

FOOD AND COOKERY.

Year 7 Curriculum Plan – 38 hours (1 hr per week – 3 terms)

	1 hour	1 hour	2 hours	1 hour	1 hour	1 hour	2 hours
Topic	Outcome Point 1: Intro to food and cookery	Outcome Point 2: Health and safety - self	Outcome Point 3: Health and safety – cooking environment	Outcome Point 4: Health and safety – cooking equipment	Outcome Point 5: Health and safety – food safety	Outcome Point 6: Food skills – grips and holds	Outcome Point 7: Food skills – fruit and veg prep
L1P	Course handbook and handbook task.	Identify ways to prepare yourself for cooking.	Identify ways to prepare your cooking environment. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – with instruction and support.	Identify ways to prepare, use, clean and store cooking equipment.	Identify ways to store, prepare and cook food safely – including fresh and frozen food.	Use either the claw or bridge grip to chop ingredients– with support.	Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish – with instruction and support.
L1M		Outline ways to prepare yourself for cooking, identify bacteria that could be passed on if you don't prepare yourself correctly.	Outline ways to prepare your cooking environment, identify bacteria that could be passed on if you don't prepare correctly. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – with minimal support.	Outline ways to prepare, use, clean and store cooking equipment.	Outline ways to store, prepare and cook food safely – including fresh and frozen food.	Use both the claw and bridge grip to chop food – with minimal support.	Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish – with minimal support.
L2P		Describe how to prepare yourself for cooking, identify bacteria that could cause contamination if you don't prepare yourself correctly.	Describe how to prepare your cooking environment, identify bacteria that could cause contamination if you don't prepare correctly. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – independently.	Describe how to prepare, use, clean and store cooking equipment.	Describe how to store, prepare and cook food safely – including fresh and frozen food.	Use both the claw and bridge grip to chop food – independently.	Use appropriate grips and holds to chop fruit and/or vegetables correctly for a selected dish – independently.
L2M		Discuss ways to prepare yourself for cooking that would reduce the risk of bacteria developing.	Discuss ways to prepare your cooking environment that would reduce the risk of bacteria developing. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – independently and confidently.	Discuss ways to prepare, use, clean and store cooking equipment.	Discuss ways to store, prepare and cook food safely – including fresh and frozen food.	Use both the claw and bridge grip to chop food – independently and confidently.	Use appropriate grips and holds to chop fruit and/or vegetables correctly for a selected dish – independently and confidently.
L2D		Assess ways to prepare yourself for cooking, examine bacteria that could cause contamination if specific procedures were not followed.	Assess ways to prepare your cooking environment, examine bacteria that could cause contamination if specific procedures were not followed. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – skilfully.	Assess ways to prepare, use, clean and store cooking equipment.	Assess ways to store, prepare and cook food safely – including fresh and frozen food.	Use both the claw and bridge grip to chop food – skilfully.	Use appropriate grips and holds to chop fruit and/or vegetables correctly for a selected dish –skilfully.

	2 hours	2 hours	2 hours	2 hours	3 hour	2 hours	2 hours
Topic	Outcome Point 8: Food skills – blending	Outcome Point 9: Food skills – stove-top	Outcome point 10: Food skills – in the oven (sweet)	Outcome Point 11: Food skills – in the oven (savoury)	Outcome point 12: Food groups - overview	Outcome point 13: Dietary requirements	Outcome point 14: Farm to fork
L1P	Use appropriate method to blend ingredients for a selected dish – with instruction and support.	Use appropriate method to cook ingredients on a stove top for a selected dish – with instruction and support.	Use appropriate method to cook ingredients in the oven for a selected sweet dish – with instruction and support.	Use appropriate method to cook ingredients in the oven for a selected savoury dish – with instruction and support.	Identify the food groups as per the Eatwell guide. Plan and prepare a dish that contains ingredients from at least 3 of the food groups – with instruction and support.	Identify the dietary requirements for adults. Plan and prepare a dish that meets the dietary requirements of an adult– with instruction and support.	Identify at least 3 farm reared foods. Plan and prepare a dish that includes at least one ingredient that is farm reared – with instruction and support.
L1M	Use appropriate method to blend ingredients for a selected dish – with minimal support.	Use appropriate method to cook ingredients on a stove top for a selected dish – with minimal support.	Use appropriate method to cook ingredients in the oven for a selected sweet dish – with minimal support.	Use appropriate method to cook ingredients in the oven for a selected savoury dish – with minimal support.	Outline the food groups as per the Eatwell guide, identifying food from each group. Plan and prepare a dish that contains ingredients from at least 3 of the food groups – with minimal support.	Outline the dietary requirements for 2 groups of people. Plan and prepare a dish that meets the dietary requirements of a selected individual– with minimal support.	Outline a range of farm reared foods. Plan and prepare a dish that includes at least one ingredient that is farm reared – with minimal support.
L2P	Use appropriate method to blend ingredients for a selected dish – independently.	Use appropriate method to cook ingredients on a stove top for a selected dish – independently.	Use appropriate method to cook ingredients in the oven for a selected sweet dish – independently.	Use appropriate method to cook ingredients in the oven for a selected savoury dish – independently.	Describe the food groups as per the Eatwell guide, giving examples of foods from each group. Plan and prepare a dish that contains ingredients from at least 3 of the food groups – independently.	Describe the dietary requirements of a range of groups of people. Plan and prepare a dish that meets the dietary requirements of a selected individual– independently.	Describe a range of farm reared foods. Plan and prepare a dish that includes at least one ingredient that is farm reared – independently.
L2M	Use appropriate method to blend ingredients for a selected dish – independently and confidently.	Use appropriate method to cook ingredients on a stove top for a selected dish – independently and confidently.	Use appropriate method to cook ingredients in the oven for a selected sweet dish – independently and confidently.	Use appropriate method to cook ingredients in the oven for a selected savoury dish – independently and confidently.	Explain the food groups as per the Eatwell guide, including the proportion of each group recommended. Plan and prepare a dish that contains ingredients from at least 3 of the food groups – independently and confidently.	Explain the dietary requirements of different types of people. Plan and prepare a dish that meets the dietary requirements of a selected individual– independently and confidently.	Explain a range of farm reared foods. Plan and prepare a dish that includes at least one ingredient that is farm reared – independently and confidently.
L2D	Use appropriate method to blend ingredients for a selected dish –skilfully.	Use appropriate method to cook ingredients on a stove top for a selected dish – skilfully.	Use appropriate method to cook ingredients in the oven for a selected sweet dish – skilfully.	Use appropriate method to cook ingredients in the oven for a selected savoury dish – skilfully.	Discuss the food groups as per the Eatwell guide, including recommendations for the proportion of each group in our daily diets. Plan and prepare a dish that contains ingredients from at least 3 of the food groups – skilfully.	Discuss the dietary requirements of different types of people. Plan and prepare a dish that meets the dietary requirements of a selected individual– skilfully.	Discuss a range of farm reared foods. Plan and prepare a dish that includes at least one ingredient that is farm reared – skilfully.

	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	3 hours
Topic	Outcome Point 15: field to fork	Outcome Point 16: Seasonality	Outcome point 17: Allergies and intolerances	Outcome Point 18: Food choices	Outcome point 19: Culture and religion	Outcome point 20: adapting recipes	Outcome point 21: planning a menu
L1P	Identify at least 3 field grown foods. Plan and prepare a dish that includes at least one ingredient that is field grown – with instruction and support.	List foods that are available in each of the four seasons. Plan and prepare a dish using seasonal food – with instruction and support.	List common allergies and intolerances.	Identify food choices that individuals might make.	Identify ways that culture and religion can influence food choices.	Identify ways that recipes can be adapted to suit the needs and preferences of a specified individual.	Plan and prepare a dish that is adapted to suit the needs and preferences of a specified individual– with instruction and support.
L1M	Outline a range of field grown foods. Plan and prepare a dish that includes at least one ingredient that is field grown – with minimal support.	Outline foods that are available in each of the four seasons, giving reason that they are at their peak in those seasons. Plan and prepare a dish using seasonal food – with minimal support.	Outline common allergies and intolerances.	Outline food choices that individuals might make.	Outline ways that culture and religion can influence food choices.	Outline ways that recipes can be adapted to suit the needs and preferences of specified individuals.	Plan and prepare a dish that is adapted to suit the needs and preferences of a specified individual– with minimal support.
L2P	Describe a range of field grown foods. Plan and prepare a dish that includes at least one ingredient that is field grown – independently.	Describe foods that are available in each of the four seasons, including why they are at their peak in those seasons. Plan and prepare a dish using seasonal food – independently.	Describe some common allergies and intolerances, including appropriate meal substitutions.	Describe reasons that individuals might make food choices, including appropriate meal substitutions.	Describe how culture and religion can influence food choices, including appropriate meals for specific celebrations.	Describe ways that recipes can be adapted to suit the needs and preferences of specified individuals.	Plan and prepare a dish that is adapted to suit the needs and preferences of a specified individual– independently.
L2M	Explain a range of field grown foods. Plan and prepare a dish that includes at least one ingredient that is field grown – independently and confidently.	Explain why some foods are seasonal, including why they are at their peak in those seasons. Plan and prepare a dish using seasonal food – independently and confidently.	Explain some common allergies and intolerances, including appropriate meal substitutions.	Explain reasons that individuals might make food choices, including appropriate meal substitutions.	Explain how culture and religion can influence food choices, including appropriate meals for specific celebrations.	Explain how recipes can be adapted to suit the needs and preferences of a specified individual, while maintaining good food nutrition.	Plan and prepare a dish that is adapted to suit the needs and preferences of a specified individual– independently and confidently.
L2D	Discuss a range of field grown foods. Plan and prepare a dish that includes at least one ingredient that is field grown – skilfully.	Discuss why some foods are seasonal, including why it is better to use them when they are in season. Plan and prepare a dish using seasonal food – skilfully.	Discuss some common allergies and intolerances, including appropriate meal substitutions – and the impact these have on the dishes.	Discuss reasons that individuals might make food choices, including appropriate meal substitutions – and the impact these have on the dishes.	Discuss how culture and religion can influence food choices, including appropriate meals for specific celebrations and the meaning behind these dishes.	Discuss how recipes can be adapted to suit the needs and preferences of a specified individual, justifying reason for the choices made.	Plan and prepare a dish that is adapted to suit the needs and preferences of a specified individual– skilfully.

