

Food and Cookery Skills-KS4

Teachers: Brian Cunningham.

Qualification: NCFE Level 1 Certificate in Food and Cookery Skills NCFE Level 1 Certificate in Food and Cookery Skills QN: 603/3909/3

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

This qualification will:

- focus on an applied study of the food and cookery sector
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire several practical and technical skills.

Schemes of work:

Year 10

Autumn Term	Spring Term	Summer Term
Unit 01 Preparing to Cook The Teacher will provide recipes for the pupils for this beginning unit until pupils grow in confidence with their recipe selection. This may be the same recipe for the full group at this early stage. It's expected that pupils will have the opportunity to demonstrate their practical skills across a minimum of 8 dishes during the unit and evidence provided will be from a range of the dishes produced. Be able to prepare self and the environment for cooking. 1.1 Identify potential hazards and risks in the cooking environment 1.2 Demonstrate safe and hygienic working practices to prepare self for cooking 1.3 Demonstrate safe and hygienic working practices to prepare the cooking environment Be able to use equipment and utensils for cooking. 2.1 Identify cooking equipment and utensils 2.2 Use equipment and utensils safely 2.3 Demonstrate safe cleaning of equipment and utensils 2.4 Demonstrate safe storage of equipment and utensils Examples of recipes for this unit include: Homemade Pizza, American Waffles, Viennese Whirls, Microwave Jam Sponge, Quiche Lorraine, Pasta Bolognese, Marbled Sponge Cake, Cranberry and Mango Fruit Cakes, Vegetable Soup.	Unit 01 Preparing to Cook Be able to prepare ingredients for cooking. 3.1 Select the correct ingredients for given recipes 3.2 Demonstrate how to prepare ingredients for cooking 3.3 Demonstrate the safe storage of ingredients Be able to prepare ingredients for cooking. 3.1 Select the correct ingredients for given recipes 3.2 Demonstrate how to prepare ingredients for cooking 3.3 Demonstrate the safe storage of ingredients Examples of recipes for this unit include: Microwave Chocolate Brownies, Iced Maids of Honour, Chicken and Vegetable Stir-fry, Cheese and Onion Flan, All Day Breakfast, Choux Buns, Sausage Rolls. Assorted biscuit making, Individual Mini Victoria Sponge	Unit 02 Understanding food Teacher must use a different type of dish (eg pasta, fruit, meat) for each practical session. This can be the same type of dish for the full group but each pupil must provide evidence of how they've individually met the assessment criteria. Pupils are expected to make their own choices of recipes and ingredients under Teacher guidance. Pupils should be encouraged to taste their own dishes to inform their review using appropriate terminology. It's expected that pupils will have the opportunity to demonstrate their practical skills across a minimum of 8 dishes during the unit and evidence provided must be from a range of the dishes produced. Understand where food comes from 1.1 Identify the main food groups 1.2 Give examples of foods from different sources 1.3 Give examples of how seasons affect food availability Understand factors affecting food choices 2.1 Outline factors affecting food choices. Be able to make informed choices when selecting food for cooking 3.1 Select ingredients for given dishes 3.2 Use the ingredients to make dishes 3.3 Review the completed dishes Examples of recipes for this unit include: Healthy Smoothies, Warm Chicken Salad, Thai Fish Cakes, Tropical Pavlova Fruit Salad, Pasta Bake, Summer Fruit Cheesecake, Potato Salad, Coleslaw, Tossed Salad. Roast Chicken and Vegetable Lunch

Year 11

Autumn Term	Spring Term	Summer Term
Unit 03 Exploring balanced diets Pupils will be encouraged to use their own recipe choices and ingredients with Teacher guidance where necessary. Pupils will demonstrate their understanding of the assessment criteria for this unit by their explanations of the choice of ingredients for their dishes and any amendments made to the recipes. Pupils will also be encouraged to taste their final outcome to be able to review their completed dish using sensory terminology to compare it to the original recipe. Understand the importance of a balanced diet 1.1 Define what is meant by a balanced diet 1.2 Identify nutrients that make up a balanced diet 1.3 Give examples of foods high in these nutrients 1.4 Give examples of ways that a balanced diet can contribute to staying healthy Know about Reference Intake (RI)/Guideline Daily Amounts (GDA) and food labelling 2.1 Outline the meaning of RI/GDA 2.2 Outline how food labels can inform healthy eating for different groups of people Be able to change recipes to make them healthier 3.1 Identify healthy and less healthy features of a given recipe 3.2 Give examples of how a given recipe could be changed to make it healthier	Unit 04 Plan and produce dishes in response to a brief Pupils are expected to design their own menu and select their own choices of recipes and ingredients without Teacher guidance. Pupils should be encouraged to taste their own dishes to inform their review. The brief that will be set by the Teacher will include a minimum of 2 dishes for their menu, which should be produced within approximately 2 hours. Photographs used as evidence must be annotated, clearly labelled and attributed to the learner. A photograph or number of photographs should complement other forms of evidence. Learners should be given the opportunity to practise the skills for this unit before they undertake the internal assessment. It is also expected that this unit will be undertaken towards the end of the qualification as an opportunity for learners to link the skills and techniques developed during the course. Be able to plan a menu for a set brief 1.1 Identify the requirements of a set brief 1.2 Identify a menu of dishes for the brief 1.3 Identify a plan of action for making the dishes Be able to prepare and make the dishes on the menu 2.1 Demonstrate how to prepare themselves for cooking 2.2 Demonstrate how to prepare the environment for cooking 2.3 Demonstrate how to prepare Ingredients 2.4 Use ingredients to make dishes on the menu 2.5 Demonstrate health and safety working practices throughout Be able to review the menu and completed dishes 3.1 Identify the strengths and weaknesses of the chosen dishes on the menu 3.2 Identify the strengths and weaknesses of the planning and preparation process 3.3 Identify the strengths and weaknesses of the completed dishes 3.4 Give examples of how the brief has been met	The beginning of the summer term will be used to gather evidence and documentation to support the internal and external moderation of this specification. Pupils will be able to assist in the gathering and evidencing of photographs, witness statements, recipes and other evidence sources to help support their four units. Each pupil who is submitting evidence for this course will require one folder that documents their progress throughout year 10 and 11.