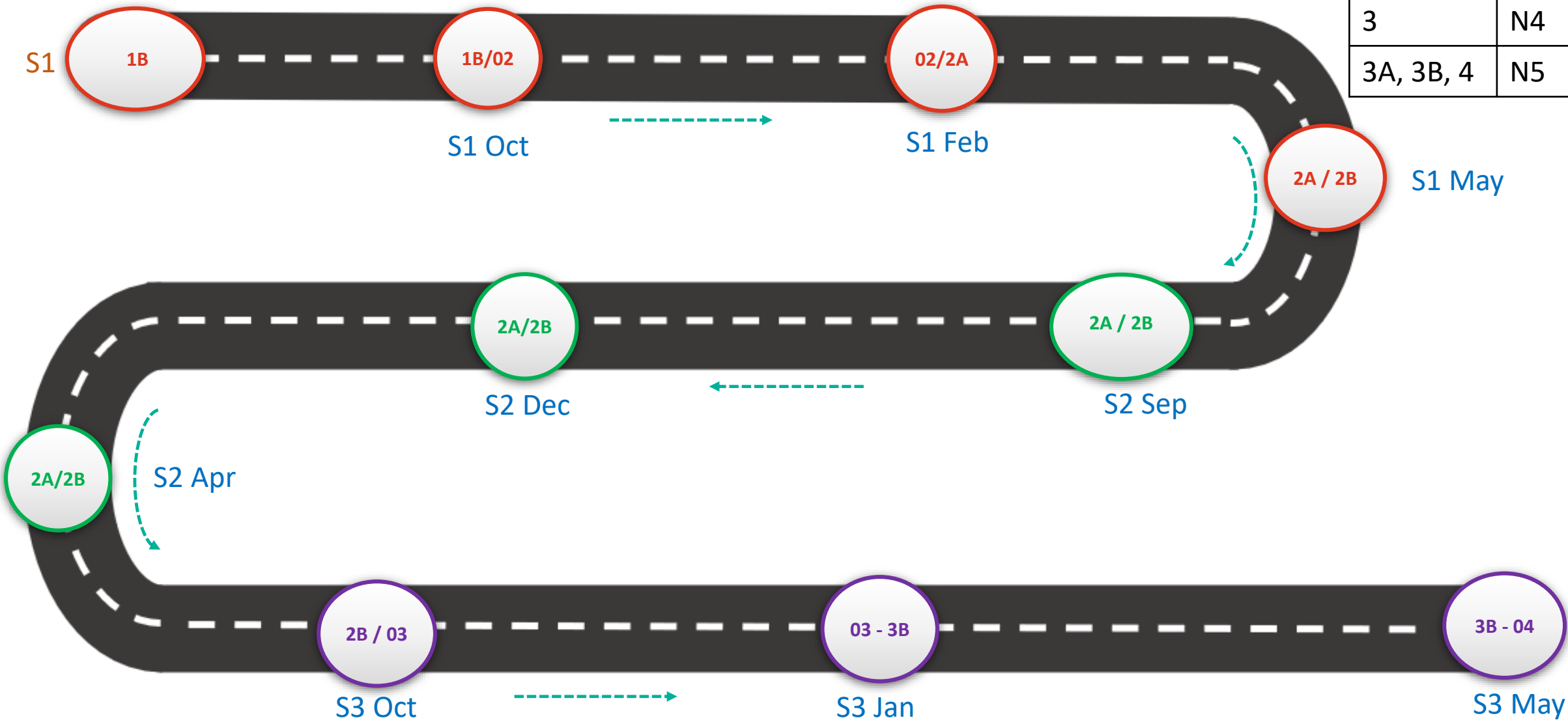




BGE Progression Framework to N5

Subject: Home Economics

 **Next >**

By April S3	Pathway
2B	N3
3	N4
3A, 3B, 4	N5



Year	Period	Course Overview	<a href="#">&lt; Back</a>   <a href="#">Next &gt;</a>
<b>S1</b> (1 x 50 minute period per week)	August - December	<b>Food safety + hygiene (I can cook unit)</b> Principles of food safety & hygiene Food preparation techniques + cookery processes	Maths week project
	January – May	<b>Developing healthy choices (Balance of good health unit)</b> Linking food and health Dietary illnesses Food preparation techniques + cookery processes	Scottish produce project Nutrition
	May - June	<b>Textile technology (I can sew unit)</b> Principles of hand + machine sewing	Design and make project
<b>S2</b> (1 x 50 minute period per week)	August - December	<b>Nutritional need (REHIS food &amp; health unit)</b> Healthy eating & lifestyle (individual dietary needs, Scottish dietary goals) Energy balance + food labels Food preparation techniques + cookery processes	Product development
	January - May	<b>The food journey: farm to fork</b> Food sustainability Food preparation techniques + cookery processes	
<b>S3</b> (3 x 50 minute periods per week)	August - December	<b>Practical Cookery</b> Costing for the Hospitality industry (June) Food hygiene + safety (August) Food preparation techniques + cookery processes (September) Practical assessment (November)	
	January - May	<b>Practical Cookery</b> Current dietary advice & recipe adaptation + practical assessment (January) Food studies: understanding + using ingredients (February) Food studied: food sustainability (March) Practical cookery folio (command words, time plans, service details) (April) Food preparation techniques + cookery processes (May)	

## Type of Assessment

On-Going  
High Quality  
Periodic



Year Group	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
S1		Kitchen safety procedures / routine	Cooker / hob safety assessment	Food preparation techniques / cookery processes	Food hygiene, safety / numeracy	Diet related illnesses	Nutrients & eat-well guide	Balance of good health  Food preparation techniques / cookery processes	Textile practical skills	Textile practical skills	Textile product review
S2		Cooker / hob safety assessment	Nutrition check in  Food preparation techniques / cookery processes		REHIS food + health	Food preparation techniques / cookery processes			Food preparation techniques / cookery processes	Food studies: Farm to fork	
