



Food at Key Stage 4

Intent:

We believe that it is important that pupils are given the opportunity to study food as a vocational route into the food industry. The programme of study gives students a wealth of relevant industry, hygiene and operations knowledge. Alongside this, pupils will also refine their cooking knowledge, allowing them to become more accomplished Chef's. Furthermore, food in Key Stage 4 will give the pupils sound nutritional knowledge that will enable them to make healthy choices as adults when they are providing for themselves. Pupils' practical confidence will grow and enable them to feed themselves a variety of foods using a variety of preparation, cooking and presentation skills. This qualification will also give pupils a core depth of knowledge which they can then use as a foundation for further study and future careers.

Aims:

This unit aims to give learners the knowledge, skills and confidence to enjoy cooking meals at home. Learners will gain understanding of how to economise when planning meals to cook at home. The unit will encourage learners to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge. The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

Core Threads and Topics:

Nutrition	Menu planning	Preparation of ingredients	Cooking skills
Food safety and hygiene	Presentation skills	Economical cooking	Communication & design

Examination Board & Rationale:

Students in Key Stage 4 will study for a number of different qualifications. Notably, the key qualification will be the BTEC (Pearson) Level 1/2 in Home Cooking Skills. This vocational option fits the profile of students typically within a short-stay school. It is weighted in 100% coursework, which spotlights the practical and vocational element of the subject and gives young people a broad and balanced understanding. Additionally, students will also be entered for a number of AQA Unit Award Scheme qualifications which will be completed concurrently to the BTEC qualification. These will be thematic and will be based on the curriculum sequencing.

Assessment & Qualification

Students on the Expert pathway, follow the Level 2 – BTEC Home Cooking

Learning Outcome	Assessment Criteria
1 Be able to plan a nutritious, home cooked meal using basic ingredients	1.1 Plan a nutritious two-course meal
2 Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients	2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal 2.2 Use cooking skills when following the recipes 2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 Apply presentation skills when serving the meal
3 Understand how to cook economically at home	3.1 Explain ways to economise when cooking at home
4 Be able to pass on information about cooking meals at home from scratch	4.1 Identify ways information about cooking meals at home from scratch has been passed on to others

Students on the Intermediate pathway, follow the Level 1 – BTEC Home Cooking

Learning Outcome	Assessment Criteria
1 Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food	1.1 Select and prepare ingredients for a recipe 1.2 Use cooking skills when following a recipe 1.3 Demonstrate food safety and hygiene throughout the preparation and cooking process
2 Understand the value of passing on information about home cooking	2.1 Reflect on own learning about the value of gaining cooking skills 2.2 Identify ways to pass on information about home cooking

Students on the Fundamental pathway, follow a series of AQA Unit Awards in the following areas:

116250 – Food hygiene and safety whilst cooking	105723 – Planning and preparing food: Pizza	115266 – Cooking skills	105660 – Maintaining a healthy diet	13817 – Food Around the World	105660 – Maintaining a healthy diet
115264 – Food hygiene skills	115873 – Healthy eating: food & mood	117584 – Food preparation using cooking methods	115264 – Food hygiene skills	118986 – Cooking on a budget	PSE030 – Healthy lifestyles

Year 10: By the end of the year we want pupils to have a full understanding of nutrition and its role in the body, how to cater for different age groups nutritionally and how to plan a menu- considering factors like the environment and cost. Pupils should have developed confidence in cooking high level skill practicals. Pupils will be able to plan a method and follow it independently. Pupils will have a basic knowledge regarding health/safety and hygiene.

