

Year 10 Creative Curriculum Overview (BTEC L1 Home Cooking Skills)

BTEC L1 Home Cooking Skills	HT1 - Food Safety and Preparation	HT2- Factors affecting food choice	HT3- Sourcing food	HT4 - Selecting Ingredients	HT5 - Food Presentation	HT6- International Food, culture and tradition
<p>(Composite)</p> <p>Learning outcomes/composite knowledge: Pupils will be able to...</p>	<p>Prepare food safely and hygienically</p> <p>Follow kitchen safety protocols</p> <p>Apply safe knife handling and cutting techniques</p> <p>Know the effects of poor hygiene and unsafe food preparation</p> <p>To know how food borne illness affect your body</p> <p>Know what a pathogen is</p>	<p>Identify the factors that affect food choice</p> <p>Explain the socio - economic, religious and ethical factors that affect food choice and health</p> <p>Describe the influence of food marketing, advertising and promotion on diet and purchasing behaviour</p> <p>Describe different dietary needs</p> <p>Prepare food on a budget</p> <p>Identify the differences between food intolerances and allergies</p>	<p>Know how food is produced, processed and sold in different ways</p> <p>Describe the journey of fairtrade food items</p> <p>Identify the wider implications of unfair trade</p> <p>Identify how we source our food commodities in the UK</p> <p>Know the differences between fresh, frozen, organic, free range, local and seasonal ingredients</p> <p>Identify how food miles and importation affects the environment</p> <p>Know the purpose of food certifications and food assurance schemes</p>	<p>Know the features of a healthy diet</p> <p>Modify recipes and cook dishes that promote healthy eating</p> <p>Select and modify ingredients to suit dietary/ health needs</p> <p>Describe the function of vitamins and minerals</p> <p>Cost and select ingredients following budget</p> <p>Design a menu suitable for specific dietary needs</p> <p>Interpret nutritional information and allergy advice on food labels</p>	<p>Identify unfamiliar ingredients</p> <p>Identify the pillar ingredients of Spanish cuisine</p> <p>Know different plating and food presentation techniques</p> <p>Apply a high standard of food presentation to dishes</p> <p>Design a bespoke menu suitable for specific dietary needs</p> <p>Analyse the taste, texture and presentation of different dishes suggesting ways to improve this.</p>	<p>Identify the cultural and religious significance of food</p> <p>Describe the role of food in Islam,Sikhism, Judaism, Hinduism, Buddhism, Christianity and Rastafari movement</p> <p>Highlight the differences between British and International cuisines</p> <p>Prepare and taste unfamiliar world foods using a broad range of preparation methods</p>

Knowledge Components & cross subject strands	Substantive Knowledge (components)	Safe kitchen protocols Food Safety and Hygiene The 4C's of Food hygiene Food Contamination Infection prevention Food storage	Factors affecting food choice Socio economic factors affecting consumerism Nutritional needs throughout life Budgeting Functions of ingredients	Farming and Food production History of Fair trade Environmental impact of food importation Animal welfare and food production Food assurance schemes and food certifications	Diet and nutrition The Eatwell Guide Seasonality Costing and Selecting ingredients Food labelling	European Cuisine Preparing a two course meal Spanish Tapas Costing ingredients Menu design Food presentation techniques	Role of food in religion religion British and International Cuisines
	Art & Design Strand (Design, Make, Evaluate)						
	Music Strand (Technical, Constructive, Expressive)	Constructive Using rhyme and mnemonics to remember key terminology	Technical Music for Advertising - Exploring how Music influences consumers			Expressive Selecting appropriate Music to create mood in a themed restaurant	Expressive Exploring the cultural and religious significance of Music for celebration
	Computing Strand (Computational thinking Digital Literacy, Information Technology)	Computational thinking Abstraction – Filtering research information Digital Literacy Researching responsibly online, identifying credible sources	Computational thinking Applying Mathematical skills (number based statistics and mental arithmetic) Digital Literacy Identifying effects of Media/ digital content on society			Information Technology Using Microsoft publisher program to design a menu	Digital Literacy Researching and navigating responsibly online Information Technology Presenting finding in powerpoint


Year 11 Creative Curriculum Overview (BTEC L2 Home Cooking Skills)

