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| Food & Cookery KS4 | **Curriculum Team Vision** |
| At OMA we believe education is for everyone, that all students irrespective of their backgrounds, will be exceptional pupils, so they are equipped with the necessary knowledge, skills, qualifications, and mind-set to contribute positively to society.  Everything we do in the vocational faculty is aimed at providing an ambitious and challenging curriculum which inspires, motivates, and exploits the limitless potential of all our students. This will be achieved by us ‘*being inspired by the past - creating excellence in the present- by embracing the future’.*  Our long-term aim is to produce thinking, adaptable adults capable of taking his / her place in a changing technological society. We strive to create distinctive and dynamic partnerships between students and the world or work, forging active relationship with industry-based external training providers and employers.  The vocational curriculum seeks to promote an educational culture which is scientific, technological, creative, healthy, and entrepreneurial within the framework of the school and national curriculum. In addition, our faculty aims to provide the excellent practical technological, scientific, and holistic communication skills needed by our manufacturing and service industries within the UK and global markets. Thus, ensuring that our students will be well-educated and skilled, ready, and able to progress into employment, further training, or higher education according to their individual aptitudes and ambitions.  The faculty will be truly cross-curricular and will use aspects of many subjects to aid the students when developing innovative ideas and solving problems individually or as a team. The only boundary to making an impact in the future is our ‘*imagination*’ and our ability to ‘*engineer’* the solutions that could affect peoples’ lives. Students arrive and leave our faculty with a sense of wonder in learning…. that they will carry with them for a lifetime.  **Pupils should be taught to:**  • Focus on the study of food and cookery  • Offer breadth and depth of study, incorporating a key core of knowledge  • Provide opportunities to acquire a range of practical and technical skills The objectives of this qualification are to:  • Provide an understanding of health and safety relating to food, nutrition, and the cooking environment • Provide an understanding of legislation in the food industry  • Identify and understand food provenance  • Provide an understanding of the main food groups, key nutrients and what is required as part of a balanced diet • identify factors that can affect food choice  • Explore recipe development and how recipes can be adapted  • Understand how to cater for people with specific dietary requirements  • Demonstrate menu and action planning  • Be able to evaluate and consider how to improve completed dishes  • Demonstrate the application of practical skills and techniques through all aspects of the qualification content areas  Pupils will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. They will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding gained will enable the pupils to respond to issues relating to all factors within the hospitality and catering section and provide the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community. | |
| **Where can studying Food & Cookery take you? Click on the link below:**  <https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438_MLMF_PPT_GEOGRAPHY_FINAL_ON_SCREEN.pptx> | |

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| **Subject:** Food & Cookery Vocational award (NCFE)  Year 11 Curriculum Map 2024-2025 | | | |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 1 | **Understand the importance of nutrition when planning menus**  Safe and hygienic working practices relating to the individual and the cooking environment  Potential hazards and risks in the cooking environment, Minimising risk in the cooking environment.  Safe and hygienic working practices when using cooking equipment and utensils  **Food preparation, cooking skills and techniques**  Key stages and the purpose of a recipe  Practical application of ‘Health & Safety’ relating to food, nutrition and the cooking environment.  Preparation skills for commodities.  Describe functions of nutrients in the human body, compare nutritional needs of specific groups  **Specific groups**   * Different life stages * Childhood * Adulthood * Later adulthood   **Special diets**   * Medical conditions * Activity levels   Explain characteristics of unsatisfactory nutritional intake  **Characteristics**   * Visible * Non-visible   **Unsatisfactory**   * Nutritional deficiencies * Nutritional excesses   Explain how cooking methods impact on nutritional value. | <https://nationalcareers.service.gov.uk/>  <https://www.learningtoleap.co.uk/catering-careers/>  <https://www.youthemployment.org.uk/careers-hub-sector/catering-and-hospitality/>  <https://www.careersincatering.co.uk/>  <https://www.instituteofhospitality.org/>  <https://people1st.co.uk/>  <https://www.bighospitality.co.uk/> | <https://www.food.gov.uk/>  <https://foodafactoflife.org.uk/news/open-farm-sunday-2022/>  <https://www.nutrition.org.uk/>  <https://foodafactoflife.org.uk/14-16-years/food-commodities/>  <https://foodafactoflife.org.uk/resources/?q=food%20safety>  <https://www.gdalabel.org.uk/gda/gda_values.html>  Knowledge Organisers:  [KO - unit 2](https://herefordts.sharepoint.com/:f:/s/VocationalDepartmentDrive/Emjhz1-MmOJJpkSkw73KlkwBZWQdJXtVCzNyj0Bd9TvfAQ?e=hUffG6) |
| Half term 2 | **Understand menu planning**  Explain factors to consider when proposing dishes for menus:   * Time of year e.g. seasonality of commodities, seasonal events * Skills of staff * Equipment available * Time available * Type of provision e.g. service, location, size, standards * Finance e.g. costs, customer needs * Client base   Explain how dishes on a menu address environmental issues:  **Dishes**   * Preparation and cooking methods * Ingredients used * Packaging   **Environmental issues**   * Conservation of energy and water * Reduce, reuse, recycle * Sustainability e.g. food miles, provenance   Explain how menu dishes meet customer needs:   * Nutritional * Organoleptic * Cost e.g. premium priced dishes, value for money   Plan the production of 2 dishes for a menu – for a specified customer:   * Sequencing * Timing * Mise en place * Cooking * Cooling * Hot holding * Completion * Serving (presented as if to be served) |