Year 8 Curriculum Plan – 21 hours (1 hr per week – 1 1/2 terms – on rotation)

	1 hour	1 hour	2 hours	1 hour	2 hour
Topic	Outcome Point 1: Classroom safety review and expectations	Outcome Point 2: Health and safety - self	Outcome Point 3: Health and safety – cooking environment	Outcome Point 4: Health and safety – cooking equipment	Outcome Point 5: Health and safety – food safety
L1P	Prepare exercise books, review classroom safety and expectations. Health and Safety Quiz.	Identify ways to prepare yourself for cooking, in different cooking environments.	Identify ways to prepare different cooking environments. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – with instruction and support.	Identify ways to prepare, use, clean and store cooking equipment that might be used in different environments.	Identify ways to store, prepare and cook food safely in different cooking environments – including fresh and frozen food. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – with instruction and support.
L1M		Outline ways to prepare yourself for cooking in a range of environments, identify bacteria that could be passed on if you don't prepare yourself correctly.	Outline ways to prepare a range of cooking environments, identify bacteria that could be passed on if you don't prepare correctly. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – with minimal support.	Outline ways to prepare, use, clean and store cooking equipment that might be used in a range of environments.	Outline ways to store, prepare and cook food safely in a range of cooking environments– including fresh and frozen food. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – with minimal support.
L2P		Describe how to prepare yourself for cooking in a range of environments, identify bacteria that could cause contamination if you don't prepare yourself correctly.	Describe how to prepare a range of cooking environments, identify bacteria that could cause contamination if you don't prepare correctly. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – independently.	Describe how to prepare, use, clean and store cooking equipment that might be used in a range of environments.	Describe how to store, prepare and cook food safely in a range of environments – including fresh and frozen food. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – independently.
L2M		Discuss ways to prepare yourself for cooking, in a range of environments, that would reduce the risk of bacteria developing.	Discuss ways to prepare a range of cooking environments that would reduce the risk of bacteria developing. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – independently and confidently.	Discuss ways to prepare, use, clean and store cooking equipment that might be used in different environments.	Discuss ways to store, prepare and cook food safely in a range of environments– including fresh and frozen food. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – independently and confidently.
L2D		Assess ways to prepare yourself for cooking, in a range of environments, examine bacteria that could cause contamination if specific procedures were not followed.	Assess ways to prepare a range of cooking environments, examine bacteria that could cause contamination if specific procedures were not followed. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – skilfully.	Assess ways to prepare, use, clean and store cooking equipment that might be used in a range of environments.	Assess ways to store, prepare and cook food safely in a range of environments – including fresh and frozen food. Make a given dish demonstrating appropriate skills for preparing yourself and your environment for cooking – skilfully.

	4 hours	1 hour	4 hours	1 hours	4 hours
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Topic	Outcome point 6: Source to table - mini project	Outcome point 7: Eatwell guide/healthy eating	Outcome point 8: Eating for a purpose – mini project	Outcome point 9: Food for culture	Outcome Point 10: Eating for a cultural celebration – mini project
L1P	Identify farm reared, farm grown and one other sourced ingredient. Plan, make and evaluate a menu that includes at least one farm reared, one farm grown and one other sourced ingredient – with instruction and support; identify where each of these ingredients come from.	Identify the food groups as per the Eatwell guide. Identify key features of healthy eating according to government guidelines.	Identify the dietary requirements for a specific individual. Plan, make and evaluate dish that meets the dietary requirements of this specific individual– with instruction and support.	Identify a range of cultural influences that can impact on the food choices an individual makes.	Plan, make and evaluate a dish that would be suitable for a specified cultural celebration– with instruction and support.
L1M	Outline farm reared, farm grown and other sourced ingredients. Plan, make and evaluate a menu that includes at least one farm reared, one farm grown and one other sourced ingredient – with minimal support; identify where each of these ingredients come from.	Outline the food groups as per the Eatwell guide, identifying food from each group. Outline key features of healthy eating according to government guidelines and an individual’s circumstances.	Outline the dietary requirements for a specific individual. Plan, make and evaluate a dish that meets the dietary requirements of this specific individual– with minimal support.	Outline a range of cultural influences that can impact on the food choices an individual makes.	Plan, make and evaluate a dish that would be suitable for a specified cultural celebration– with minimal support.
L2P	Describe farm reared, farm grown and other sourced ingredients. Plan, make and evaluate a menu that includes a combination of farm reared, farm grown and other sourced ingredients – independently; identify where each of these ingredients come from.	Describe the food groups as per the Eatwell guide, giving examples of foods from each group. Describe what healthy eating is and how it differs for a range of individuals, according to their needs.	Describe the dietary requirements for a specific individual. Plan, make and evaluate a dish that meets the dietary requirements of a selected individual– independently.	Describe a range of cultural influences that can impact on the food choices an individual makes.	Plan, make and evaluate a dish that would be suitable for a specified cultural celebration– independently.
L2M	Discuss the differences between farm reared, farm grown and other sourced ingredients. Plan, make and evaluate a menu that includes a combination of farm reared, farm grown and other sourced ingredients – independently and confidently; describe where each of these ingredients come from.	Explain the food groups as per the Eatwell guide, including the proportion of each group recommended. Explain what is meant by healthy eating and how it might differ for individuals according to their individual needs.	Explain the dietary requirements for a specific individual. Plan, make and evaluate a dish that meets the dietary requirements of a selected individual– independently and confidently.	Explain a range of cultural influences that can impact on the food choices an individual makes.	Plan, make and evaluate a dish that would be suitable for a specified cultural celebration– independently and confidently.
L2D	Assess the benefits of farm reared, farm grown and other sourced ingredients. Plan, make and evaluate a menu that includes a combination of farm reared, farm grown and other sourced ingredients – skilfully; describe where each of these ingredients come from.	Discuss the food groups as per the Eatwell guide, including recommendations for the proportion of each group in our daily diets. Discuss what healthy eating is and how it might differ for individuals according to different needs.	Discuss the dietary requirements for a specific individual. Plan make and evaluate a dish that meets the dietary requirements of a selected individual– skilfully.	Discuss a range of cultural influences that can impact on the food choices an individual makes.	Plan, make and evaluate a dish that would be suitable for a specified cultural celebration– skilfully.

Year 9 Curriculum Plan – 28 hours (Autumn Term)