BTEC Level 2 Home Cooking Skills		HT1 - Food Safety and Preparation Recap	HT2- Food and Nutrition	HT3- Presentation Skills Starters and Mains	HT4- Presentation Skills Dessert	HT5/ HT6 - Practical exam prep Showstoppers
<p>Learning outcomes/composite knowledge: Pupils will be able to...</p>		<p>Prepare food safely and hygienically</p> <p>Follow kitchen safety protocols</p> <p>Apply safe knife handling and cutting techniques</p> <p>Know the effects of poor hygiene and unsafe food preparation</p> <p>To know how food borne illness affect your body</p>	<p>Identify the factors that affect food choice</p> <p>Explain the socio-economic factors that affect food choice and health</p> <p>Describe different dietary needs</p> <p>Prepare food on a budget</p> <p>Cost a recipe</p> <p>Identify the differences between food intolerances and allergies</p>	<p>Know the features of 'A La carte' dining</p> <p>Identify food commodities and describe how they are grown, sourced and distributed</p> <p>Describe sources of nutrition and their functions</p> <p>Cater for different dietary requirements as a team</p> <p>Identify the features of the Eatwell Guide and apply to food preparation</p>	<p>Apply decorating and presentation skills to baked goods</p> <p>Create and market a unique dessert concept</p> <p>Market a food product and pitch ideas</p> <p>Design food packaging or their chosen dessert product</p> <p>Prepare a range of desserts applying professional food presentation</p>	<p>Adapt and use their own recipes, modifying them accordingly for different clients</p> <p>Compare the cost of food when planning to cook</p> <p>Apply the principles of cleaning and safe food handling when cooking</p> <p>Apply safe food storage principles when chilling, freezing and storing food.</p> <p>Plan, prepare and present a two course meal professionally under time constraints</p>
	Substantive Knowledge	<p>Know how to store food correctly. eg, Use By and Best Before. chilling and freezing</p> <p>Applying knife techniques and cutting methods</p>	<p>Adapt and select ingredients to suit different dietary needs and budgets</p> <p>Researching, planning and producing meals for different clients, based on dietary requirements</p>	<p>Know the importance of a healthy and varied diet as depicted in the Eatwell Plate</p> <p>Selecting appropriate ingredients to compliment dishes.</p>	<p>Applying heat in different ways</p> <p>Know how food is produced, processed and sold in different ways</p> <p>Use nutrition information and allergy advice on food labels to make informed food choices</p>	<p>Evaluate how different food choices may be influenced by availability, season, need, cost, food production, culture and religion.</p> <p>Using taste, texture and smell to decide how to season and combine ingredients</p>

<p>Knowledge Components & cross subject strands</p>	<p>Handling and preparing raw meat and poultry safely</p> <p>Apply the principles of cleaning, cross contamination, chilling, cooking food thoroughly and reheating until steaming hot</p> <p>Actively minimise food waste such as , reusing ingredients and recycling food packaging</p>	<p>Shopping on a budget, economising with limited ingredients</p> <p>Preparing family size meals</p> <p>Comparing the cost of food</p> <p>Ensuring meat and poultry is properly cooked-using a temperature probe.</p>	<p>Independent working, preparing and presenting food in a professional manner.</p> <p>Economising with ingredients and proportions to maximise profits without sacrificing quality.</p>	<p>To account for a range of needs, wants and values when preparing food</p> <p>Store, cook, prepare and store food safely</p> <p>Apply decorating techies such as fondant, icing and piping</p> <p>Researching and designing packaging and promotional materials for food product</p>	<p>Use a broad range of utensil and electrical equipment</p> <p>Know ow to select and prepare a broad range if ingredients</p> <p>To account for a range of needs, wants and values when preparing food</p> <p>To modify recipes to accommodate the dietary needs of others</p>
	<p>Art & Design Strand (Design, Make, Evaluate)</p>				
	<p>Music Strand (Technical, Constructive, Expressive)</p>				
	<p>Computing Strand (Computational thinking Digital Literacy, Information Technology)</p>			<p>Computational thinking</p> <p>Analyse problems in computational terms through practical experience of solving problems, including designing.</p>	<p>Information Technology</p> <p>Interpret clients requirements on a specific project brief</p> <p>Recognise the purpose and apply the use of mood boards and mind maps</p>

