



Inclusion is at the heart of our trust

Long Term/Curriculum Plan

School: **Crosshill School**

Subject: **Food Technology - Explore**

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Katie Phillips – Science and Technology Lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>At Crosshill, Food Technology within the Explore Pathway is designed to develop functional life skills through meaningful, real-life learning experiences. Rooted in communication and independence, the curriculum supports our semi-formal learners in becoming confident individuals who are prepared for adulthood.</p> <p>Through a modified national curriculum and strong focus on functional skills, pupils are taught essential kitchen techniques that foster independence, choice-making, and self-awareness. Students learn how to prepare simple meals, handle equipment safely, and maintain good hygiene practices—all within a supportive and engaging environment that values individual progress.</p> <p>Communication is embedded throughout all activities, with opportunities for pupils to express preferences, work collaboratively, and build confidence through teamwork and sharing achievements. By learning through doing, students develop not only practical cooking skills but also the confidence, independence, and communication abilities they need to lead healthy, fulfilling lives.</p>

Key Stage 2, National Curriculum Aims	<p>KS1</p> <ul style="list-style-type: none"> -Use the basic principles of a healthy and varied diet to prepare dishes -Understand where food comes from <p>KS2</p> <ul style="list-style-type: none"> -Understand and apply the principles of a healthy and varied diet -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	Key Stage 3, National Curriculum Aims	<p>KS3</p> <ul style="list-style-type: none"> -Understand and apply the principles of nutrition and health -Cook a repertoire of predominantly savoury dishes so they are able to feed themselves and others a healthy and varied diet -Become competent in a range of cooking techniques -Understand the source, seasonality and characteristics of a broad range of ingredients
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Year 7	Year 8	Year 9	KS4 BTEC Level 1 Award in Home Cooking Skills
Topic: Getting Ready to Cook	Topic: Let's Get Cooking 1	Topic: Let's Get Cooking 2	Topic: Getting Ready to Cook
Knowledge: By the end of this unit, pupils will develop their understanding on: -we need to wash hands, wear aprons and follow instructions in the kitchen -hot, sharp and electrical things can be dangerous -we use our 5 senses to explore food -knives must be used carefully (with support) -some food helps us grow, other food are treats -food groups include fruit/veg, dairy, protein, carbs and oils -smoothies are made with fruits and sometimes yoghurts -the Eatwell Guide shows us how to eat a balanced diet -what healthy snacks are -water helps our bodies work properly -fruit juice contains vitamins	Knowledge: By the end of this unit, pupils will develop their understanding on: -classroom kitchen rules -risks in the cooking environment -a hob gets hot and is used for frying/boiling -frying uses oil and high heat -eggs change texture when cooked -toast is a carbohydrate -the difference between boiling and simmering -pasta softens when cooked -pasta is a carbohydrate -nutrients help our body grow, stay strong and stay healthy -vegetables give us vitamins and minerals -minerals help our bones, blood and muscles	Knowledge: By the end of this unit, pupils will develop their understanding on: -how to stay safe in the kitchen -hygiene routines -safe use of heat -ovens use dry heat to cook food -grills cook from above using high heat -grills are often used for toasting or browning -vegetarians do not eat meat -gluten is found in wheat -some people cant eat gluten -different religions have food rules	Knowledge: By the end of this unit, pupils will know: -Basic rules of food hygiene and kitchen safety -Names and uses of key cooking equipment -Simple food preparation steps -What makes a healthy snack -How to follow visual instructions
Skills: -washing hands and putting on aprons -following adult instructions -identifying visual hazard symbols -pointing to safe and unsafe -naming likes/dislikes -learning the 'bridge' or 'claw' -washing and peeling fruit -saying if food is good for my body or a treat -matching foods to colour coded groups (links to Eatwell Plate) -tasting different foods -identifying drinks as healthy/unhealthy -See Skills Document	Skills: -identifying hazards in pictures and the classroom -sorting safe/unsafe actions -identifying parts of the hob -matching images to safety steps -observing water at different temperatures -looking at healthy/unhealthy plates -matching food to benefits e.g. milk = strong bones -See Skills Document	Skills: -washing hands -using visual checklist -identifying safety signs -identifying oven foods -watching/assisting safe oven use -watching grill in use with supervision -recognising differences before/after grilling -sorting foods into vegetarian and non-vegetarian -identifying gluten free labels -talk about what foods people might eat or avoid -See Skills Document	Skills: -Wash hands and surfaces correctly -Identify and collect the correct equipment -Prepare cold dishes -Cut soft foods with support -Clean up and store food properly -Communicate what they liked/didn't like