	1 hour	1 hour	4 hours	4 hour
Topic	Outcome Point 1: Intro to NCFE Food and Cookery	Outcome Point 2: Health and safety - self	Outcome Point 3: Review knife skills.	Outcome Point 4: Review stove-top cooking methods.
L1P	Course handbook and handbook task.	Identify ways to prepare yourself for cooking. Demonstrate how to prepare yourself for cooking – with instruction and support. PHOTOGRAPH 'BEFORE' and 'AFTER' preparing to cook.	Identify different knife skills. Plan a cold dish that will demonstrate your knife skills. Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish, using safe and hygienic working practices throughout – with instruction and support. Identify your own strengths in using knife skills using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.	Identify different stove-top cooking methods and their uses. Plan a dish that will demonstrate at least one stove-top cooking method. Use appropriate stove-top cooking methods for a selected dish, using safe and hygienic working practices throughout – with instruction and support. Identify your own strengths in using stove-top methods using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.
L1M		Outline ways to prepare yourself for cooking. Demonstrate how to prepare yourself for cooking – with minimal support. PHOTOGRAPH 'BEFORE' and 'AFTER' preparing to cook.	Outline different knife skills. Plan a cold dish that will demonstrate your knife skills. Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish, using safe and hygienic working practices throughout – with minimal support. Identify your own strengths and weaknesses in using knife skills using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.	Outline different stove-top cooking methods and their uses. Plan a dish that will demonstrate at least one stove-top cooking method. Use appropriate stove-top cooking methods for a selected dish, using safe and hygienic working practices throughout – with minimal support. Identify your own strengths in using stove-top methods using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.
L2P		Describe how to prepare yourself for cooking. Demonstrate how to prepare yourself for cooking - independently. PHOTOGRAPH 'BEFORE' and 'AFTER' preparing to cook.	Describe different knife skills including appropriate times to use them. Plan a cold dish that will demonstrate your knife skills. Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish, using safe and hygienic working practices throughout – independently. Evaluate your own strengths and weaknesses in using knife skills using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.	Describe different stove-top cooking methods and their uses. Plan a dish that will demonstrate more than one stove-top cooking method. Use appropriate stove-top cooking methods for a selected dish, using safe and hygienic working practices throughout – independently. Evaluate your own strengths in using stove-top methods using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.
L2M		Discuss ways to prepare yourself for cooking. Demonstrate how to prepare yourself for cooking – independently and confidently. PHOTOGRAPH 'BEFORE' and 'AFTER' preparing to cook. .	Discuss different knife skills including appropriate times to use them. Plan a cold dish that will demonstrate your knife skills. Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish, using safe and hygienic working practices throughout –independently and confidently. Evaluate your own strengths and weaknesses in using knife skills using self, peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES.	Discuss different stove-top cooking methods and their uses. Plan a dish that will demonstrate more than one stove-top cooking method. Use appropriate stove-top cooking methods for a selected dish, using safe and hygienic working practices throughout – independently and confidently. Evaluate your own strengths and weaknesses in using stove-top methods using self, peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES.
L2D		Assess ways to prepare yourself for cooking. Demonstrate how to prepare yourself for cooking – skilfully. PHOTOGRAPH 'BEFORE' and 'AFTER' preparing self to cook.	Assess different knife skills including appropriate times to use them. Plan a cold dish that will demonstrate your knife skills. Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish, using safe and hygienic working practices throughout – skilfully. Evaluate your own strengths and weaknesses in using knife skills using self, peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES.	Assess different stove-top cooking methods and their uses. Plan a dish that will demonstrate more than one stove-top cooking method. Use appropriate stove-top cooking methods for a selected dish, using safe and hygienic working practices throughout – skilfully. Evaluate your own strengths and weaknesses in using stove-top methods using self, peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES.

	2 hours	4 hour	2 hours	2 hours	4 hours
Topic	Outcome point 5: Risks and hazards in the cooking environment.	Outcome point 6: Practices to prevent biological/cross contamination	Outcome point 7: HACCP – system and purpose	Outcome point 8: Risk assessments	Outcome 9: Review using large cooking equipment
L1P	Identify physical, chemical and biological risks and hazards in the cooking environment.	Identify ways to prevent biological/cross contamination in the cooking environment. Plan a meat/fish/alternative dish. Make a meat/fish/dish while using appropriate practices to prevent biological/cross contamination – with instruction and support. Identify your own strengths and weaknesses in using practices to prevent biological/cross contamination, referring to peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES TO PREVENT BIOLOGICAL/CROSS CONTAMINATION.	Identify the key stages of HACCP.	Carry out a basic risk assessment, identifying the main risks and hazards in a specified environment.	Identify different cooking methods using the hob/microwave/oven. Plan a dish that will demonstrate at least one method of cooking using the hob/oven/microwave. Use appropriate large cooking equipment to make a selected dish, using safe and hygienic working practices throughout – with instruction and support. Identify your own strengths in using large cooking equipment referring to self, peer and teacher evaluations. PHOTOGRAPH – SAFE USE OF LARGE EQUIPMENT.
L1M	Outline physical, chemical and biological risks and hazards in the cooking environment.	Outline ways to prevent biological/cross contamination in the cooking environment. Plan a meat/fish/alternative dish. Make a meat/fish/dish while using appropriate practices to prevent biological/cross contamination – with minimal support. Identify your own strengths and weaknesses in using practices to prevent biological/cross contamination, referring to peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES BIOLOGICAL/CROSS CONTAMINATION.	Outline the HACCP process.	Carry out a basic risk assessment, outlining the main risks and hazards in a specified environment	Outline different cooking methods using the hob/microwave/oven. Plan a dish that will demonstrate at least one method of cooking using the hob/oven/microwave. Use appropriate large cooking equipment to make a selected dish, using safe and hygienic working practices throughout – with minimal support. Identify your own strengths and weaknesses in using large cooking equipment referring to self, peer and teacher evaluations. PHOTOGRAPH – SAFE USE OF LARGE EQUIPMENT.
L2P	Describe a range of physical, chemical and biological risks and hazards in at least 2 different cooking environments.	Describe a range of ways to prevent biological/cross contamination in at least 2 cooking environments. Make a meat/fish/dish while using appropriate practices to prevent biological/cross contamination – independently. Evaluate your own strengths and weaknesses in using practices to prevent biological/cross contamination, referring to peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES BIOLOGICAL/CROSS CONTAMINATION.	Describe the HACCP process, in relation to a specific environment.	Carry out a risk assessment, describing a range of risks and hazards in a specified environment	Describe different cooking methods using the hob/microwave/oven. Plan a dish that will demonstrate at least one method of cooking using the hob/oven/microwave. Use appropriate large cooking equipment to make a selected dish, using safe and hygienic working practices throughout – independently. Evaluate your own strengths and weaknesses in using large cooking equipment referring to self, peer and teacher evaluations. PHOTOGRAPH – SAFE USE OF LARGE EQUIPMENT.
L2M	Discuss a range of physical, chemical and biological risks and hazards in a range of cooking environments.	Explain a range of ways to prevent biological/cross contamination in a range of cooking environments. Make a meat/fish/dish while using appropriate practices to prevent biological/cross contamination – independently and confidently. Evaluate your own strengths and weaknesses in using practices to prevent biological/cross contamination, referring to peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES BIOLOGICAL/CROSS CONTAMINATION.	Explain the HACCP process as it applies to 2 different food/cooking environments.	Carry out a detailed risk assessment, explaining a range risks and hazards in a specified environment	Explain different cooking methods using the hob/microwave/oven. Plan a dish that will demonstrate at least one method of cooking using the hob/oven/microwave. Use appropriate large cooking equipment to make a selected dish, using safe and hygienic working practices throughout – independently and confidently. Evaluate your own strengths and weaknesses in using large cooking equipment referring to self, peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE USE OF LARGE EQUIPMENT.
L2D	Assess a range of physical, chemical and biological risks and hazards in a range of cooking environments.	Discuss a range of ways to prevent biological/cross contamination in a range of cooking environments. Make a meat/fish/dish while using appropriate practices to prevent biological/cross contamination – skilfully. Evaluate your own strengths and weaknesses in using practices to prevent biological/cross contamination, referring to peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES BIOLOGICAL/CROSS CONTAMINATION.	Discuss the application of the HACCP process to a range of cooking/food production environments.	Carry out a detailed risk assessment, discussing a range of risks and hazards in a specified environment	Discuss different cooking methods using the hob/microwave/oven. Plan a dish that will demonstrate at least one method of cooking using the hob/oven/microwave. Use appropriate large cooking equipment to make a selected dish, using safe and hygienic working practices throughout – skilfully. Evaluate your own strengths and weaknesses in using large cooking equipment referring to self, peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE USE OF LARGE EQUIPMENT.

	4 hour
Topic	Outcome point 10: Food Groups
L1P	Identify the different food groups and ingredients included in each group. Plan, make and evaluate a dish that contains ingredients from at least 3 of the food groups – with instruction and support. Identify your own strengths in the preparation and cooking of the key ingredients identified referring to self, peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.
L1M	Outline the different food groups and ingredients included in each group. Plan, make and evaluate a dish that contains ingredients from at least 3 of the food groups – with minimal support. Identify your own strengths and weaknesses in the preparation and cooking of the key ingredients identified referring to self, peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.
L2P	Describe the different food groups and ingredients included in each group. Plan, make and evaluate a dish that contains ingredients from all of the food groups – independently. Evaluate your own strengths and weaknesses in the preparation and cooking of the key ingredients identified referring to self, peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.
L2M	Explain the different food groups and ingredients included in each group. Plan, make and evaluate a dish that contains ingredients from all of the food groups – independently and confidently. Evaluate your own strengths and weaknesses in the preparation and cooking of the key ingredients identified referring to self, peer and teacher evaluations making recommendations for ways to improve your own skills. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.
L2D	Discuss the different food groups and ingredients included in each group. Plan, make and evaluate a dish that contains ingredients from all of the food groups – skilfully. Evaluate your own strengths and weaknesses in the preparation and cooking of the key ingredients identified referring to self, peer and teacher evaluations making justified recommendations for ways to improve your own skills. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.