Year 10 Creative Curriculum Overview (BTEC Level 1 Art and Design- Award/ Certificate)

BTEC Level 1 Introductory diploma in Art and Design	HT1 A3 Working with others (Core unit 30 GLH)	HT2 A3 Being Organised (Core unit 30 GLH)	HT3/ HT4 (Personal Project - 70GLH) AD10 Creating a Mood board A4 Researching a topic (Core unit)	HT5 AD11 Creating a clay artefact (40GLH)	HT6 AD12 Creating Prints (30 GLH)
Learning outcomes/composite knowledge: Pupils will be able to...	Identify the environmental effects of pollution and climate change Develop skills in communication, teamwork and problem solving Work effectively with other people on a given activity Work together to research and discuss their given topic Produce an emotive installation piece that focuses on the effects of global warming and climate change.	Identify good organisational techniques Know how to organise work and priorities and manage time effectively Set SMART targets to map out an effective plan to continue improving Identify consequences of poor organisation	Collate and filter research findings Know the purpose and requirements of an effective of a mood board Applying effective research techniques, using a range of research materials Produce a mood board that communicates their research findings from a chosen topic of interest Describe ideas for an art and design brief, such as painting, fashion, photography and graphics Source suitable materials, selecting and presenting them in a way that communicates ideas effectively Develop understanding of mixed method Art techniques i.e., image transfer, sketching, painting, cardboard relief, watercolour, printing etc. Apply presentation techniques. I.e., shape, form, line, space, perspective, Colour.	Prepare, work with and decorate clay artefacts e.g. kneading, wedging, rolling. Identify different ways of working with clay, using basic hand-building and throwing techniques Use different ways of hand building to solve problems Describe the different drying stages of clay Apply different methods of decoration and finish to clay artefacts Explore characteristics of clay: air dried, red earthenware, stoneware, colour, texture, strength Develop awareness of good working practices, health and safety, care of tools and equipment	Identify printmaking uses in Art and Design projects Apply printmaking techniques to a range of projects Use printmaking materials and tools effectively Produce prints by using different materials such as blocks, wheels and lino Use tools and equipment safely, such as inks and blades, shaping materials for printmaking

<p>Knowledge Components & cross subject strands</p>	<p>Substantive Knowledge</p>	 <p>Teamwork skills Communication Skills Appropriate social behaviours Environmental issues Climate change Effects of Pollution Animal extinction</p>	<p>Time Management techniques Organisation techniques Effective Planning SWOT Analysis</p>	<p>Planning, researching and presenting a topic Navigating the internet safely Identifying reliable sources Mixed Media techniques Collage techniques Effective presentation techniques</p>	<p>Natural Form Types of Clay Clay Modelling Techniques Decoration Techniques Designing a clay artefact Making a clay artefact</p>	<p>Printmaking Techniques Colour theory Mixing tints and shade Image Transfer Monoprinting Etching Linocut printing Screen Printing Woodcut prints Wallpaper design Painting techniques</p>
	<p>Art & Design Strand (Design, Make, Evaluate)</p>					
	<p>Music Strand (Technical, Constructive, Expressive)</p>					

	Computing Strand (Computational thinking Digital Literacy, Information Technology)	Computational thinking Analyse problems in computational terms through practical experience of solving problems, including designing.	Information Technology Know how to formulate a work plan and production schedule containing tasks, workflow, timescales and resources Present design intentions using Microsoft PowerPoint	Computational thinking Abstraction - filtering research information and data Experimentation Information Technology Construct mood boards, mind maps and visualisation diagrams Know how different purposes and audiences influence design and layout	Information Technology Conduct and analyse research for a creative product using primary and secondary sources Digital Literacy Researching responsibly online, identifying credible sources	Computational thinking Decomposition – breaking printmaking tasks down into manageable chunks. Information Technology Accessing online tutorial videos to model printmaking and drawing techniques
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Year 11 Creative Curriculum Overview (BTEC Level 1 Art and Design- Diploma)

BTEC Level 1 Introductory diploma in Art and Design	HT1 Core unit top up A3 Being Organised/ A2 Progression Plan (30GLH)	HT2 AD8 Product Design (30GLH)	HT 3/ 4 AD7 Presenting an image using a camera (0GLH)	HT 5/ 6 AD8 Planning and Marketing an exhibition (40GLH)
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