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| **Learning Focus** | **Assessments** |
| **Unit 1: Kitchen safety and knife skills development** | |
| Learning enquiries: **1).** What are the knives used in the school kitchen and what are the rules sounding them? **2)** Knife skills development on chopping methods. **3).** Food hygiene and the 4 Cs.**4).** & **5).** Carrot and Coriander Soup and review.  **6). & 7).** Cake pops and review.  Key Skills and knowledge: Knife skills, hygiene and food safety, use of kitchen equipment, evaluation. | **Interim Assessment:** Pupils will be assessed on their knife skills and on-going assessments of their practical lessons.  **Key Assessment:** There are two key assessment, which will assess, spelling, knowledge and ability to recall key processes. Additionally it will develop their use and command of key terms. |
| **Unit 2: Alternative diets – Vegetarian** | |
| Learning enquiries: **1).** Meat free cooking. **2).** & **3).** Vegetable curry and review **4).** & **5).** Courgette gnocchi and review. **6).** Arguments for and against vegetarianism. **7) & 8)** Halloumi burger and review. **9).** The dessert – chosen biscuit, with additional adaptations.  Key Skills: : Knife skills, hygiene and food safety, use of kitchen equipment, evaluation | **Interim Assessment:** Pupils will have two assessments one key processes and skills used the other on consolidation of their understanding of the arguments for and against a vegetarian diet.  **Final Assessment:**  This assessment will look and practical skills developed along with confidence and understanding of a kitchen. |
| **Unit 3:** Meat | |
| Learning enquiries: **1).** Meat beef – farming and cuts **2) & 3).** Koftas practical lesson **4) & 5).** Stroganoff tagliatelle **6)&7)** Fajitas  Key Skills: : Knife skills, hygiene and food safety, use of kitchen equipment, evaluation, analysis | **Interim Assessment:**  Pupils will have two assessments on key processes and skills used. They will critically analyse their execution of the dish and assess flavour, aroma, texture and aesthetic. |
| **Unit 4: Food poverty** | |
| **1** Learning enquiries: **1). What is food poverty**  **2).** Who does food poverty affect and how can it be tackled **3).** Planning a meal on a budget **4).** **&** **5).** Ham hash – Demonstration and Practical **6). & 7).** Spaghetti Bolognese – Demonstration and practical **8).&**  **9).** Planning your own budget meal – skills and ingredients.  1**0).** Chosen meal on a budget – practical.  Key Skills: : Knife skills, hygiene and food safety, use of kitchen equipment, evaluation | **Final Assessment:** Summative written assessment on skills learned throughout the course of the year along with a clear understanding and justification of the ingredients used to create a budget meal |