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| **Building Block 3 ≈ KS3 (Y7)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | * Eatwell guide * Health and Safety * Hygiene * Identifying food groups | Use of hob, use of small electrical equipment, sensory analysis, Fruit & Vegetable preparation,  Rubbing in method, use of oven, table setting  **Fruit salad, coleslaw, apple crumble, soup,** | Teamwork, Independence, Communication, Life skills, staying safe  Eating with others, socialising , manners, self-awareness |
| Assessment |  | | |
| Autumn 2 | * Energy balance * Dairy * Sources of the food group | Use of standard components  Pastry handling, rolling, cutting out, Batch making  Use of hob  **Cheese triangles. Scones, scone based pizza, beef cobbler, Christmas cookery tbc** | Time management, self-awareness, life skills |
| Assessment |  | | |
| Spring 1 | * Protein * Modifying a recipe * Factors effecting food choice | Meal planning & Preparation. Utilising multiple components to make nutritious meals. Enrobing and applying finishes  **Breakfast muffins, Tuna, broccoli bake, salad pot,, cottage pie, fish cakes** | Teamwork, independence, leadership, staying safe |
| Assessment |  | | |
| Spring 2 | * Factors effecting food choice * Cultural and religious influence | Biological raising agents  **Bread from different cultures,**  **Mushroom risotto, bread based pizza/pizza wheels** | Understanding of the wider world, culture and the environment |
| Assessment |  | | |
| Summer 1 | * Desserts * Cream tea | Use of electric whisk, applying finishes, setting agents  Creaming method, melting method  **Buns, flapjack, Victoria sponge, cheese cake, short bread, sandwich making** | Staying safe, time managements |
| Assessment |  | | |
| Summer 2 | * Chef award * Meal planning * Chef award, end of year assessment & Celebration | Planning appropriate meals to a budget, creating shopping lists and time plan  **potato wedges, cous cous, stuffed roast peppers, breakfast – Meal design cooking** | Money management, budgeting, life skills, preparation for adulthood |
| Assessment |  | | |
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| **Building Block 4 ≈ KS3 (Y8)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | Benefits of food   * Eatwell plate & Hydration * **Macronutrients,** fat, protein & Carbohydrate | -dehydration & Preservation  Enrobing, use of tin opener  Tinned Foods, tuna, potatoes – fishcakes  Savoury Rice, Pasta salad, pasta bake, scones, chicken nuggets | Fine motor skills  problem solving  Understanding hygiene |
| Assessment |  | | |
| Autumn 2 | Functions of Ingredients  Functions of fat, flour, eggs, sugar | Cake Making  Buns, Victoria sponge, carrot cake, Christmas Cake | Applying finishes  Portion control  Batch production,  Presentation  Tin preparation |
| Assessment |  | | |
| Spring 1 | Food Science  Coagulation  Protein – Maillard reaction | Rubbing in method  Short crust pastry - Quiche,, sausage rolls, cheese pasty , Sultana and Fruit Crumble, Fruit Pie | Problem solving, |
| Assessment |  | | |
| Spring 2 | Understanding Calories/Energy  Seasonality | Meal Planning  Ragu, Chicken Korma, Chilli, Macaroni cheese, Beef cobbler , Noodles | Budgeting, Financial understanding |
| Assessment |  | | |
| Summer 1 | **Micronutrients**  Vitamins  Minerals | Vegetable preparation, Fruit Preparation  Cheese cake, fridge cake, stir fry, | Knife skills, Presentation, staying safe |
| Assessment |  | | |
| Summer 2 | Food Designing  Making plan | Quality control  Self-assessment | Imagination, conceptual skills independence, Problem solving , work place readiness. Recipe modification |
| Assessment |  | | |
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| **Building Block 5 ≈ KS3-4 bridging year (Y9)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | Hygiene refresher  Eatwell guide – Macronutrients, sources and functions of | Food safety proficiency  Small electrical equipment  Meal cookery – Light lunches, spaghetti Bolognese, stuffed pepper, Caesar salad, homemade soup | Staying safe, life skills, preparation for adulthood  Workplace readiness in a working kitchen  Food presentation, discipline, personal hygiene. **Pride** |
| Assessment | Food safety paper | | |
| Autumn 2 | Micronutrients, sources, and functions | Knife skills, time planning  Fajitas, salad and salsa, cottage pie, beef cobbler, Christmas cookery | Staying safe, life skills, preparation for adulthood  Workplace readiness in a working kitchen  Food presentation, discipline, personal hygiene. **Pride** |
| Assessment |  | | |
| Spring 1 | Food Science, raising agents, setting agents, gluten | Pastry break and cakes,  Working through the range of flours gluten content and impact of raising agents |  |
| Assessment |  | | |
| Spring 2 | Planning sheets, recipe adaptation  Costing | Pastry Bread , cakes continued – complex bakes | Understanding industrial practices, workplace readiness and responsibility – Financial understanding and budgeting |
| Assessment | Planning sheet Assessment | | |
| Summer 1 | Special dietary requirements  Meeting the needs of others | Wider world, understanding religious requirements. Dangers to life – allergies  Chilli,, vegetarian alternatives , Roasted vegetable couscous, Vegetable risotto, | Staying safe, self-awareness, communication. Thinking of others |