NCFE Level 1/2 Tech Award FOOD AND COOKERY. Year 9 Curriculum Plan – 24 hours (Spring Term)

	4 hours	4 hour	4 hours
Topic	Outcome Point 11: Food Provenance.	Outcome Point 12: Eatwell guide/Healthy eating/Balanced diets	Outcome Point 13: Micronutrients
L1P	Identify food from different sources. Plan and make a dish that includes ingredients from at least 3 of the sources – with instruction and support. Identify your own strengths in the preparation and cooking of the sourced ingredients, referring to peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.	Identify the key features of a balanced diet. Make at least one amendment to a recipe to make it healthier/meet the recommendations in the eatwell guide. Plan and produce the dish as per the amended recipe – with instruction and support. Identify your own strengths in making the dish from the amended recipe, referring to peer and teacher evaluations. PHOTOGRAPH - SECTIONS OF THE PROCESS WHERE AMENDMENTS HAVE BEEN MADE.	Identify at least 3 micronutrients and their purpose in the human body. Plan and produce a dish that is high in a particular micronutrient – with instruction and support. Identify your own strengths in making the selected dish, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF INGREDIENT/S CONTAINING THE SELECTED MICRONUTRIENT.
L1M	Outline food from different sources. Plan and make a dish that includes ingredients from at least 3 of the sources – with minimal support. Identify your own strengths and weaknesses in the preparation and cooking of the sourced ingredients, referring to peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.	Outline the key features of a balanced diet. Make at least one amendment to a recipe to make it healthier/meet the recommendations in the eatwell guide. Plan and produce the dish as per the amended recipe – with minimal support. Identify your own strengths and weaknesses in making the dish from the amended recipe, referring to peer and teacher evaluations. PHOTOGRAPH - SECTIONS OF THE PROCESS WHERE AMENDMENTS HAVE BEEN MADE.	Outline at least 3 micronutrients, their purpose in the human body. Plan and produce a dish that is high in a particular micronutrient – with minimal support. Identify your own strengths and weaknesses in making the selected dish, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF INGREDIENT/S CONTAINING THE SELECTED MICRONUTRIENT.
L2P	Describe food from different sources. Plan and make a dish that includes ingredients from at least 3 of the sources – with independently. Evaluate your own strengths and weaknesses in the preparation and cooking of the sourced ingredients, referring to peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.	Describe the key features of a balanced diet. Make amendments to a recipe to make it healthier/meet the recommendations in the eatwell guide. Plan and produce the dish as per the amended recipe – independently. Evaluate your own strengths and weaknesses in making the dish from the amended recipe, referring to peer and teacher evaluations. PHOTOGRAPH - SECTIONS OF THE PROCESS WHERE AMENDMENTS HAVE BEEN MADE.	Describe a range of micronutrients, their purpose in the human body. Plan and produce a dish that is high in a particular micronutrient – independently. Evaluate your own strengths and weaknesses in making the selected dish, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF INGREDIENT/S CONTAINING THE SELECTED MICRONUTRIENT.
L2M	Explain food from different sources. Plan and make a dish that includes ingredients from at least 3 of the sources – independently and confidently. Evaluate your own strengths and weaknesses in the preparation and cooking of the sourced ingredients, referring to peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.	Explain the key features of a balanced diet. Make amendments to a recipe to make it healthier/meet the recommendations in the eatwell guide. Plan and produce the dish as per the amended recipe – independently and confidently. Evaluate your own strengths and weaknesses in making the dish from the amended recipe, referring to peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH - SECTIONS OF THE PROCESS WHERE AMENDMENTS HAVE BEEN MADE.	Explain the purpose of a range of micronutrients and the effect of them on our bodies. Plan and produce a dish that is high in a particular micronutrient – independently and confidently. Evaluate your own strengths and weaknesses in making the selected dish, referring to peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH PREPARATION AND COOKING OF INGREDIENT/S CONTAINING THE SELECTED MICRONUTRIENT.
L2D	Discuss food from different sources. Plan and make a dish that includes ingredients from at least 3 of the sources – skilfully. Evaluate your own strengths and weaknesses in the preparation and cooking of the sourced ingredients, referring to peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.	Discuss the key features of a balanced diet. Make amendments to a recipe to make it healthier/meet the recommendations in the eatwell guide. Plan and produce the dish as per the amended recipe – skilfully. Evaluate your own strengths and weaknesses in making the dish from the amended recipe, referring to peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH - SECTIONS OF THE PROCESS WHERE AMENDMENTS HAVE BEEN MADE.	Discuss the purpose of a range of micronutrients and the effect of them on our bodies. Plan and produce a dish that is high in a particular micronutrient – skilfully. Evaluate your own strengths and weaknesses in making the selected dish, referring to peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH PREPARATION AND COOKING OF INGREDIENT/S CONTAINING THE SELECTED MICRONUTRIENT.

	2 hours	5 hour	5 hours
Topic	Outcome Point 14: Nutrient imbalances.	Outcome Point 15: Food recommendations for specific groups of people.	Outcome Point 16: Food recommendations for people with allergies and intolerances.
L1P	Identify the effects of food imbalances cause by eating too much or too little of at least 1 macro and at least 1 micro nutrient.	Identify food recommendations for individuals of at least 3 different ages and individuals with different activity levels. Plan dishes that would be suitable for individuals of at least 3 different ages, plus one for a young adult with low activity levels and one for a young adult with high activity levels. Select and produce a dish that is suited for an individual of a specific age and activity level – with instruction and support. Identify the strengths of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Identify food recommendations for individuals who have at least 3 different allergies and intolerances. Adapt recipes to make them suitable for individuals with at least 3 different allergies and intolerances. Select and produce a dish that is suited for an individual with a specific allergy or intolerance – with instruction and support. Identify the strengths of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.
L1M	Outline the effects of food imbalances cause by eating too much or too little of at least 2 macro and at least 2 micro nutrients.	Outline food recommendations for individuals of at least 3 different ages and individuals with different activity levels. Plan dishes that would be suitable for individuals of at least 3 different ages, plus one for a young adult with low activity levels and one for a young adult with high activity levels. Select and produce a dish that is suited for an individual of a specific age and activity level – with minimal support. Identify the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Outline food recommendations for individuals who have at least 3 different allergies and intolerances. Adapt recipes to make them suitable for individuals with at least 3 different allergies and intolerances. Select and produce a dish that is suited for an individual with a specific allergy or intolerance – with minimal support. Identify the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.
L2P	Describe the effects of food imbalances cause by eating too much or too little of a range macro and a range micro nutrients.	Describe food recommendations for individuals of different ages and individuals with different activity levels. Plan dishes that would be suitable for individuals of various ages, plus one for a young adult with low activity levels and one for a young adult with high activity levels. Select and produce a dish that is suited for an individual of a specific age and activity level – independently. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Describe food recommendations for individuals who have a range of different allergies and intolerances. Adapt recipes to make them suitable for individuals with a range of different allergies and intolerances. Select and produce a dish that is suited for an individual with a specific allergy or intolerance – independently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.
L2M	Explain the effects of food imbalances cause by eating too much or too little of a range macro and a range micro nutrients.	Explain food recommendations for individuals of different ages and individuals with different activity levels. Plan dishes that would be suitable for individuals of various ages, plus one for a young adult with low activity levels and one for a young adult with high activity levels. Select and produce a dish that is suited for an individual of a specific age and activity level – independently and confidently. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations, making recommendations for ways to improve the overall dish. PHOTOGRAPH FINISHED DISH.	Explain food recommendations for individuals who have a range of different allergies and intolerances. Adapt recipes to make them suitable for individuals with a range of different allergies and intolerances. Select and produce a dish that is suited for an individual with a specific allergy or intolerance – independently and confidently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making recommendations for ways to improve the overall dish. PHOTOGRAPH PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.
L2D	Discuss the effects of food imbalances cause by eating too much or too little of a range macro and a range micro nutrients.	Discuss food recommendations for individuals of different ages and individuals with different activity levels. Plan dishes that would be suitable for individuals of various ages, plus one for a young adult with low activity levels and one for a young adult with high activity levels. Select and produce a dish that is suited for an individual of a specific age and activity level – skilfully. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations, making recommendations for ways to improve the overall dish. PHOTOGRAPH FINISHED DISH.	Discuss food recommendations for individuals who have a range of different allergies and intolerances. Adapt recipes to make them suitable for individuals with a range of different allergies and intolerances. Select and produce a dish that is suited for an individual with a specific allergy or intolerance – skilfully. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making justified recommendations for ways to improve the overall dish. PHOTOGRAPH PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.