Year 10 Fundamental	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
<p>Learning Outcomes</p> <p><i>Sound understanding of powerful knowledge becomes...</i></p> <p><i>Successful application of transferable skills</i></p>	<ul style="list-style-type: none"> Explore the basic skills needed in food preparation. Explore the basic skills needed in cooking food. Explore the basic elements of hygienic food preparation. Explore the basic elements of food storage. 	<ul style="list-style-type: none"> Explore a range of baking skills. Follow a baking recipe. Explore how to prepare ingredients for baking – weighing, measuring, mixing, beating, stirring. Explore how to be creative when presenting your food. 	<ul style="list-style-type: none"> Explore making a simple meal including a protein element. Explore skills for preparing fruit and vegetables with a knife safely - chopping, slicing, cutting, spreading. Explore peeling fruit and vegetables. Explore a wider range of cooking skills – boiling, simmering, mashing. 	<ul style="list-style-type: none"> Explore making a simple salad, focusing on vitamins and minerals. Use different equipment to prepare ingredients – grating, seasoning, kneading and proving, shaping. 	<ul style="list-style-type: none"> Explore making a simple meal including a fat element. Explore Chinese cuisine. Explore how to prepare food by steaming, roasting, using a griddle and rolling wraps. 	<ul style="list-style-type: none"> Explore making a simple meal using a variety of nutrients. Explore what healthy eating looks like. Experience using different skills to cook breakfast items – toasting, frying, grilling, scrambling.
Theme mapping	Food safety and hygiene; Nutrition; Preparation of ingredients; Cooking skills	Preparation of ingredients, Cooking skills, Presentation skills	Nutrition, Preparation of ingredients, Cooking skills	Nutrition, Cooking skills, Economical cooking	Nutrition, Communication & design, Cooking skills	Nutrition, Menu planning, Cooking skills
Assessment Mapping	116250 – Food hygiene and safety whilst cooking	105723 – Planning and preparing food: Pizza	115266 – Cooking skills	105660 – Maintaining a healthy diet	13817 – Food Around the World	105660 – Maintaining a healthy diet

Year 10 Intermediate	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
<p>Learning Outcomes</p> <p><i>Sound understanding of powerful knowledge becomes...</i></p> <p><i>Successful application of transferable skills</i></p>	<ul style="list-style-type: none"> • Introduction to course elements and theory. • Know why hygienic preparation is important. • Know why storing food safely is important. • Know when food is cooked 	<ul style="list-style-type: none"> • Know basic preparations skills for baking with a focus on carbohydrates - weighing, measuring mixing, beating, stirring. • Know basic cooking skills for baking with a focus on carbohydrates. • Be creative in different ways when decorating food. 	<ul style="list-style-type: none"> • Demonstrate making a meal with a protein element. • Demonstrate preparing fruit and vegetables safely with a knife. • Demonstrate cooking fruit and vegetables – boiling, simmering. 	<ul style="list-style-type: none"> • Make a salad with a range of accompaniments. • Demonstrate using different equipment to prepare ingredients – grating, seasoning, kneading and proving, shaping. 	<ul style="list-style-type: none"> • Make a simple meal including a fat element. • Explore and make different cuisines around the world. • Demonstrate how to prepare food by steaming, roasting, using a griddle and rolling wraps. 	<ul style="list-style-type: none"> • Make a simple meal using a variety of nutrients and describe what they are. • Know what healthy eating looks like. • Use different skills to cook breakfast items – toasting, frying, grilling, scrambling.
<p>Theme mapping</p>	<p>Food safety and hygiene; Nutrition; Preparation of ingredients; Cooking skills</p>	<p>Preparation of ingredients, Cooking skills, Presentation skills</p>	<p>Nutrition, Preparation of ingredients, Cooking skills</p>	<p>Nutrition, Cooking skills, Economical cooking</p>	<p>Nutrition, Communication & design, Cooking skills</p>	<p>Nutrition, Menu planning, Cooking skills</p>
<p>Assessment Mapping</p>	<p>1.1, 1.3</p>	<p>1.2, 1.3</p>	<p>1.1, 1.2, 1.3</p>	<p>1.1, 1.2, 1.3</p>	<p>1.1, 1.2, 1.3</p>	<p>1.1, 1.2, 1.3</p>