| Assessment | Special Diet Test | | |
| Summer 2 | Sustainability – Farming methods  Guest speaker – Vet/farmer  **Dairy** | Understanding of the environmental impact of food production, food waste,  Chilli,, vegetarian alternatives ,  Roasted vegetable couscous, Vegetable risotto, cheese cake | SMSC, empathy, responsibility, Wider world |
| Assessment | Sustainability Test | | |
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| **Building Block 6a ≈ KS4 (Y10)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | Hygiene refresher-  Nutrition & Health , Macro nutrients, Micro nutrients | Food safety proficiency  Small electrical equipment  Meal cookery – Light lunches, spaghetti Bolognese, stuffed pepper, Caesar salad, homemade soup | Staying safe, life skills, preparation for adulthood  Workplace readiness in a working kitchen  Food presentation, discipline, personal hygiene. **Pride** |
| Assessment |  | | |
| Autumn 2 | Protein – Amino acids, LBV, HBV  Time plans with Quality assurance checks | Knife skills, time planning  Fajitas, fish pie, cottage pie, lasagne, Christmas cookery – Vegan protein alternatives | Working to a time plan, planning own time, Organisation skills, communication |
| Assessment |  | | |
| Spring 1 | Carbohydrate – Sugars, Starch, Complex carbohydrate, fibre  Extension of Gluten, raising agents and setting agents | Pastry, cakes and bread – Extended and complex bakes  Rough puff, choux pastries, fat free sponges, whisking methods, quiche,, sausage rolls, pies, pasties,, focaccia, brioche | Developing recipes and understanding how to work within the constraints of a brief and to a budget- workplace readiness |
| Assessment |  | | |
| Spring 2 | Fats – Essential fats, saturated fats, omega 3 fatty acids  Extension of Gluten, raising agents and setting agents | Pastry cakes and bread, complex and extended bakes | Developing recipes and understanding how to work within the constraints of a brief and to a budget- workplace readiness |
| Assessment |  | | |
| Summer 1 | Heat transfer:  Understanding the impact of varying cooking methods | effect of heat on Sugar, starch and protein | Understanding the impact of varying cooking methods |
| Assessment |  | | |
| Summer 2 | NEA practice | Design a dish to meet a brief, select cooking method, ingredients and create a time plan | Preparation for GCSE. Independence, self motivation, problem solving |
| Assessment | NEA / GCSE Practice Paper and Self assessment using AQA Specification | | |
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| **Building Block 6b ≈ KS4 (Y11)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | NEA Task 1  Science, food investigation – Create photographic log with written evidence as per specification | Research, analytic skills, sensory analysis & Evaluation  Develop a concise portfolio of investigation 10 hours required | Working with others, leaderships and teamwork, time discipline. Preparation for college and independent learning |
| Assessment | As per GCSE Specification | | |
| Autumn 2 | Introduction of NEA task 2 | Research – written and practical investigations  Generation of ideas to meet the brief  Special dietary requirements – Provence, nutrition, cost of ideas with sensory analysis for a range of dishes | Planning, evaluation, and analytical skills  Independent learning. Creativity |
| Assessment |  | | |
| Spring 1 | Generation of Final plan for 3-hour exam | Select final 3 dishes for 3-hour event  Make time plan with QCA  Costing sheet  Final make NEA Task 2 | Self-motivation, hygiene, organisation, presentation skills, personal hygiene, working to a deadline, time management, coping with stress |
| Assessment | As per GCSE Specification | | |
| Spring 2 | Final Evaluation & Analysis | Deadline for NEA is April 15th – coursework to examiner May 7th | Stress management, self-directed learning |
| Assessment |  | | |
| Summer 1 | **Revision Tasks** | Revision |  |
| Assessment |  | | |
| Summer 2 | **Exam Preparation** | Revision |  |
| Assessment |  | | |

**Rationale** – At KS3, years 7 & 8 students develop knowledge of kitchen competence. While these skills are directly linked to GCSE and BTEC qualifications, the main objective is to prepare students for adulthood, the wider world of work and for caring for themselves and their own family.

The 5 main areas of learning are :

1. Food safety
2. Nutrition & Health
3. Food Science
4. Food Choice
5. Food Provenance

At Elements, we aim to enable the learner to make appropriate food choices which support the maintenance of good health. All classroom and practical activity support the learning workshop environments and future careers with a focus on health and safety and workplace readiness.

Students will understand the provenance of food and the impact on the environment.

Students will understand how to budget for food and how to create meals and forward plan

Years 10 & 11 will have differentiated learning. Through discreet, continual assessment students will then sit either GCSE or BTEC Qualifications. Food lessons are delivered though an applied PSHE, SMSC and a nurturing ethos

**BB3-5**



**BB6ab**

As above, plus: