

Intent:

At Tor View, we will provide and develop a creative Food Preparation and Nutrition curriculum which encourages active engagement in learning, equipping pupils with skills to facilitate independence within the kitchen and an understanding of good nutrition and hygiene.

		(2023-2024)	(2024-2025)	Running throughout each cycle
Autumn	1	LUNCH ON THE GO KEEPING SAFE IN THE KITCHEN	BREAKFAST KEEPING SAFE IN THE KITCHEN	<p>When taking part in Food Technology sessions, pupils should be taught to:</p> <ul style="list-style-type: none"> • understand and apply the principles of nutrition and health • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] • Be competent in knife skills, the care, cleaning and storing of knives and using all basic equipment
	2	PUDDINGS KITCHEN SAFETY & KNIFE SKILLS	VEGETABLES AND STEWS KITCHEN SAFETY & KNIFE SKILLS	
Spring	1	CHICKEN QUICK COOK MEAT KEEPING SAFE IN THE KITCHEN	BAKING KEEPING SAFE IN THE KITCHEN	
	2	MINCE & STEWS KITCHEN SAFETY & KNIFE SKILLS	PASTA RICE KITCHEN SAFETY & KNIFE SKILLS	
Summer	1	FRUIT KEEPING SAFE IN THE KITCHEN	BREAD KEEPING SAFE IN THE KITCHEN	
	2	BBQ KITCHEN SAFETY & KNIFE SKILLS	FISH SALAD KITCHEN SAFETY & KNIFE SKILLS	

		Key Stage 4 Mapping CYCLE A (2023-2024)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATION FOR LIFE <i>Preparation for Adulthood (PFA)</i> <i>(WHY?)</i>	Preparation for Adulthood: Community: Understanding their local community & developing interest in Food, nutrition, growing food & where food comes from including seasonality Cultural Capital: Building experiences & knowledge by immersing learners in the world around them, including food around the world & how to create traditional recipes Cross-curricular Links: Early Numeracy – weighing ingredients, measuring liquids for recipes, noting time taken for food to be cooked, computing – use of iPad for recording and designing recipes						
LEARNING FOR LIFE <i>Composite & Component Knowledge Focus / Objective (WHAT?)</i>	KEEPING SAFE IN THE KITCHEN/ LUNCH ON THE GO <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Select from and use specialist equipment, techniques, processes, equipment and machinery precisely and know how to use all kitchen equipment safely 	KITCHEN SAFETY & KNIFE SKILLS/ PUDDINGS <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Use specialist equipment, techniques, processes, equipment and machinery precisely and know how to use all kitchen equipment safely 	KNIFE SKILLS & SAFETY /CHICKEN & QUICK COOK MEAT – INCLUDING ALTERNATIVES FOR MEAT (VEGITARIAN & VEGAN OPTIONS) <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Select from and use specialist equipment, techniques, processes, equipment and machinery precisely and know how to use all kitchen equipment safely, for example cutting meat thinner to cook in a wok 	KITCHEN SAFETY & KNIFE SKILLS/ MINCE – INCLUDING MINCE ALTERNATIVES AND STEWS <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Understand how more advanced mechanical systems used in their products enable a better/more time effective outcome, for example, using a slow cooker to cook stews 	KEEPING SAFE IN THE KITCHEN/ FRUIT <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Macronutrients are the nutrients we need in larger quantities that provide us with energy: in other words, fat, protein & carbohydrate. Micronutrients are mostly vitamins & minerals, & are equally important but consumed in very small amounts. We get our micronutrients along with macronutrients. 	KITCHEN SAFETY & KNIFE SKILLS/ BBQ <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Understand developments in design and technology, its impact on individuals, society & the environment, and the responsibilities of designers, chefs, food manufacturers and growers 	