Year 10 Expert	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
<p>Learning Outcomes</p> <p><i>Sound understanding of powerful knowledge becomes...</i></p> <p><i>Successful application of transferable skills</i></p>	<ul style="list-style-type: none"> • Introduction to course elements, theory and expectations. • Know and explain why hygienic preparation is important. • Know and explain why storing food safely is important. • Now explain how we know when food is cooked. 	<ul style="list-style-type: none"> • Demonstrate and understand basic preparations skills for baking with a focus on carbohydrates - weighing, measuring mixing, beating, stirring. • Demonstrate and understand basic cooking skills for baking with a focus on carbohydrates. • Demonstrate being creative in different ways when decorating and/or presenting food. 	<ul style="list-style-type: none"> • Understand and demonstrate how to make a meal with a protein element. • Understand and demonstrate how to prepare fruit and vegetables safely with a knife. • Understand and demonstrate how to cook fruit and vegetables – boiling, simmering. 	<ul style="list-style-type: none"> • Understand and demonstrate the skills and knowledge of preparing a salad with a range of accompaniments. • Understand and demonstrate how you can use a range of equipment and preparation methods to prepare ingredients – grating, seasoning, kneading and proving, shaping. 	<ul style="list-style-type: none"> • Understand and demonstrate making a simple meal including a fat element. • Understand and demonstrate how to make different cuisines around the world. • Understand and demonstrate how to prepare food by steaming, roasting, using a griddle and rolling wraps. 	<ul style="list-style-type: none"> • Make a simple meal using a variety of nutrients and describe what they are and what their purpose is. • Know and demonstrate what healthy eating looks like. • Demonstrate using different skills to cook breakfast items and understand safety elements – toasting, frying, grilling, scrambling.
Theme mapping	Food safety and hygiene; Nutrition; Preparation of ingredients; Cooking skills	Preparation of ingredients, Cooking skills, Presentation skills	Nutrition, Preparation of ingredients, Cooking skills	Nutrition, Cooking skills, Economical cooking	Nutrition, Communication & design, Cooking skills	Nutrition, Menu planning, Cooking skills
Assessment Mapping	2.3, 3.1	2.1, 2.2, 2.3, 2.4	1.1, 2.1, 2.3	1.1, 2.1, 2.3, 3.1	1.1, 2.1, 2.3, 3.1	1.1, 2.1, 2.3, 3.1

Year 11: By the end of the year we want pupils to have an in-depth knowledge regarding the food and cooking. Pupils will know all aspects of health and safety including identifying risks and coming up with control measures. All aspects of food safety will be covered giving pupils the knowledge to identify and prevent. Pupils will also know about menu planning and factors to consider. They will be able to plan and deliver a two-course menu that is nutritional and economical.

Year 11 Fundamental	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
<p>Learning Outcomes</p> <p><i>Sound understanding of powerful knowledge becomes...</i></p> <p><i>Successful application of transferable skills</i></p>	<ul style="list-style-type: none"> Explore why food hygiene is important. Explore why safety in the kitchen is important. Follow a basic recipe and explore when food is cooked. 	<ul style="list-style-type: none"> Explore a range of foods with a focus on carbohydrates. Experience making celebration food – Buffet, Christmas cake. Explore how to prepare ingredients for baking – weighing, measuring mixing, beating, baking, stirring. 	<ul style="list-style-type: none"> Explore a range of foods with a focus on protein. Experience making a simple meal following a recipe. Explore how to prepare ingredients safely – chopping, slicing, cutting, spreading. Explore how to cook ingredients safely – boiling, simmering, mashing. 	<ul style="list-style-type: none"> Explore making simple desserts using different food groups. Demonstrate an emerging awareness of basic food hygiene. Demonstrate developing preparation skills. 	<ul style="list-style-type: none"> Explore making various foods appropriate for a picnics and buffets using different food groups. Show that you are aware of basic food hygiene. Show that you are aware of basic preparation skills. 	<ul style="list-style-type: none"> Explore making various foods with a focus on healthy eating. Identify foods that are healthy. Identify foods that are unhealthy. Use prior learning to prepare and cook ingredients for a healthy meal.
Theme mapping	Food safety and hygiene, Preparation of ingredients, Cooking skills	Nutrition, Communication & design, Preparation of ingredients	Nutrition, Menu planning, Cooking skills, Preparation of ingredients	Food safety and hygiene, Economical cooking	Menu planning, Preparation of ingredients	Nutrition, Menu planning, Cooking skills
Assessment Mapping	115264 – Food hygiene skills	115873 – Healthy eating: food & mood	117584 – Food preparation using cooking methods	115264 – Food hygiene skills	118986 – Cooking on a budget	PSE030 – Healthy lifestyles