NCFE Level 1/2 Tech Award FOOD AND COOKERY. Year 9 Curriculum Plan – 24 hours (Summer Term)

	4 hours	2 hour	4 hours
Topic	Outcome Point 17: Food related health conditions	Outcome Point 18: Food labels	Outcome Point 19: Social/cultural/personal factors
L1P	Identify at least 3 food related health conditions. Adapt recipes to make them suitable for individuals with at least 3 different food related health conditions. Select and produce an adapted dish that is suited for an individual with a specific food related health condition – with instruction and support. Identify the strengths of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH - PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.	Identify the information required on food labels by law, stating the purpose of at least 3 pieces of the information included.	Identify at least 5 social factors that can have an impact on people’s food choices. Adapt at least 3 recipes to make them suitable for individuals with different social/cultural/personal food restrictions. Select and produce an adapted dish that is suited for an individual with a specific social/cultural/personal food restriction – with instruction and support. Identify the strengths of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH – FINISHED DISH.
L1M	Outline at least 3 food related health conditions. Adapt recipes to make them suitable for individuals with at least 3 different food related health conditions. Select and produce a dish that is suited for an individual with a specific food related health condition – with minimal support. Identify the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH - PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.	Outline the information required on food labels by law, including the purpose of at least 3 pieces of the information included.	Outline at least 5 social factors that can have an impact on people’s food choices. Adapt at least 3 recipes to make them suitable for individuals with different social/cultural/personal food restrictions. Select and produce an adapted dish that is suited for an individual with a specific social/cultural/personal food restriction – with minimal support. Identify the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH – FINISHED DISH.
L2P	Describe a range food related health conditions. Adapt recipes to make them suitable for individuals with a range of different food related health conditions. Select and produce a dish that is suited for an individual with a specific food related health condition – independently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH - PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.	Describe the information required on food labels by law, including the purpose of a range of information included.	Describe a range of social factors that can have an impact on people’s food choices. Adapt a range of recipes to make them suitable for individuals with different social/cultural/personal food restrictions. Select and produce an adapted dish that is suited for an individual with a specific social/cultural/personal food restriction – with minimal support. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH – FINISHED DISH.
L2M	Explain a range food related health conditions. Adapt recipes to make them suitable for individuals with a range of different food related health conditions. Select and produce a dish that is suited for an individual with a specific food related health condition – independently and confidently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making recommendations for ways to improve the completed dishes. PHOTOGRAPH - PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.	Explain the information required on food labels by law, including the purpose of a range of information included.	Explain a wide range of social factors that can have an impact on people’s food choices. Adapt a range of recipes to make them suitable for individuals with different social/cultural/personal food restrictions. Select and produce an adapted dish that is suited for an individual with a specific social/cultural/personal food restriction – independently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making recommendations for ways to improve the completed dishes. PHOTOGRAPH – FINISHED DISH.
L2D	Discuss a range food related health conditions. Adapt recipes to make them suitable for individuals with a range of different food related health conditions. Select and produce a dish that is suited for an individual with a specific food related health condition – skilfully. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making justified recommendations for ways to improve the completed dishes. PHOTOGRAPH - PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.	Discuss the information required on food labels by law, including the purpose of a range of information included.	Discuss a wide range of social factors that can have an impact on people’s food choices. Adapt a range of recipes to make them suitable for individuals with different social/cultural/personal food restrictions. Select and produce an adapted dish that is suited for an individual with a specific social/cultural/personal food restriction – independently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making justified recommendations for ways to improve the completed dishes. PHOTOGRAPH – FINISHED DISH.

	4 hours	5 hour	5 hours
Topic	Outcome Point 20: Seasonality.	Outcome Point 21: Meeting a specified brief - 1.	Outcome Point 22: Meeting a specified brief - 2.
L1P	List foods that are available in each of the four seasons. Select dishes for each season that uses food available in that season. Plan and prepare a dish using current seasonal food – with instruction and support. Identify the strengths of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Identify the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with instruction and support. Identify the strengths of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.	Identify the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with instruction and support. Identify the strengths of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.
L1M	Outline foods that are available in each of the four seasons, giving reason that they are at their peak in those seasons. Select dishes for each season that uses food available in the season. Plan and prepare a dish using seasonal food – with minimal support. Identify the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Outline the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with minimal support. Identify the strengths weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.	Outline the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with minimal support. Identify the strengths weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.
L2P	Describe foods that are available in each of the four seasons, including why they are at their peak in those seasons. Select dishes for each season that uses food available in the season. Plan and prepare a dish using seasonal food – independently. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Describe the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths and weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.	Describe the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths and weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.
L2M	Explain why some foods are seasonal, including why they are at their peak in those seasons. Select dishes for each season that uses food available in the season. Plan and prepare a dish using seasonal food – independently and confidently. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations, making recommendations for ways to improve the overall dish. PHOTOGRAPH FINISHED DISH.	Explain the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths and weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations, making recommendations for ways to improve the planning, preparation and overall dish. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.	Explain the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths and weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations, making recommendations for ways to improve the planning, preparation and overall dish. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.
L2D	Discuss why some foods are seasonal, including why it is better to use them when they are in season. Select dishes for each season that uses food available in the season. Plan and prepare a dish using seasonal food – skilfully. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations, making justified recommendations for ways to improve the overall dish. PHOTOGRAPH FINISHED DISH.	Discuss the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths of the planning process and the finished dish, referring to peer and teacher evaluations, making justified recommendations for ways to improve the planning, preparation and overall dish. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.	Discuss the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths of the planning process and the finished dish, referring to peer and teacher evaluations, making justified recommendations for ways to improve the planning, preparation and overall dish. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.

Year 10 Curriculum Plan – 28 hours (Autumn Term)

	1 hour	1 hour	4 hours	4 hour
Topic	Outcome Point 1: Intro to NCFE Food and Cookery	Outcome Point 2: Health and safety - self	Outcome Point 3: Review knife skills.	Outcome Point 4: Review stove-top cooking methods.
L1P	Course handbook and handbook task.	Identify ways to prepare yourself for cooking. Demonstrate how to prepare yourself for cooking – with instruction and support. PHOTOGRAPH 'BEFORE' and 'AFTER' preparing to cook.	Identify different knife skills. Plan a cold dish that will demonstrate your knife skills. Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish, using safe and hygienic working practices throughout – with instruction and support. Identify your own strengths in using knife skills using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.	Identify different stove-top cooking methods and their uses. Plan a dish that will demonstrate at least one stove-top cooking method. Use appropriate stove-top cooking methods for a selected dish, using safe and hygienic working practices throughout – with instruction and support. Identify your own strengths in using stove-top methods using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.
L1M		Outline ways to prepare yourself for cooking. Demonstrate how to prepare yourself for cooking – with minimal support. PHOTOGRAPH 'BEFORE' and 'AFTER' preparing to cook.	Outline different knife skills. Plan a cold dish that will demonstrate your knife skills. Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish, using safe and hygienic working practices throughout – with minimal support. Identify your own strengths and weaknesses in using knife skills using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.	Outline different stove-top cooking methods and their uses. Plan a dish that will demonstrate at least one stove-top cooking method. Use appropriate stove-top cooking methods for a selected dish, using safe and hygienic working practices throughout – with minimal support. Identify your own strengths in using stove-top methods using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.
L2P		Describe how to prepare yourself for cooking. Demonstrate how to prepare yourself for cooking - independently. PHOTOGRAPH 'BEFORE' and 'AFTER' preparing to cook.	Describe different knife skills including appropriate times to use them. Plan a cold dish that will demonstrate your knife skills. Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish, using safe and hygienic working practices throughout – independently. Evaluate your own strengths and weaknesses in using knife skills using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.	Describe different stove-top cooking methods and their uses. Plan a dish that will demonstrate more than one stove-top cooking method. Use appropriate stove-top cooking methods for a selected dish, using safe and hygienic working practices throughout – independently. Evaluate your own strengths in using stove-top methods using self, peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES.
L2M		Discuss ways to prepare yourself for cooking. Demonstrate how to prepare yourself for cooking – independently and confidently. PHOTOGRAPH 'BEFORE' and 'AFTER' preparing to cook. .	Discuss different knife skills including appropriate times to use them. Plan a cold dish that will demonstrate your knife skills. Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish, using safe and hygienic working practices throughout –independently and confidently. Evaluate your own strengths and weaknesses in using knife skills using self, peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES.	Discuss different stove-top cooking methods and their uses. Plan a dish that will demonstrate more than one stove-top cooking method. Use appropriate stove-top cooking methods for a selected dish, using safe and hygienic working practices throughout – independently and confidently. Evaluate your own strengths and weaknesses in using stove-top methods using self, peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES.
L2D		Assess ways to prepare yourself for cooking. Demonstrate how to prepare yourself for cooking – skilfully. PHOTOGRAPH 'BEFORE' and 'AFTER' preparing self to cook.	Assess different knife skills including appropriate times to use them. Plan a cold dish that will demonstrate your knife skills. Use appropriate grips and holds to chop fruit and/or vegetables for a selected dish, using safe and hygienic working practices throughout – skilfully. Evaluate your own strengths and weaknesses in using knife skills using self, peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES.	Assess different stove-top cooking methods and their uses. Plan a dish that will demonstrate more than one stove-top cooking method. Use appropriate stove-top cooking methods for a selected dish, using safe and hygienic working practices throughout – skilfully. Evaluate your own strengths and weaknesses in using stove-top methods using self, peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES.