S3	Food preparation / cookery processes techniques	Food hygiene: CSI investigation  Food preparation / cookery processes (Practical)	Food preparation / cookery processes	Food preparation / cookery processes (practical)	Food preparation / cookery processes techniques	Food preparation / cookery processes techniques  Current dietary advice & recipe adaptation	Food studies: Food sustainability & understanding + using ingredients  Food preparation / cookery processes techniques	Food preparation / cookery processes techniques  Food studies: Food sustainability & understanding + using ingredients	Organisational skills for cooking  Food preparation / cookery processes techniques	Food preparation / cookery processes (practical)	Costing for the Hospitality Industry

**S1 BGE**

**Home Economics**



### Everyone will have .....

- ✓ I have a finished information poster including 4 kitchen safety, 4 personal hygiene and 4 food safety rules.
- ✓ I am beginning to understand the need to be physically safe in the kitchen environment.
- ✓ I am beginning to understand why food safety is important to prevent food poisoning.

### Most people will also have .....

- ✓ I have a finished information poster including 4 kitchen safety, 4 personal hygiene and 4 food safety rules with at least 2 detailed explanations as to why the rule is important.
- ✓ I can identify a variety of ways reduce the risk of physical or bacterial danger in the kitchen environment.

### Some people will also have .....

- ✓ I have a finished information poster including 4 kitchen safety, 4 personal hygiene and 4 food safety rules with a detailed explanations as to why each rule is important.

## Kitchen & Food Safety





### Everyone will have .....

- ✓ **Name** the conditions for bacterial growth.
- ✓ **Outline** some of the correct hygiene procedures when handling, buying, storing and preparing food.
- ✓ I can **explain** why good personal hygiene is important when preparing food
- ✓ I have an awareness of how food poisoning is caused through cooking and storing food and how to prevent it.

### Most people will also have .....

- ✓ **Identify** and **explain** most of the reasons for the correct storage, handling, preparation and cooking of foods.
- ✓ **Explain** their actions about working safely and hygienically.
- ✓ I can **identify** the four main conditions for bacterial growth
- ✓ I can **explain** why and how raw meat and dry goods are stored separately.
- ✓ I can **explain** the difference between best before and use by dates.