Year 11 Intermediate	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
<p>Learning Outcomes</p> <p><i>Sound understanding of powerful knowledge becomes...</i></p> <p><i>Successful application of transferable skills</i></p>	<ul style="list-style-type: none"> Know why food hygiene is important. Know why safety in the kitchen is important. Follow a recipe and show you know when food is cooked. 	<ul style="list-style-type: none"> Make a range of foods with a focus on carbohydrates. Make a variety of celebration food – Buffet, Christmas cake. Know how to prepare ingredients for baking – weighing, measuring mixing, beating, baking, stirring. 	<ul style="list-style-type: none"> Make a range of foods with a focus on protein. Make a simple meal following a recipe. Know how to prepare ingredients safely – chopping, slicing, cutting, spreading. Know how to cook ingredients safely – boiling, simmering, mashing. 	<ul style="list-style-type: none"> Make various desserts with at least 3 ingredients following a recipe using different food groups. Know why food hygiene is important. Know what equipment is needed for preparing ingredients and how them use safely. 	<ul style="list-style-type: none"> Make various foods appropriate for a picnic or buffet using different food groups. Demonstrate an understanding of basic food hygiene. Demonstrate an understanding of basic preparation skills. 	<ul style="list-style-type: none"> Make various foods following a recipe with a focus on healthy eating. Name foods that are healthy. Name foods that are unhealthy. Know what makes a balanced meal. Use prior learning to prepare and cook ingredients for a healthy meal.
<p>Theme mapping</p>	<p>Food safety and hygiene, Preparation of ingredients, Cooking skills</p>	<p>Nutrition, Communication & design, Preparation of ingredients</p>	<p>Nutrition, Menu planning, Cooking skills, Preparation of ingredients</p>	<p>Food safety and hygiene, Economical cooking</p>	<p>Menu planning, Preparation of ingredients</p>	<p>Nutrition, Menu planning, Cooking skills</p>
<p>Assessment Mapping</p>	<p>1.1, 1.2, 1.3</p>	<p>1.1, 1.2, 1.3, 2.1</p>	<p>1.1, 1.2, 1.3, 2.1</p>	<p>1.1, 1.2, 1.3, 2.1</p>	<p>1.1, 1.2, 1.3, 2.1, 2.2</p>	<p>1.1, 1.2, 1.3, 2.1, 2.2</p>

