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Ethos College

Curriculum Planning

Home Cooking Skills

Curriculum intent statement: Home Cooking Skills

Intent:

This course 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 course 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.

Implementation:

The curriculum has been well sequenced and designed to build upon basic kitchen skills to more complex skills to allow

pupils to build confidence in the kitchen. Pupils will be given opportunities to manage a budget to buy ingredients for meals, going shopping to find best value for money, choosing the appropriate equipment to cook their meals. They will progress from making a 1 course meal to a 3 course meal over the course of the academic year. Demonstration and modelling are key aspects of teaching in Home Cooking Skills. We will engage pupils in guided practice and offer constant feedback to ensure pupils master key concepts, places and processes.

Impact:




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. Pupils will leave Ethos College as knowledgeable and well-rounded global citizens who are ready to take their place in modern day Britain. Pupils will work hard to achieve their target grades which will support them with post 16 progression. As well as achieving academic success, pupils will have made significant SEMH progress and developed positive character traits that equip them with the life skills that will be needed in the future.



	<p>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>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.</p> <p>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>How home cooking is better value for money.</p> <p>How to read food labels and what to look out for the nutritional value of the food you're cooking.</p> <p>How to present food attractively.</p> <p>Review of progress</p>	<p>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>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>decoding, encoding, comprehension and inference skills.</p>	<p>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>
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Half Term 2: Oct – Dec	Hygiene and safety for cooking.	<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>Suitable rules of equipment and behaviour.</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 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>
	Select and prepare ingredients for a recipe.	<p>Food allergens. Allergies and intolerances</p> <p>Finding a recipe, economising, selecting and storing ingredients.</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.</p>	<p>Food from around the world.</p>	<p>They will be reading for purpose in real life situations, using and applying their decoding, encoding, comprehension and inference skills.</p>	<p>B. Participating constructively</p>
	Use cooking skills when following a recipe.	<p>Skills</p> <p>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);</p>	<p>Follow recipe, weigh, measure e.g., using scales, measuring jugs and spoons and following oven temperatures.</p> <p>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>Food eaten by different cultures/religions.</p>		<p>C. Connects up experiences</p>
	Demonstrate food safety and hygiene.			<p>Food eaten for cultural celebrations.</p> <p>Eateries in the local area.</p> <p>Food waste and recycling.</p>		<p>D. Showing insightful involvement</p> <p>E. Engaging connectively with peers</p> <p>To be able to understand the</p>




	<p>Reflect on own learning.</p> <p>Identify ways to pass on information.</p>	<p>rubbing in (to make crumble topping); rolling wraps; mixing; beating mixtures for baking; mashing; kneading and proving dough.</p> <p>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>How home cooking is better value for money.</p> <p>How to read food labels and what to look out for the nutritional value of the food you're cooking.</p> <p>How to present food attractively.</p>	<p>Giving students the value of home cooking skills, changing food habits e.g., 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 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>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 3: Jan – Feb</p>	<p>Hygiene and safety for cooking.</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>Suitable rules of equipment and behaviour.</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 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>

	<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>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. 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.</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>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>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>They will be reading for purpose in real life situations, using and applying their decoding, encoding, comprehension and inference skills.</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>
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		How to present food attractively. Review of progress				
Half Term 4: Feb – April	Hygiene and safety for cooking. Select and prepare ingredients for a recipe. Use cooking skills when following a recipe.	<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; using a pestle and mortar; using a grater; skewering; seasoning;</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 standards.</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>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>Demonstrate food safety and hygiene.</p> <p>Reflect on own learning.</p> <p>Identify ways to pass on information.</p>	<p>shaping (to make burgers, bread); rubbing in (to make crumble topping); rolling wraps; mixing; beating mixtures for baking; mashing; kneading and proving dough.</p> <p>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>How home cooking is better value for money.</p> <p>How to read food labels and what to look out for the nutritional value of the food you're cooking.</p> <p>How to present food attractively.</p> <p>Review of progress</p>	<p>Follow recipe, weigh, measure e.g., using scales, measuring jugs and spoons and following oven temperatures.</p> <p>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 e.g., 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 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>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>
Half Term 5: April – May	Hygiene and safety for cooking.	<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>	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.	Career links – cook, chef, baker, environmental health officer, health & safety officer, nutritionist, food preparation warehouses, hospitality and	Students will be provided with regular opportunities to read for information when following recipes, shopping lists and reading	Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:

		<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.</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>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>You'll need to follow basic rules for kitchen safety and hygiene to help prevent accidents and prevent harm to yourself and others.</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</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 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>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>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>How home cooking is better value for money.</p> <p>How to read food labels and what to look out for the nutritional value of the food you're cooking.</p> <p>How to present food attractively.</p> <p>Assessment of practical cooking skills, suggesting ways that home cooking skills will be helpful and passing on information.</p>	<p>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>Assessment of qualification to the criteria set.</p>	Food and personal hygiene.		Appropriate use of equipment.
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