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| **Building Block 3 ≈ KS3 (Y7)** |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | <https://www.foodafactoflife.org.uk/7-11-years/activity-packs/food-route/> Students will follow the food route  | Correct way to washing up. Simple snacks and light breakfasts. Small electrical equipment, e.g toasters, kettle, tin opener | Workplace readiness. Developing an understanding of workplace expectations – working kitchen behaviour  |
| Assessment |  |
| Autumn 2 | Safe storage of food  | Loading a fridge - Cleaning a fridgeLoading a freezerDefrosting a freezer  | Independence, kitchen safety, life skills. Staying safe |
| Assessment |  |
| Spring 1 | Healthy eating  | Eatwell guide -  | Understanding the impact of a balanced diet on physical health  |
| Assessment |  |
| Spring 2 | Where food comes from  | Investigation of the natural world, understanding the impact of consumer choice  | Empathy, responsibility teamwork, leadership |
| Assessment |  |
| Summer 1 | Design a Food Advert  | Understanding the way in which advertising can be misleading. Research skills  | Critical thinking, imagination and creativity  |
| Assessment |  |
| Summer 2 | Shopping lists and budgeting – meals from leftover and store cupboard meal preparation  | Financial awareness, organisation | Lifes killls, problem solving  |
| Assessment |  |
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| **Building Block 4 ≈ KS3 (Y8)** |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | Hygiene, health and safety<https://www.foodafactoflife.org.uk/11-14-years/>  | Workplace readiness. Use of hob, oven, small, electrical equipmentKnife competence. Following 11-14 competences – food a fact of life and recipe ideas (go to link)  | Preparation for adulthood and the wider world of work Self-awareness, teamwork, communication  |
| Assessment |  |
| Autumn 2 | Healthy eating  | Impact of food on health – long and short term  | Self-awareness, staying safe, problem solving  |
| Assessment |  |
| Spring 1 | <https://www.foodafactoflife.org.uk/11-14-years/food-commodities/>  | Follow the link on each cereals, dairy, eggs, fish, shellfish, fruit and vegetables, meat, potatoes, poultry, rice and sugar  | Understanding of the wider world. Empathy, responsibility  |
| Assessment |  |
| Spring 2 | Sustainable diets <https://www.foodafactoflife.org.uk/11-14-years/healthy-sustainable-diets/>  | Food and recipes that meet the 8 guidelines to a balanced diet, sustainably caught fish, LINK TO COMPOSTING AT ELEMENTS  | Investigation, research, working within the school sustainability ethos |
| Assessment |  |
| Summer 1 | Nutritional analysis <https://www.foodafactoflife.org.uk/11-14-years/nutritional-analysis/> follow link, choose the appropriate investigation  | Investigating food labels and their meaning  | Problem solving, consumer choice, understanding misleading advertisements, being a critical consumer, PFA  |
| Assessment |  |
| Summer 2 | Planning and shopping lists | Financial planning and budgeting , maths across the curriculum, awareness of food waste and cost of food choice  | Problem solving, consumer choice, understanding misleading advertisements, being a critical consumer, PFA |
| Assessment |  |
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| **Building Block 5 ≈ KS3-4 bridging year (Y9)** |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | Hygiene health and safety  | Working safely, in an adult environment , basic cooking skills, hob, oven knife  | Workplace ready, staying safe, PFA |
| Assessment |  |
| Autumn 2 | <https://www.foodafactoflife.org.uk/11-14-years/nutritional-analysis/> Allergens  | Staying safe  | Personal safety, caring for others, preparing food for others, Workplace readiness, PFA  |
| Assessment |  |
| Spring 1 | Modifying a recipe – follow link above for resources  | Understanding the differing and similar characteristics of ingredients, how  |  |
| Assessment |  |
| Spring 2 | Food waste challenge <https://www.foodafactoflife.org.uk/11-14-years/healthy-sustainable-diets/waste-less-food/>  | Using left over food, recipes from the cupboard, modification of recipes without spending money on unnecessary ingredients  | Initiative, problem solving, financial wellbeing, financial responsibility  |
| Assessment |  |
| Summer 1 | Diversify proteins, understanding alternatives to meat and fish <https://www.foodafactoflife.org.uk/11-14-years/healthy-sustainable-diets/diversify-protein-sources/>  | Understanding of the wider world and special diets such as vegetarianismHow food choice may be due to illness, health and religious beliefs as well as ethical values  | Diversity , critical thinking, problem solving  |
| Assessment |  |
| Summer 2 | <https://www.foodafactoflife.org.uk/search-results?q=religioous+diets>+  | Understanding Religious diets  | Understanding of the wider world, empathy, PFA |
| Assessment |  |
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| **Building Block 6a ≈ KS4 (Y10)** |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | Hygiene – Safe working practices Knife Skills  | Food safety, clockwise cleaning Recipes which include, veg prep i.e. salad and soups, boiled eggs, omelettes, toasted sandwichesChopping, slicing, grating and weighing  | PFA, Life skills, staying safe  |
| Assessment |  |
| Autumn 2 | Small electrical equipment Cakes and  | Health & safety Use of blender & Hand whisk, cakes and batters | PFA, life skills  |
| Assessment |  |
| Spring 1 | Shopping list for a recipe Quiche, pasties, sausage rolls and pies  | Budgeting, money handling Pastries and breads  | PFA life skills, building on financial independence  |
| Assessment |  |
| Spring 2 | Family meals that match the Eatwell platePasta bakes, cottage pie  | Selecting and developing recipes which meet the guidelines for a balanced diet e.g. sauces, roux, reduction and corn starch e.g. sweet & sour  | PFA and the wider world  |
| Assessment |  |
| Summer 1 | Special Diets – food choice  | Making meals for vegetarian and religious diet Burritos, fajitas, curry  | Wider world, empathy |
| Assessment |  |
| Summer 2 | Special diets – food allergy | Coeliac, nut allergy, food legislation | Staying safe, empathy, wider world PFA |
| Assessment |  |
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|  **Building Block 6b ≈ KS4 (Y11)** |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | Recap Hygiene  | Breakfasts, toast, eggs, bacon sandwiches, yoghurt &muesli | Life skills, PFA  |
| Assessment |  |
| Autumn 2 | Recap food storage – preservation methods  | Using store cupboard ingredients, prepare balanced dishes from tins and dried goods as well as fresh foods | Budgeting, food planning, PFA  |
| Assessment |  |
| Spring 1 | Following and adapting a recipe  | Making simple changes to a recipe to suit food choice and food need  | Planning, independence PFA  |
| Assessment |  |
| Spring 2 | Reviewing  | Own learning framework form BTEC. Fill in evaluations as per spec  | Responsibility, planning  |
| Assessment |  |
| Summer 1 |  |  |  |
| Assessment |  |
| Summer 2 |  |  |  |
| Assessment |  |

**Rationale** –

Nurture students at KS3 will follow the food route from “Food a fact of life” Building on basic cookery skills and hygiene

Nurture KS4 will follow the BTEC home cookery skills L1 specification and requirements. Any student capable of a Grade in GCSE will be entered in AQA 8585 Specification, Food Preparation and Nutrition - focus will be life skills and managing a budget for balanced meal planning

Any student arriving later into Y11 will work within the PFA and careers builder and have in house WEX with Unit Awards and elements of ASDAN

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