Year 11 Expert	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
<p>Learning Outcomes</p> <p><i>Sound understanding of powerful knowledge becomes...</i></p> <p><i>Successful application of transferable skills</i></p>	<ul style="list-style-type: none"> Explain and demonstrate why food hygiene is important. Explain and demonstrate why safety in the kitchen is important. Follow a recipe and show you know when food is cooked and explain your understanding. 	<ul style="list-style-type: none"> Understand and demonstrate how to make a range of foods with a focus on carbohydrates. Understand and demonstrate how to make a variety of celebration food – Buffet, Christmas cake. Know and demonstrate how to prepare ingredients for baking – weighing, measuring mixing, beating, baking, stirring. 	<ul style="list-style-type: none"> Understand and demonstrate how to cook a range of foods with a focus on protein. Demonstrate how to make a meal following a recipe. Know how to prepare ingredients safely and why it is important– chopping, slicing, cutting, spreading. Understand and demonstrate how to cook ingredients safely – boiling, simmering, mashing. 	<ul style="list-style-type: none"> Understand and demonstrate how to make various desserts with at least 5 ingredients following a recipe using different food groups. Know and explain why food hygiene is important. Know and explain what equipment is needed for preparing ingredients and how them use safely. 	<ul style="list-style-type: none"> Understand and demonstrate how to make foods appropriate for a picnic or buffet using different food groups. Demonstrate an understanding of food hygiene and why it is important. Demonstrate and explain basic preparation skills. 	<ul style="list-style-type: none"> Understand and explain how to make various foods following a recipe with a focus on healthy eating. Name foods that are healthy and explain their properties. Name foods that are unhealthy and explain their properties. Understand and explain what makes a balanced meal. Use prior learning to prepare and cook ingredients for a healthy meal to share with others.
Theme mapping	Food safety and hygiene, Preparation of ingredients, Cooking skills	Nutrition, Communication & design, Preparation of ingredients	Nutrition, Menu planning, Cooking skills, Preparation of ingredients	Food safety and hygiene, Economical cooking	Menu planning, Preparation of ingredients	Nutrition, Menu planning, Cooking skills, Communication & design
Assessment Mapping	2.3, 3.1	2.1, 2.2, 2.3, 2.4	1.1, 2.1, 2.3	1.1, 2.1, 2.3, 3.1	1.1, 2.1, 2.3, 3.1	1.1, 2.1, 2.3, 3.1, 4.1

Teaching, Learning & Assessment

When delivering the Food Curriculum, we have four key drivers which will allow for effective, purposeful, and impactful delivery:

Trust - The relationships between the teacher, staff and young people are built on trust and respect built over time. They are affected by external factors and have ups and downs, as is true of any relationship. However, the 'power balance' is more equal as the relationship is entered into voluntarily by the young person and starts from where they are at. This is what sets our practice apart from other professional relationships with young people that are dictated by predetermined outcomes. We use this relationship to have conversations that understand young people's place in the world and the barriers they may be facing, both personally and those beyond their control.

Safe environments - We will provide young people with appropriate safe environments (physical or otherwise) to safeguard the welfare of all young people. This will mean that our Centre will be safe from physical and emotional harm, will be nurturing, and will be a place where they can disclose concerns in the knowledge that they will be appropriately supported.

Voluntary participation - The relationship between our team and the young people is a voluntary one and starts from where the young person is at in their lives and in relation to their own feelings, values, views and principles. This means that young people are liberated to co-design and lead their own experience, through engagement with work on their own terms and as 'equals' with the professional. This helps develop the trust that allows excellent teaching and learning.

Explicit teaching - Used alongside The Bridge Centre's T&L Principles, professionals can teach the curriculum in an explicit way, with the gradual release of responsibility. Using a consistent approach across the teaching of academic knowledge and personal and social skills will help young people to understand, appreciate and implement these important skills in preparation for re-integration and onward transition. The model of 'I do, We Do, You Do' is largely sequential, moving from one step to the next. As we monitor students' understanding, there may be times when it is appropriate to move back and forth between the steps.

- **I Do** - This phase of the lesson involves you telling students what they need to know and showing them how to do the things that they need to be able to do. Research confirms that this is a powerful part of an effective and efficient learning process. This phase involves teaching content and knowledge with strategies to apply the objectives of the lesson, using Bloom's Taxonomy such as informing, explaining, modelling, and providing examples. Strong 'I Do' phases include visuals to support verbal explanations and worked examples. During this phase, the teacher is talking, giving information, and sharing the objectives of the lesson. The students should listen to the teacher, avoid interruption, and track the teacher. 'No Opt Out - No Hands Up' means a question could be coming your way, so you must listen to all information being shared.
- **We do** - This is the second phase of the model, involving doing tasks together. The responsibility of the teacher is gradually released to the students during this phase. This phase can take many forms but should be coupled with assessment at all levels. The teacher could model the answer and students have an attempt at the task with the support. There may be collaborative work between students, such as book swaps, showing a full answer with marking or 'green pen' self-assessment. Simplification of a worked example to check will also check for learner understanding. Here, retrieval practice can be used to share information from memory or have student practice retrieving information from a knowledge organiser. During this time, students should ensure that they are always working quietly on tasks and are ready to track the teacher when the task is completed.
- **You do** - This is the final phase of the structure where students practise the application of their knowledge and retrieval of what they have been taught. Students need to retrieve from memory and recreate what they have been shown in the I Do & We Do phases. Students should be able to answer practice questions and complete all steps independently. Students must do the work individually (generally, small group work is more effective after all students