	2 hours	4 hour	2 hours	2 hours	4 hours
Topic	Outcome point 5: Risks and hazards in the cooking environment.	Outcome point 6: Practices to prevent biological/cross contamination	Outcome point 7: HACCP – system and purpose	Outcome point 8: Risk assessments	Outcome 9: Review using large cooking equipment
L1P	Identify physical, chemical and biological risks and hazards in the cooking environment.	Identify ways to prevent biological/cross contamination in the cooking environment. Plan a meat/fish/alternative dish. Make a meat/fish/dish while using appropriate practices to prevent biological/cross contamination – with instruction and support. Identify your own strengths and weaknesses in using practices to prevent biological/cross contamination, referring to peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES TO PREVENT BIOLOGICAL/CROSS CONTAMINATION.	Identify the key stages of HACCP.	Carry out a basic risk assessment, identifying the main risks and hazards in a specified environment.	Identify different cooking methods using the hob/microwave/oven. Plan a dish that will demonstrate at least one method of cooking using the hob/oven/microwave. Use appropriate large cooking equipment to make a selected dish, using safe and hygienic working practices throughout – with instruction and support. Identify your own strengths in using large cooking equipment referring to self, peer and teacher evaluations. PHOTOGRAPH – SAFE USE OF LARGE EQUIPMENT.
L1M	Outline physical, chemical and biological risks and hazards in the cooking environment.	Outline ways to prevent biological/cross contamination in the cooking environment. Plan a meat/fish/alternative dish. Make a meat/fish/dish while using appropriate practices to prevent biological/cross contamination – with minimal support. Identify your own strengths and weaknesses in using practices to prevent biological/cross contamination, referring to peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES BIOLOGICAL/CROSS CONTAMINATION.	Outline the HACCP process.	Carry out a basic risk assessment, outlining the main risks and hazards in a specified environment	Outline different cooking methods using the hob/microwave/oven. Plan a dish that will demonstrate at least one method of cooking using the hob/oven/microwave. Use appropriate large cooking equipment to make a selected dish, using safe and hygienic working practices throughout – with minimal support. Identify your own strengths and weaknesses in using large cooking equipment referring to self, peer and teacher evaluations. PHOTOGRAPH – SAFE USE OF LARGE EQUIPMENT.
L2P	Describe a range of physical, chemical and biological risks and hazards in at least 2 different cooking environments.	Describe a range of ways to prevent biological/cross contamination in at least 2 cooking environments. Make a meat/fish/dish while using appropriate practices to prevent biological/cross contamination – independently. Evaluate your own strengths and weaknesses in using practices to prevent biological/cross contamination, referring to peer and teacher evaluations. PHOTOGRAPH – SAFE PRACTICES BIOLOGICAL/CROSS CONTAMINATION.	Describe the HACCP process, in relation to a specific environment.	Carry out a risk assessment, describing a range of risks and hazards in a specified environment	Describe different cooking methods using the hob/microwave/oven. Plan a dish that will demonstrate at least one method of cooking using the hob/oven/microwave. Use appropriate large cooking equipment to make a selected dish, using safe and hygienic working practices throughout – independently. Evaluate your own strengths and weaknesses in using large cooking equipment referring to self, peer and teacher evaluations. PHOTOGRAPH – SAFE USE OF LARGE EQUIPMENT.
L2M	Discuss a range of physical, chemical and biological risks and hazards in a range of cooking environments.	Explain a range of ways to prevent biological/cross contamination in a range of cooking environments. Make a meat/fish/dish while using appropriate practices to prevent biological/cross contamination – independently and confidently. Evaluate your own strengths and weaknesses in using practices to prevent biological/cross contamination, referring to peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES BIOLOGICAL/CROSS CONTAMINATION.	Explain the HACCP process as it applies to 2 different food/cooking environments.	Carry out a detailed risk assessment, explaining a range risks and hazards in a specified environment	Explain different cooking methods using the hob/microwave/oven. Plan a dish that will demonstrate at least one method of cooking using the hob/oven/microwave. Use appropriate large cooking equipment to make a selected dish, using safe and hygienic working practices throughout – independently and confidently. Evaluate your own strengths and weaknesses in using large cooking equipment referring to self, peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE USE OF LARGE EQUIPMENT.
L2D	Assess a range of physical, chemical and biological risks and hazards in a range of cooking environments.	Discuss a range of ways to prevent biological/cross contamination in a range of cooking environments. Make a meat/fish/dish while using appropriate practices to prevent biological/cross contamination – skilfully. Evaluate your own strengths and weaknesses in using practices to prevent biological/cross contamination, referring to peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE PRACTICES BIOLOGICAL/CROSS CONTAMINATION.	Discuss the application of the HACCP process to a range of cooking/food production environments.	Carry out a detailed risk assessment, discussing a range of risks and hazards in a specified environment	Discuss different cooking methods using the hob/microwave/oven. Plan a dish that will demonstrate at least one method of cooking using the hob/oven/microwave. Use appropriate large cooking equipment to make a selected dish, using safe and hygienic working practices throughout – skilfully. Evaluate your own strengths and weaknesses in using large cooking equipment referring to self, peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH – SAFE USE OF LARGE EQUIPMENT.

	4 hour
Topic	Outcome point 10: Food Groups
L1P	Identify the different food groups and ingredients included in each group. Plan, make and evaluate a dish that contains ingredients from at least 3 of the food groups – with instruction and support. Identify your own strengths in the preparation and cooking of the key ingredients identified referring to self, peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.
L1M	Outline the different food groups and ingredients included in each group. Plan, make and evaluate a dish that contains ingredients from at least 3 of the food groups – with minimal support. Identify your own strengths and weaknesses in the preparation and cooking of the key ingredients identified referring to self, peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.
L2P	Describe the different food groups and ingredients included in each group. Plan, make and evaluate a dish that contains ingredients from all of the food groups – independently. Evaluate your own strengths and weaknesses in the preparation and cooking of the key ingredients identified referring to self, peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.
L2M	Explain the different food groups and ingredients included in each group. Plan, make and evaluate a dish that contains ingredients from all of the food groups – independently and confidently. Evaluate your own strengths and weaknesses in the preparation and cooking of the key ingredients identified referring to self, peer and teacher evaluations making recommendations for ways to improve your own skills. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.
L2D	Discuss the different food groups and ingredients included in each group. Plan, make and evaluate a dish that contains ingredients from all of the food groups – skilfully. Evaluate your own strengths and weaknesses in the preparation and cooking of the key ingredients identified referring to self, peer and teacher evaluations making justified recommendations for ways to improve your own skills. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.

NCFE Level 1/2 Tech Award FOOD AND COOKERY. Year 10 Curriculum Plan – 24 hours (Spring Term)

	4 hours	4 hour	4 hours
Topic	Outcome Point 11: Food Provenance.	Outcome Point 12: Eatwell guide/Healthy eating/Balanced diets	Outcome Point 13: Micronutrients
L1P	Identify food from different sources. Plan and make a dish that includes ingredients from at least 3 of the sources – with instruction and support. Identify your own strengths in the preparation and cooking of the sourced ingredients, referring to peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.	Identify the key features of a balanced diet. Make at least one amendment to a recipe to make it healthier/meet the recommendations in the eatwell guide. Plan and produce the dish as per the amended recipe – with instruction and support. Identify your own strengths in making the dish from the amended recipe, referring to peer and teacher evaluations. PHOTOGRAPH - SECTIONS OF THE PROCESS WHERE AMENDMENTS HAVE BEEN MADE.	Identify at least 3 micronutrients and their purpose in the human body. Plan and produce a dish that is high in a particular micronutrient – with instruction and support. Identify your own strengths in making the selected dish, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF INGREDIENT/S CONTAINING THE SELECTED MICRONUTRIENT.
L1M	Outline food from different sources. Plan and make a dish that includes ingredients from at least 3 of the sources – with minimal support. Identify your own strengths and weaknesses in the preparation and cooking of the sourced ingredients, referring to peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.	Outline the key features of a balanced diet. Make at least one amendment to a recipe to make it healthier/meet the recommendations in the eatwell guide. Plan and produce the dish as per the amended recipe – with minimal support. Identify your own strengths and weaknesses in making the dish from the amended recipe, referring to peer and teacher evaluations. PHOTOGRAPH - SECTIONS OF THE PROCESS WHERE AMENDMENTS HAVE BEEN MADE.	Outline at least 3 micronutrients, their purpose in the human body. Plan and produce a dish that is high in a particular micronutrient – with minimal support. Identify your own strengths and weaknesses in making the selected dish, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF INGREDIENT/S CONTAINING THE SELECTED MICRONUTRIENT.
L2P	Describe food from different sources. Plan and make a dish that includes ingredients from at least 3 of the sources – with independently. Evaluate your own strengths and weaknesses in the preparation and cooking of the sourced ingredients, referring to peer and teacher evaluations. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.	Describe the key features of a balanced diet. Make amendments to a recipe to make it healthier/meet the recommendations in the eatwell guide. Plan and produce the dish as per the amended recipe – independently. Evaluate your own strengths and weaknesses in making the dish from the amended recipe, referring to peer and teacher evaluations. PHOTOGRAPH - SECTIONS OF THE PROCESS WHERE AMENDMENTS HAVE BEEN MADE.	Describe a range of micronutrients, their purpose in the human body. Plan and produce a dish that is high in a particular micronutrient – independently. Evaluate your own strengths and weaknesses in making the selected dish, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF INGREDIENT/S CONTAINING THE SELECTED MICRONUTRIENT.
L2M	Explain food from different sources. Plan and make a dish that includes ingredients from at least 3 of the sources – independently and confidently. Evaluate your own strengths and weaknesses in the preparation and cooking of the sourced ingredients, referring to peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.	Explain the key features of a balanced diet. Make amendments to a recipe to make it healthier/meet the recommendations in the eatwell guide. Plan and produce the dish as per the amended recipe – independently and confidently. Evaluate your own strengths and weaknesses in making the dish from the amended recipe, referring to peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH - SECTIONS OF THE PROCESS WHERE AMENDMENTS HAVE BEEN MADE.	Explain the purpose of a range of micronutrients and the effect of them on our bodies. Plan and produce a dish that is high in a particular micronutrient – independently and confidently. Evaluate your own strengths and weaknesses in making the selected dish, referring to peer and teacher evaluations, making recommendations for ways to improve your own skills. PHOTOGRAPH PREPARATION AND COOKING OF INGREDIENT/S CONTAINING THE SELECTED MICRONUTRIENT.
L2D	Discuss food from different sources. Plan and make a dish that includes ingredients from at least 3 of the sources – skilfully. Evaluate your own strengths and weaknesses in the preparation and cooking of the sourced ingredients, referring to peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH – PREPARATION AND COOKING OF THE KEY INGREDIENTS.	Discuss the key features of a balanced diet. Make amendments to a recipe to make it healthier/meet the recommendations in the eatwell guide. Plan and produce the dish as per the amended recipe – skilfully. Evaluate your own strengths and weaknesses in making the dish from the amended recipe, referring to peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH - SECTIONS OF THE PROCESS WHERE AMENDMENTS HAVE BEEN MADE.	Discuss the purpose of a range of micronutrients and the effect of them on our bodies. Plan and produce a dish that is high in a particular micronutrient – skilfully. Evaluate your own strengths and weaknesses in making the selected dish, referring to peer and teacher evaluations, making justified recommendations for ways to improve your own skills. PHOTOGRAPH PREPARATION AND COOKING OF INGREDIENT/S CONTAINING THE SELECTED MICRONUTRIENT.

