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| **Learning Focus** | **Assessments** |
| **Unit 1: Food poisoning & packaging**  |
| Learning enquiries: **1).** Food poisoning, what it is and the effects it has. **2).** Prevention and safety around food poisoning **3) &** **4).** Food packaging function and materials **5) & 6)** Design brief and activity **7) & 8)** Muffins and review Key Skills: reviewing, analysis, rendering, imagination, evaluation, problem solving.  | **Interim Assessment:** Low stakes test on bacteria, food poisoning and steps taken in a kitchen environment to avoid it. **Final Assessment:** Pupils are assessed on their design brief. They render and then justify their production of packaging and how it meets the needs of the customer and supports food safety. . |
| **Unit 2: Staple foods**  |
| Learning enquiries: **1).** Staple foods what are staple foods **2)** Where are staple foods found and what are the qualities of each**. 3) &** **4).** Creating a roux and Macaroni and Cheese **5).** Review **6).** Potatoes and their uses **7) & 8)** Sausage and mash and review. **9) &10)** Sweet & sour chicken and review. Key Skills: evaluation, identifying pros and cons, and re-contextualising.  | **Interim Assessment:** Pupils are given a low stakes test on staple foods, their origin and qualities. **Final Assessment:** Final assessment takes place after their final cooking practical. – Pupils then review their food based on the four elements and self-assess the skills they have developed.  |