have achieved at least a basic mastery of the material). Feedback adds further improvements to their learning. While students do the work themselves, it is important that teachers monitor their efforts, check their understanding, and offer feedback along the way. While not an explicit part of the model, it is worth noting that retrieval and practice has a far larger and more lasting impact when distributed over time.

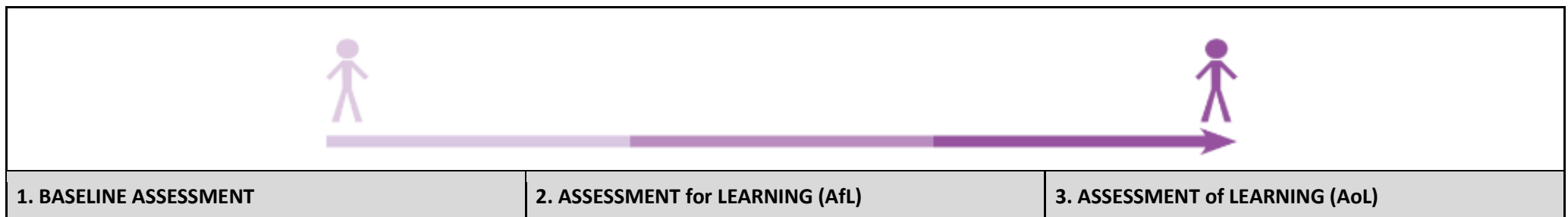
At all levels, the use of hands up should be reserved for those that need help, rather than students who are answering questions. A no hands up policy to questioning is employed coupled with a no opt out culture where all students should feel confident to attempt any question.

Indirect Modelling - we fundamentally believe that all young people must be given the right foundations to be successful. Most young people that are at The Bridge Centre may have barriers to learning and as such, personal, economical, or environmental factors may have limited their ability to reach beyond their potential. As such, as leaders and teachers, we must step in to help young people build these foundations. Through our values driven model, we will ‘teach’ our young people the skills required to be successful citizens and how to behave. The principles of our ‘School Ready, Work Ready and Life Ready’ curriculum gives us the opportunity to break down these barriers that young people face and supplement their existing thought processes with a growth mindset and positive self-worth. We will therefore ensure that all young people are given the opportunities to make the right choice with the safe and nurturing support. Many of the skills that young people require to be successfully reintegrated will be indirectly taught with young people. For example, a growth mindset, and RAISE will be embedded in our daily conversations, guided reflection, and informal modelling.

We fundamentally believe that all students’ experiences should be of high quality and equitable across all students. Students at The Bridge Centre deserve the very best teaching and learning and require the most effective and differentiated support. We therefore ensure that all teaching and learning principles that are used within the mainstream curriculum are used when teaching Food. We also understand that students require a more explicit approach to teaching and learning, therefore we have broken down each of the principles to pre-empt potential barriers to using the principles and successful strategies to ensure students can continue to make progress.

Assessment in Food is especially important to evidence the progress of pupils and to identify future learning needs. For some pupils this may entail very small steps which are consolidated and reinforced by re-visiting their original learning. Other pupils may be able to progress through the six stages and manage increasing levels of challenge. The most meaningful model of assessment in Food education, especially for pupils with SEND, is ipsative assessment — in which a pupil’s own starting point is the benchmark against which progress is measured, rather than the performance of others or the requirements of an exam syllabus.

This gives us the following model for assessing learning in Food education:



<p>Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').</p>	<p>Build AfL into the lesson(s) to gauge understanding, adopt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini plenaries between activities, feedback and feed forwards.</p>	<p>At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.</p>
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