: fruit and vegetables; raw and cooked food. How to organise work areas. Suitable rules of equipment and behaviour.</p> <p>Finding a recipe, economising, selecting and storing ingredients.</p> <p>Skills Preparation: Hygienic food preparation; safe food storage, weighing, measuring, following a recipe, knife safety, knife skills (chopping, slicing, cutting, spreading); peeling fruit and vegetables; preparing salad leaves; making a salad dressing;</p>	<p>The kitchen can be a breeding ground for bacteria. When preparing and cooking food it is essential that students understand how to control the spread of these harmful bacteria to avoid food poisoning and to keep themselves and others safe from accidents. Students will need to follow basic rules for kitchen safety and hygiene to help prevent accidents and prevent harm to themselves and others.</p> <p>Continuation of skills seen in HT1 and HT2 but using them in more complex recipes to secure and demonstrate skills in the kitchen for portfolio evidence.</p> <p>Students will be able to choose meal plans and pick out ingredients from either the storage cupboard, fridge, freezer. Then prepare food using the recipe method to the correct hygiene and safety</p>	<p>Career links – cook, chef, baker, environmental health officer, health & safety officer, nutritionist, food preparation warehouses, hospitality and catering, food developer.</p> <p>Food from around the world.</p> <p>Food eaten by different cultures/religions.</p>	<p>Students will be provided with regular opportunities to read for information when following recipes, shopping lists and reading food labels for allergens for example.</p> <p>They will be reading for purpose in real life situations, using and applying their decoding, encoding,</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>A. Giving purposeful attention</p> <p>B. Participating constructively</p> <p>C. Connects up experiences</p> <p>D. Showing insightful involvement</p>

	<p>following a recipe.</p> <p>Demonstrate food safety and hygiene.</p> <p>Reflect on own learning.</p> <p>Identify ways to pass on information.</p>	<p>using a pestle and mortar; using a grater; skewering; seasoning; shaping (to make burgers, bread); rubbing in (to make crumble topping); rolling wraps; mixing; beating mixtures for baking; mashing; kneading and proving dough. Cooking: boiling; simmering; steaming; stirring; toasting; frying; grilling; using a griddle; roasting; baking; scrambling; knowing when food is cooked.</p> <p>How to choose fresh ingredients. How home cooking is better value for money. How to read food labels and what to look out for the nutritional value of the food you're cooking. How to present food attractively.</p> <p>Review of progress</p>	<p>standards. Follow recipe, weigh, measure eg. using scales, measuring jugs and spoons and following oven temperatures. Student to show correct understanding in food storage of raw meat, used by dates, food labelling, washing and drying hands before handling food, keeping surfaces clean.</p> <p>Giving students the value of home cooking skills, changing food habits eg. prepare and eat home cooked food, benefits to long term wellbeing of self and family, sense of achievement, enjoyment, confidence, enthusiasm, able to transfer skills to new recipes, continue to cook at home.</p>	<p>Food eaten for cultural celebrations.</p> <p>Eateries in the local area.</p> <p>Food waste and recycling.</p> <p>Food allergies and intolerances.</p> <p>Food packaging and marketing.</p> <p>Health and nutrition.</p> <p>Health & safety.</p> <p>Food and personal hygiene.</p>	<p>comprehension and inference skills.</p>	<p>E. Engaging connectively with peers</p> <p>To be able to understand the importance of good personal hygiene within a food preparation area and the outcomes of poor personal hygiene.</p> <p>Appropriate use of equipment.</p>
<p>Half Term 5: April – May</p>	<p>Hygiene and safety for cooking.</p>	<p>Personal hygiene: washing hands; clothing and personal presentation. Safety rules for: using the cooker; using electrical appliances; spills. Hygienic food preparation: fruit and vegetables; raw and cooked food. How to organise work areas. Suitable rules of equipment and behaviour.</p> <p>Finding a recipe, economising, selecting and storing ingredients.</p>	<p>The kitchen can be a breeding ground for bacteria. When preparing and cooking food it is essential that students understand how to control the spread of these harmful bacteria to avoid food poisoning and to keep themselves and others safe from accidents. Students will need to follow basic rules for kitchen safety and hygiene to help prevent accidents and prevent harm to themselves and others.</p> <p>Continuation of skills seen in HT1 and HT2 but using them in more complex</p>	<p>Career links – cook, chef, baker, environmental health officer, health & safety officer, nutritionist, food preparation warehouses, hospitality and catering, food developer.</p>	<p>Students will be provided with regular opportunities to read for information when following recipes, shopping lists and reading food labels for allergens for example.</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>A. Giving purposeful attention</p>

Select and prepare ingredients for a recipe.

Use cooking skills when following a recipe.

Demonstrate food safety and hygiene.

Reflect on own learning.

Identify ways to pass on information.

Skills

Preparation: Hygienic food preparation; safe food storage, weighing, measuring, following a recipe, knife safety, knife skills (chopping, slicing, cutting, spreading); peeling fruit and vegetables; preparing salad leaves; making a salad dressing; using a pestle and mortar; using a grater; skewering; seasoning; shaping (to make burgers, bread); rubbing in (to make crumble topping); rolling wraps; mixing; beating mixtures for baking; mashing; kneading and proving dough.
Cooking: boiling; simmering; steaming; stirring; toasting; frying; grilling; using a griddle; roasting; baking; scrambling; knowing when food is cooked.

How to choose fresh ingredients.
How home cooking is better value for money.
How to read food labels and what to look out for the nutritional value of the food you're cooking.
How to present food attractively.

Assessment of practical cooking skills, suggesting ways that home cooking skills will be helpful and passing on information.

recipes to secure and demonstrate skills in the kitchen for portfolio evidence.

You'll need to follow basic rules for kitchen safety and hygiene to help prevent accidents and prevent harm to yourself and others.

Learners will be introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant. Learners will demonstrate their skills by following a recipe. Learners will consider the value of acquiring skills for cooking at home and explore ways to pass on their knowledge of cooking skills to others. Learners will develop the skills and confidence to enjoy cooking at home, to continue cooking for themselves and their families and to inspire others to do so.

Assessment of qualification to the criteria set.

Food from around the world.

Food eaten by different cultures/religions.

Food eaten for cultural celebrations.

Eateries in the local area.

Food waste and recycling.

Food allergies and intolerances.

Food packaging and marketing.

Health and nutrition.

Health & safety.

Food and personal hygiene.

They will be reading for purpose in real life situations, using and applying their decoding, encoding, comprehension and inference skills.

B. Participating constructively

C. Connects up experiences

D. Showing insightful involvement

E. Engaging connectively with peers

To be able to understand the importance of good personal hygiene within a food preparation area and the outcomes of poor personal hygiene.

Appropriate use of equipment.