Key Stage 4 Mapping CYCLE A (2023-2024)							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Kitchen Safety Knife skills Using an oven Food Hygiene		Eat well Guide Macronutrient Food Groups Energy Balance Allergies		Sensory exploration and analysis of different foods Exploration of impact of climate, religion and culture on food	
IMPLEMENTATION <i>Weekly focus & sequenced learning (WHAT & WHEN?)</i>	1	Assessment – what do the pupils know now? Kitchen Rules	Vegetable Kebabs	Assessment – what do the pupils know?	Tortillas	Assessment – what do the pupils know? Kitchen Rules	Thai Curry
	2	Fruit Crumble	Humous and Vegetable dips	Tagliatelle	Couscous Stuffed Peppers	Making pastry	Katsu Curry
	3	Mini Pizza	Pasta Pot with peppers	Genovese	Mini Carrot Cake	French Tart Tatin	Tortilla Wraps
	4	Pasta Pot	Savoury curried rice	Vegetable Jalfrazi	Savoury Rice	Italian Apple Pie	Raman
	5	Layered Pasta Salad	Carrot muffins	Cauliflower Rice	Vegetarian Bolognese	Marble Tray Bake	Haitian Patties
	6	Assessment – what have the pupils learnt?	Assessment – what have the pupils learnt?	Assessment – what have the pupils learnt?	Assessment – what have the pupils learnt?	Assessment – what have the pupils learnt?	Assessment – what have the pupils learnt?
IMPLEMENTATION <i>Models and Scaffolds (strategies and resources to support learning) (HOW?)</i>	For each lesson; <ul style="list-style-type: none"> • Kitchen Rules • Staying Safe in the Kitchen linked to Careers related learning and life-skills • The Importance of hygiene • Knife skills and how to store, use and clean knives safely • Health and safety = wash hands/apron on/wait for instructions/listening skills • Reading and following a recipe – widget/words/objects of reference • Gathering equipment & ingredients • Being safe with equipment and tools • Weighing and Measuring • Following a recipe • Skills – using hands to make dough, pastry/cutting using knives/cutting/peeling/grating/rolling/mixing/boiling/simmering • Preparing vegetables and fruit in readiness to cook them in a variety of ways 						
LANGUAGE FOR LIFE <i>Vocabulary, Signs & Symbols (WHAT VOCABULARY?)</i>	All language mentioned above and in addition all vocabulary associated with the following; <ul style="list-style-type: none"> ➤ Safe = Food Hygiene/Keeping ourselves and food clean ➤ Healthy = Proteins Carbohydrates Fats Macro-nutrients ➤ World food = Climate Culture Seasonality ➤ Macro-nutrients ➤ Food Groups and Nutrition ➤ Links to life-skills and Careers related learning ➤ Eatwell Guide ➤ Fit for Life and 5-a-day 						

Key Stage 4 Mapping CYCLE A (2023-2024)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IMPACT How will we assess progress? (HOW DO WE KNOW?)	<ul style="list-style-type: none"> • <i>Small Steps to Success</i> • <i>Small Steps to Independence</i> • <i>Evidence for Learning</i> 		<ul style="list-style-type: none"> • <i>Recipe Books</i> • <i>Learner voice</i> • <i>Ability to use utensils</i> 	<ul style="list-style-type: none"> • <i>Transcripts by staff – pupils' conversations and answers</i> • <i>Ability to stay safe in the kitchen</i> 		<ul style="list-style-type: none"> • <i>Reading recipes & methods to make excellent meals</i> • <i>Understanding nutrition information on food packaging</i>
	<p>A good chef will have:</p> <ul style="list-style-type: none"> • The ability to be safe in the kitchen including hygiene, use of PPE, storing & collecting equipment & knowing which utensils to use for different purposes • The ability to use, store, clean and hold knives safely • The knowledge and understanding of different food groups, food types, including flavours and textures within foods • The ability to follow a recipe, collecting equipment and following the method including weighing and measuring out ingredients • An impressive knowledge and understanding of other foods from around the world • The ability to think d act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. • Independence, initiative and originality that they can use to develop their creativity in food technology and nutrition • The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected. • The ability to understand food and nutrition and what food gives the body • A passion for and a commitment to making healthy meals 					

		Key Stage 4 Mapping CYCLE A (2024-2025)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATION FOR LIFE <i>Preparation for Adulthood (PFA)</i> (WHY?)	Preparation for Adulthood: Community: Understanding their local community & developing interest in Food, nutrition, growing food & where food comes from including seasonality Cultural Capital: Building experiences & knowledge by immersing learners in the world around them, including food around the world & how to create traditional recipes Cross-curricular Links: Early Numeracy – weighing ingredients, measuring liquids for recipes, noting time taken for food to be cooked, computing – use of iPad for recording and designing recipes						
LEARNING FOR LIFE <i>Composite & Component Knowledge Focus / Objective</i> (WHAT?)	KEEPING SAFE IN THE KITCHEN/ BREAKFAST <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Select from and use specialist equipment, techniques, processes, equipment and machinery precisely and know how to use all kitchen equipment safely	KITCHEN SAFETY & KNIFE SKILLS/ LUNCH AND STEWS <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Use specialist equipment, techniques, processes, equipment and machinery precisely and know how to use all kitchen equipment safely	KNIFE SKILLS & SAFETY BAKING <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Select from and use specialist equipment, techniques, processes, equipment and machinery precisely and know how to use all kitchen equipment safely, for example cutting meat thinner to cook in a wok	KITCHEN SAFETY & KNIFE SKILLS/ PASTA & RICE <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Understand how more advanced mechanical systems used in their products enable a better/more time effective outcome, for example, using a slow cooker to cook stews	KEEPING SAFE IN THE KITCHEN/ BREAD <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> • Macronutrients are the nutrients we need in larger quantities that provide us with energy: in other words, fat, protein & carbohydrate. Micronutrients are mostly vitamins & minerals, & are equally important but consumed in very small amounts. We get our micronutrients along with macronutrients.	KITCHEN SAFETY & KNIFE SKILLS/ FISH & SALADS <ul style="list-style-type: none"> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i> Understand developments in design and technology, its impact on individuals, society & the environment, and the responsibilities of designers, chefs, food manufacturers and growers	