	2 hours	5 hour	5 hours
Topic	Outcome Point 14: Nutrient imbalances.	Outcome Point 15: Food recommendations for specific groups of people.	Outcome Point 16: Food recommendations for people with allergies and intolerances.
L1P	Identify the effects of food imbalances cause by eating too much or too little of at least 1 macro and at least 1 micro nutrient.	Identify food recommendations for individuals of at least 3 different ages and individuals with different activity levels. Plan dishes that would be suitable for individuals of at least 3 different ages, plus one for a young adult with low activity levels and one for a young adult with high activity levels. Select and produce a dish that is suited for an individual of a specific age and activity level – with instruction and support. Identify the strengths of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Identify food recommendations for individuals who have at least 3 different allergies and intolerances. Adapt recipes to make them suitable for individuals with at least 3 different allergies and intolerances. Select and produce a dish that is suited for an individual with a specific allergy or intolerance – with instruction and support. Identify the strengths of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.
L1M	Outline the effects of food imbalances cause by eating too much or too little of at least 2 macro and at least 2 micro nutrients.	Outline food recommendations for individuals of at least 3 different ages and individuals with different activity levels. Plan dishes that would be suitable for individuals of at least 3 different ages, plus one for a young adult with low activity levels and one for a young adult with high activity levels. Select and produce a dish that is suited for an individual of a specific age and activity level – with minimal support. Identify the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Outline food recommendations for individuals who have at least 3 different allergies and intolerances. Adapt recipes to make them suitable for individuals with at least 3 different allergies and intolerances. Select and produce a dish that is suited for an individual with a specific allergy or intolerance – with minimal support. Identify the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.
L2P	Describe the effects of food imbalances cause by eating too much or too little of a range macro and a range micro nutrients.	Describe food recommendations for individuals of different ages and individuals with different activity levels. Plan dishes that would be suitable for individuals of various ages, plus one for a young adult with low activity levels and one for a young adult with high activity levels. Select and produce a dish that is suited for an individual of a specific age and activity level – independently. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Describe food recommendations for individuals who have a range of different allergies and intolerances. Adapt recipes to make them suitable for individuals with a range of different allergies and intolerances. Select and produce a dish that is suited for an individual with a specific allergy or intolerance – independently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.
L2M	Explain the effects of food imbalances cause by eating too much or too little of a range macro and a range micro nutrients.	Explain food recommendations for individuals of different ages and individuals with different activity levels. Plan dishes that would be suitable for individuals of various ages, plus one for a young adult with low activity levels and one for a young adult with high activity levels. Select and produce a dish that is suited for an individual of a specific age and activity level – independently and confidently. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations, making recommendations for ways to improve the overall dish. PHOTOGRAPH FINISHED DISH.	Explain food recommendations for individuals who have a range of different allergies and intolerances. Adapt recipes to make them suitable for individuals with a range of different allergies and intolerances. Select and produce a dish that is suited for an individual with a specific allergy or intolerance – independently and confidently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making recommendations for ways to improve the overall dish. PHOTOGRAPH PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.
L2D	Discuss the effects of food imbalances cause by eating too much or too little of a range macro and a range micro nutrients.	Discuss food recommendations for individuals of different ages and individuals with different activity levels. Plan dishes that would be suitable for individuals of various ages, plus one for a young adult with low activity levels and one for a young adult with high activity levels. Select and produce a dish that is suited for an individual of a specific age and activity level – skilfully. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations, making recommendations for ways to improve the overall dish. PHOTOGRAPH FINISHED DISH.	Discuss food recommendations for individuals who have a range of different allergies and intolerances. Adapt recipes to make them suitable for individuals with a range of different allergies and intolerances. Select and produce a dish that is suited for an individual with a specific allergy or intolerance – skilfully. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making justified recommendations for ways to improve the overall dish. PHOTOGRAPH PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.

NCFE Level 1/2 Tech Award FOOD AND COOKERY. Year 10 Curriculum Plan – 24 hours (Summer Term)

	4 hours	2 hour	4 hours
Topic	Outcome Point 17: Food related health conditions	Outcome Point 18: Food labels	Outcome Point 19: Social/cultural/personal factors
L1P	Identify at least 3 food related health conditions. Adapt recipes to make them suitable for individuals with at least 3 different food related health conditions. Select and produce an adapted dish that is suited for an individual with a specific food related health condition – with instruction and support. Identify the strengths of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH - PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.	Identify the information required on food labels by law, stating the purpose of at least 3 pieces of the information included.	Identify at least 5 social factors that can have an impact on people’s food choices. Adapt at least 3 recipes to make them suitable for individuals with different social/cultural/personal food restrictions. Select and produce an adapted dish that is suited for an individual with a specific social/cultural/personal food restriction – with instruction and support. Identify the strengths of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH – FINISHED DISH.
L1M	Outline at least 3 food related health conditions. Adapt recipes to make them suitable for individuals with at least 3 different food related health conditions. Select and produce a dish that is suited for an individual with a specific food related health condition – with minimal support. Identify the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH - PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.	Outline the information required on food labels by law, including the purpose of at least 3 pieces of the information included.	Outline at least 5 social factors that can have an impact on people’s food choices. Adapt at least 3 recipes to make them suitable for individuals with different social/cultural/personal food restrictions. Select and produce an adapted dish that is suited for an individual with a specific social/cultural/personal food restriction – with minimal support. Identify the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH – FINISHED DISH.
L2P	Describe a range food related health conditions. Adapt recipes to make them suitable for individuals with a range of different food related health conditions. Select and produce a dish that is suited for an individual with a specific food related health condition – independently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH - PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.	Describe the information required on food labels by law, including the purpose of a range of information included.	Describe a range of social factors that can have an impact on people’s food choices. Adapt a range of recipes to make them suitable for individuals with different social/cultural/personal food restrictions. Select and produce an adapted dish that is suited for an individual with a specific social/cultural/personal food restriction – with minimal support. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations. PHOTOGRAPH – FINISHED DISH.
L2M	Explain a range food related health conditions. Adapt recipes to make them suitable for individuals with a range of different food related health conditions. Select and produce a dish that is suited for an individual with a specific food related health condition – independently and confidently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making recommendations for ways to improve the completed dishes. PHOTOGRAPH - PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.	Explain the information required on food labels by law, including the purpose of a range of information included.	Explain a wide range of social factors that can have an impact on people’s food choices. Adapt a range of recipes to make them suitable for individuals with different social/cultural/personal food restrictions. Select and produce an adapted dish that is suited for an individual with a specific social/cultural/personal food restriction – independently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making recommendations for ways to improve the completed dishes. PHOTOGRAPH – FINISHED DISH.
L2D	Discuss a range food related health conditions. Adapt recipes to make them suitable for individuals with a range of different food related health conditions. Select and produce a dish that is suited for an individual with a specific food related health condition – skilfully. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making justified recommendations for ways to improve the completed dishes. PHOTOGRAPH - PREPARATION AND COOKING OF THE SUBSTITUED INGREDIENTS.	Discuss the information required on food labels by law, including the purpose of a range of information included.	Discuss a wide range of social factors that can have an impact on people’s food choices. Adapt a range of recipes to make them suitable for individuals with different social/cultural/personal food restrictions. Select and produce an adapted dish that is suited for an individual with a specific social/cultural/personal food restriction – independently. Evaluate the strengths and weaknesses of the finished dish considering the adaptations that were made, referring to peer and teacher evaluations, making justified recommendations for ways to improve the completed dishes. PHOTOGRAPH – FINISHED DISH.