Topic: Fruit and Vegetables	Topic: Fish and Meats	Topic: Delicious Dairy	Topic: Developing Cooking Skills
Knowledge: By the end of this unit, pupils will develop their understanding on: -fruit and vegetables grow underground on plants or on trees -vegetables come in many colours -fruit and vegetables can be eaten raw -rice is a carbohydrate -some foods grow better in certain seasons -we eat different foods in the different seasons -food that travels far creates 'food miles' -local food travels less	Knowledge: By the end of this unit, pupils will develop their understanding on: -fish is an animal -fish can be fresh or canned -tuna is a healthy fish -broccoli gives us vitamins -poultry means birds we eat like chicken -meat includes beef, lamb pork -different breads exist around the world -some breads can be cooked without an oven -different cultures make different kinds of bread	Knowledge: By the end of this unit, pupils will develop their understanding on: -dairy comes from milk -common dairy foods -many types of cheese exist -cheese melts when heated -dairy gives calcium and protein	Knowledge: By the end of this unit, pupils will know: -How to cook food using heat (hob, oven, grill) safely -What makes a simple, balanced hot meal -Key features of healthy cooking (low fat, low sugar, more veg) -How to follow a recipe with support -Food hygiene when handling meat, eggs, dairy
Skills: -sorting fruit/vegetables -using visuals and real fruit/ veg to name, touch and smell -talking about colour, smell and shape of fruit/veg -matching foods to simple origin photos -matching foods to season photos -exploring fresh vs tinned/frozen -sorting local vs far foods -observing visuals or lines on a map -See Skills Document	Skills: -handling/touching tuna -sorting fish vs non-fish foods -identifying chicken -sorting meat images to the animal -identifying raw vs cooked chicken in pictures -exploring different types of bread -tasting, sorting and discussing textures -See Skills Document	Skills: -matching items to pictures -sorting dairy vs non dairy -tasting cheese samples -describing taste/texture -observing how cheese changes in heat -comparing flavours/textures -talking about changes in texture overnight -recognising dairy on the Eatwell Plate -identifying healthy dairy products -See Skills Document	Skills: -Safely boil, bake or pan-fry simple foods -Combine ingredients into a meal -Follow a basic time plan or cooking order -Clean equipment and workspaces after cooking -Begin to evaluate food choices and outcomes
Topic: European Foods	Topic: Asian/African Cuisine	Topic: American Foods	Topic: Cooking for Assessment
Knowledge: By the end of this unit, pupils will develop their understanding on: -food safety and hygiene procedures -countries have their own special foods	Knowledge: By the end of this unit, pupils will develop their understanding on: -foods from different parts of the world use different spices and ingredients -sauces are used to flavour food	Knowledge: By the end of this unit, pupils will develop their understanding on: -Common American Cuisine foods -food waste happens when we throw away edible food	Knowledge: By the end of this unit, pupils will know: -How to plan and prepare two complementary dishes -How to choose ingredients and follow hygiene routines -How to cook with minimal support

<p>-popular foods from different European countries</p> <p>-we can cook safely in a microwave</p>	<p>-different cuisines use different sauces</p> <p>- Indian food often use spices and garlic</p> <p>-spices add flavour and smell</p> <p>-common Asian/African Food ingredients</p>	<p>-using leftover reduces waste</p> <p>-we can reuse food in other ways</p>	<p>-How to reflect on what they've made and how they've improved</p> <p>-What to include in their BTEC evidence</p>
<p>Skills:</p> <p>-naming country names and dishes with visuals/symbols</p> <p>-discussing popular foods in English cuisine</p> <p>-naming ingredients</p> <p>-comparing familiar and new foods</p> <p>-See <i>Skills Document</i></p>	<p>Skills:</p> <p>-exploring a food map</p> <p>-tasting/smelling a range of spices and ingredients</p> <p>-smelling, touching and tasting sauces</p> <p>-identifying Indian ingredients by smell and sight</p> <p>-smelling different spices</p> <p>-identifying dry vs cooked food</p> <p>-exploring different textures of dry and cooked food</p> <p>-See <i>Skills Document</i></p>	<p>Skills:</p> <p>-matching pictures to foods</p> <p>-discussing similarities to familiar foods</p> <p>-exploring ingredients through senses</p> <p>-choosing ingredients independently</p> <p>-discussing sweet v savoury foods and flavours</p> <p>-identifying and discussing food for the bin or food to reuse</p> <p>-talking about food waste at school and home</p> <p>-See <i>Skills Document</i></p>	<p>Skills:</p> <p>-Choose a meal they can confidently cook</p> <p>-Follow instructions and stay on task</p> <p>-Use appropriate equipment for different tasks</p> <p>-Clean up and evaluate their outcomes</p> <p>-Contribute to and finalise their portfolio</p>