**Key Stage 4 Mapping
CYCLE A (2024-2025)**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>Kitchen Safety Knife skills Using an oven Food Hygiene Eggs: (2 weeks) Kitchen safety Effect of cooking method Labelling Breakfast: (5 weeks) Importance of breakfast Food hygiene Sourcing ingredients Equipment Eat Well Guide</p>	<p>Kitchen Safety Knife skills Using an oven Food Hygiene Vegetables: (3 weeks) Seasonality Effect of cooking methods on vegetables Benefits of different coloured vegetables Stews: (4 weeks) Exploring meat alternatives Cooking methods Using leftovers Additions</p>	<p>Eat well Guide Macronutrient Food Groups Energy Balance Allergies Different methods of cake making – rubbing in Creaming Melting Whisking All-in-one Role of ingredients Cake decoration Presentation Celebrations – reasons for cake Education Visit Ideas: Warburtons Factory / local Cafe</p>	<p>Eat well Guide Macronutrient Food Groups Energy Balance Allergies Pasta: (4 weeks) Origins/cultural importance Understanding the role of carbohydrates in healthy diet Eat Well Plate Rice: (2 weeks) Origins /cultural importance Oven Safety Timing Adding ingredients</p>	<p>Sensory exploration and analysis of different foods Exploration of impact of climate, religion and culture on food Kitchen hygiene Adapting recipes Types of flour Role of ingredients Cultural origins of different types of bread (climate, seasonality etc) <i>Assignment: Following a recipe to prepare ingredients and cook a dish, demonstrating food safety and hygiene</i></p>	<p>Sensory exploration and analysis of different foods Exploration of impact of climate, religion and culture on food Fish* allergy dependent Sourcing ingredients Fresh vs Frozen Labelling & BBDs Salads: Food hygiene Seasonality Sourcing ingredients Nutritional values Labelling</p>
IMPLEMENTATION <i>Weekly focus & sequenced learning (WHAT & WHEN?)</i>	1	<p>Assessment – what do the pupils know now? Kitchen Rules Making muffins</p>	<p>Use specialist equipment, techniques, processes, equipment & machinery precisely & know how to use all kitchen equipment safely. Discussing topics & recipes for the term. Curry flavour & taster session</p>	<p>Assessment – what do the pupils know? Kitchen Rules</p>	<p>Use specialist equipment, techniques, processes, equipment and machinery precisely & know how to use all kitchen equipment safely. Discussing topics and recipes for the term</p>	<p>Assessment – what do the pupils know? Kitchen Rules</p>	<p>Use specialist equipment, techniques, processes, equipment & machinery precisely - know how to use all kitchen equipment safely. Discussing topics & recipes</p>
	2	<p>Omelette – preparing ingredients – chopping peppers & grating cheese</p>	<p>Curries preparing ingredients – washing, peeling, chopping using the bridge method</p>	<p>Brownies - weighing, combining ingredients, rolling out, cutting and use of oven</p>	<p>Pasta Bakes</p>	<p>Dough – kneading and working dough with flour</p>	<p>Baked fish Salmon</p>
	3	<p>Fried Egg on toast French Toast Eggy Bread</p>	<p>Pie Crust Hotpots, preparing ingredients – washing, peeling, chopping using the bridge method</p>	<p>Biscuits – weighing, combining ingredients, rolling out, cutting and use of oven</p>	<p>Pasta Salads Par boiling pasta Washing, peeling chopping vegetables</p>	<p>Flat breads – watch videos and use a hot plate to create a charred effect</p>	<p>Fish parcels – fish, potatoes in a pastry triangle</p>
	4	<p>Porridge Breakfast</p>	<p>Stews & Casseroles – washing, peeling, chopping, par boiling</p>	<p>Cakes Tray Bakes - weighing, combining ingredients, rolling out, cutting and use of oven</p>	<p>Pasta Sauces. Tomato sauce with garlic or basil. Lemon sauce with olive oil, parmesan & garlic</p>	<p>Naan Bread Roti's</p>	<p>Basic Salads. Finely chopped salad preparing ingredients – washing, peeling, chopping</p>
	5	<p>Flapjack Combing ingredients Use of an oven</p>	<p>Baked Potatoes Dumplings</p>	<p>Cookie dough – making a basic dough and adding</p>	<p>Savoury Rice – adding garlic & finely chopped vegetables</p>	<p>Focaccia Basic Pizza</p>	<p>Famous' Salads Dressings</p>

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	6	Assessment – what have the pupils learnt?	Assessment – what have the pupils learnt?	flavours e.g. lemon /orange/chocolate chips Assessment – what have the pupils learnt?	Assessment – what have the pupils learnt?	Assessment – what have the pupils learnt?	Assessment – what have the pupils learnt?
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Key Stage 4 Mapping
CYCLE A (2024-2025)

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

A good chef will have:

- The ability to be safe in the kitchen including hygiene, use of PPE, storing & collecting equipment & knowing which utensils to use for different purposes
- The ability to use, store, clean and hold knives safely
- The knowledge and understanding of different food groups, food types, including flavours and textures within foods
- The ability to follow a recipe, collecting equipment and following the method including weighing and measuring out ingredients
- An impressive knowledge and understanding of other foods from around the world
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality that they can use to develop their creativity in food technology and nutrition
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to understand food and nutrition and what food gives the body
- A passion for and a commitment to making healthy meals