	4 hours	5 hour	5 hours
Topic	Outcome Point 20: Seasonality.	Outcome Point 21: Meeting a specified brief - 1.	Outcome Point 22: Meeting a specified brief - 2.
L1P	List foods that are available in each of the four seasons. Select dishes for each season that uses food available in that season. Plan and prepare a dish using current seasonal food – with instruction and support. Identify the strengths of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Identify the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with instruction and support. Identify the strengths of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.	Identify the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with instruction and support. Identify the strengths of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.
L1M	Outline foods that are available in each of the four seasons, giving reason that they are at their peak in those seasons. Select dishes for each season that uses food available in the season. Plan and prepare a dish using seasonal food – with minimal support. Identify the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Outline the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with minimal support. Identify the strengths weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.	Outline the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with minimal support. Identify the strengths weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.
L2P	Describe foods that are available in each of the four seasons, including why they are at their peak in those seasons. Select dishes for each season that uses food available in the season. Plan and prepare a dish using seasonal food – independently. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH FINISHED DISH.	Describe the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths and weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.	Describe the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths and weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.
L2M	Explain why some foods are seasonal, including why they are at their peak in those seasons. Select dishes for each season that uses food available in the season. Plan and prepare a dish using seasonal food – independently and confidently. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations, making recommendations for ways to improve the overall dish. PHOTOGRAPH FINISHED DISH.	Explain the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths and weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations, making recommendations for ways to improve the planning, preparation and overall dish. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.	Explain the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths and weaknesses of the planning process and the finished dish, referring to peer and teacher evaluations, making recommendations for ways to improve the planning, preparation and overall dish. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.
L2D	Discuss why some foods are seasonal, including why it is better to use them when they are in season. Select dishes for each season that uses food available in the season. Plan and prepare a dish using seasonal food – skilfully. Evaluate the strengths and weaknesses of the finished dish, referring to peer and teacher evaluations, making justified recommendations for ways to improve the overall dish. PHOTOGRAPH FINISHED DISH.	Discuss the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths of the planning process and the finished dish, referring to peer and teacher evaluations, making justified recommendations for ways to improve the planning, preparation and overall dish. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.	Discuss the requirements of a specific brief. Plan a dish that meets a given brief. Produce a dish that meets the brief – with independently. Evaluate the strengths of the planning process and the finished dish, referring to peer and teacher evaluations, making justified recommendations for ways to improve the planning, preparation and overall dish. PHOTOGRAPH – PLANNING/PREPARATION AND FINISHED DISH.

NCFE Level 1/2 V Cert Food and Cookery. Unit 3 Exploring Balanced Diets. Year 11 Curriculum Plan – 28 hours (Autumn Term)

	Learning Outcome 1: Balanced Diets	Learning Outcome 2: Nutrients in a Balanced Diet	Learning Outcome 3: Nutrient requirements of different groups of people.	Learning Outcome 4: Health Eating Advice	Learning Outcome 5: Food Labels	Learning Outcome 6: Making healthy eating recommendations	Learning Outcome 7: Assessing the nutritional value of recipes.	Learning Outcome 8: Adapting recipes	Learning Outcome 9: Factors affecting food.
Topic	1 hour	2 hours	1 hour	2 hours	1 hour	2 hours	1 hour	2 hours	2 hours
L1P	Provide a basic definition of what is meant by a balanced diet.	Identify a limited range of nutrients that make up a balanced diet.	Give a limited range of ways that a balanced diet can contribute to staying healthy.	Give a basic outline of what is meant by RI/GDA.	Give a basic outline of how food labels can inform healthy eating.	Give basic recommendations for changes from a food diary.	Identify a limited range of healthy and less healthy features of a given recipe.	Give a limited range of examples of how a given recipe could be changed to make it healthier.	Give a limited range of examples of factors that could affect a finished dish.
L1M	Provide a clear definition of what is meant by a balanced diet.	Identify a range of nutrients that make up a balanced diet.	Give a range of examples of ways that a balanced diet can contribute to staying healthy.	Give a clear outline of what is meant by RI/GDA.	Give a clear outline of how food labels can inform healthy eating.	Give a range of recommendations for changes from a food diary.	Identify a range of healthy and less healthy features of a given recipe.	Give a range of examples of how a given recipe could be changed to make it healthier.	Give a range of examples of factors that could affect a finished dish.
L2P	Explain what is meant by a balanced diet.	Describe the nutrients that make up a balanced diet.	Explain nutrient requirements for different groups of people.	Explain healthy eating advice.	Explain how nutritional information on food labels can inform healthy eating.	Assess a food diary and make recommendations.	Assess a recipe in terms of its contribution to healthy eating.	Explain how a recipe could be changed to make the finished dish healthier.	Describe other factors that could affect a finished dish.
L2M	Explain in detail what is meant by a balanced diet.	Describe in detail the nutrients that make up a balanced diet.	Explain in detail nutrient requirements for different groups of people.	Explain healthy eating advice in detail.	Explain, with critical understanding, how nutritional information on food labels can inform healthy eating.	Assess a food diary and make recommendations showing critical understanding.	Assess a recipe in terms of its contribution to healthy eating showing critical understanding.	Explain in detail how a recipe could be changed to make the finished dish healthier.	Describe in detail other factors that could affect a finished dish.
L2D	Comprehensively explain what is meant by a balanced diet.	Comprehensively describe the nutrients that make up a balanced diet.	Comprehensively explain nutrient requirements for different groups of people.	Comprehensively explain healthy eating advice in detail.	Explain, with critical judgement, how nutritional information on food labels can inform healthy eating.	Assess a food diary and make recommendations showing critical judgement.	Assess a recipe in terms of its contribution to healthy eating showing critical judgement.	Comprehensively explain how the recipe could be changed to make the finished dish healthier.	Comprehensively describe other factors that could affect a finished dish.

	Learning Outcome 10:	Learning Outcome 11:	Learning Outcome 12:	Learning Outcome 13:
Topic	2 hours	2 hours	4 hours	6 hours
L1P	Identify the requirements of a set brief.	Identify a menu of dishes for the brief.	Identify a basic plan of action for making the dishes.	Demonstrate how to prepare yourself and the environment for cooking. Demonstrate how to prepare and use the ingredients, demonstrating health and safety working practices throughout.
L1M	Identify the requirements of a set brief showing a clear understanding.	Identify a menu of suitable dishes for the brief.	Identify a clear plan of action for making the dishes.	Demonstrate how to prepare yourself and the environment for cooking. Demonstrate how to prepare and use the ingredients with confidence, demonstrating health and safety working practices throughout.
L2P	Assess the requirements of a set brief.	Select a menu of dishes for the brief.	Develop a plan of action for making the dishes. Review and revise the plan from feedback.	Demonstrate how to prepare yourself and the environment for cooking. Apply the plan to make the dishes on the menu. Demonstrate cooking skills and safe and hygienic working practices throughout.
L2M	Assess in detail the requirements of a set brief	Select a menu of dishes for the brief showing initiative.	Develop a detailed plan of action for making the dishes. Review and revise the plan from feedback with critical understanding.	Confidently demonstrate how to prepare yourself and the environment for cooking. Confidently apply the plan to make the dishes on the menu. Confidently demonstrate cooking skills and safe and hygienic working practices throughout.
L2D	Comprehensively assess the requirements of a set brief	Inventively select a menu of dishes for the brief.	Develop a comprehensively plan of action for making the dishes. Review and revise the plan from feedback with critical judgement.	Skilfully demonstrate how to prepare yourself and the environment for cooking. Apply the plan to make the dishes on the menu with sophistication. Skilfully demonstrate cooking skills and safe and hygienic working practices throughout.

	Learning Outcome 14:	Learning Outcome 15:	Learning Outcome 16:	Learning Outcome 17:	
Topic	2 hour	2 hours	2 hours	2 hours	
L1P	Identify the basic strengths and weaknesses of the chosen dishes on the menu.	Identify the basic strengths and weaknesses of the planning and preparation process.	Identify the basic strengths and weaknesses of the completed dishes	Give basic examples of how the brief has been met	<p>The remainder of term 2 and term 3 will be used for:</p> <ul style="list-style-type: none"> • Completing and upgrading coursework from both year 10 and year 11 • Revising and completing practice papers for the exam re-sit in March (if required)
L1M	Identify the strengths and weaknesses of the chosen dishes on the menu giving reasons.	Clearly identify the strengths and weaknesses of the planning and preparation process	Clearly identify the strengths and weaknesses of the completed dishes	Give clear examples of how the brief has been met	
L2P	Assess the strengths and weaknesses of the menu.	Assess the strengths and weaknesses of the planning and preparation process.	Assess the strengths and weaknesses of the completed dishes.	Evaluate how the brief has been met.	
L2M	Assess in detail the strengths and weaknesses of the menu.	Assess in detail the strengths and weaknesses of the planning and preparation process.	Assess in detail the strengths and weaknesses of the completed dishes.	Evaluate in detail how the brief has been met.	
L2D	Comprehensively assess the strengths and weaknesses of the menu.	Comprehensively assess the strengths and weaknesses of the planning and preparation process.	Comprehensively assess the strengths and weaknesses of the completed dishes.	Comprehensively evaluate how the brief has been met.	