### Some people will also have .....

- ✓ **Analyse**, in some detail, the risks to health involved in poor hygiene practices, **explain** the consequences, and **create** solutions.
- ✓ **Apply** their knowledge to inform others with regard to food safety
- ✓ I can **explain** what happens to bacteria at key temperatures.

### Kitchen & Food Safety





## Everyone will have .....

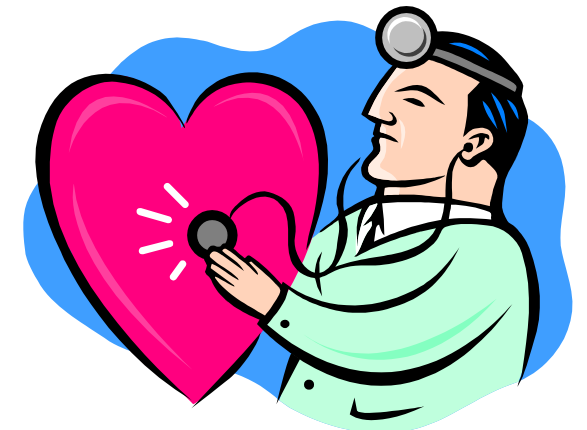
- ✓ **Identify** the 5 sections of the eatwell guide & how many portions of each should we eat each day.
- ✓ **Identify** the key nutrients.
- ✓ **Outline** the health problems linked to a poor diet.
- ✓ **Distinguish** between healthy and non healthy food choices.
- ✓ **Identify** different dietary needs of individuals.
- ✓ **Prepare** foods **with support** and **identify** their contributions to a healthy and balanced diet.

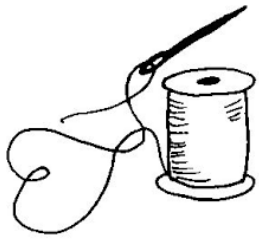
## Most people will also have .....

- ✓ **Identify and explain** nutrients, their function and sources.
- ✓ **Identify and explain** the different dietary needs of individuals.
- ✓ **Demonstrate an understanding** of health problems linked to a poor diet and **explain** the impact on long term health relating to dietary related diseases.
- ✓ **Identify** healthier food choices and **explain** how they contribute to a healthy and balanced diet.
- ✓ **Prepare** foods with **some support** and **identify** their contributions to a healthy and balanced diet.

## Some people will also have .....

- ✓ **Explain** the health benefits of eating oily fish and name sources.
- ✓ **Knowledge and understanding** of nutrient deficiencies and can **explain** the impact on the body.
- ✓ **Prepare** foods **with minimal support** and **identify** their contributions to a healthy and balanced diet.





### Everyone will have .....

- ✓ **Identify** basic sewing equipment.
- ✓ **Demonstrate** basic manual dexterity when using a needle and thread using the running stitch.
- ✓ **Demonstrate** pinning and tacking techniques.
- ✓ **Demonstrate** cutting basic shapes.
- ✓ **Demonstrate** adding basic embellishments to fabric using the back stitch.

### Most people will also have .....

- ✓ **Explain** the use of sewing equipment.
- ✓ **Demonstrate** good manual dexterity using a needle and thread.
- ✓ **Demonstrate** cutting a variety of intricate shapes.
- ✓ **Demonstrate** adding a variety of embellishments using the back stitch independently.

### Some people will also have .....

- ✓ **Demonstrate** confidence in using all sewing equipment.
- ✓ **Demonstrate** confidence in using the running stitch, back stitch and blanket stitch.
- ✓ **Demonstrate** sewing on a button.
- ✓ **Analyse and self-evaluate** their work and problem solve when things go wrong.







## Everyone will have .....

**Identify** a basic range of food preparation equipment.

**Demonstrate** a basic range of food preparation techniques and control cookery processes with the ability to work safely (peeling, slicing, mixing, boiling, baking, shallow frying etc)

## Most people will also have .....

**Identify** a range of food preparation equipment and **explain** their uses.

**Demonstrate** a range of practical food preparation skills, following verbal and written instructions.

**Evaluate** and **identify** next steps.

## Some people will also have .....

**Select** and confidently **use** a wide range of food preparation equipment.

**Independently demonstrate** a range of practical food prep skills and problem solve when necessary. Can follow the recipe card independently and meet a range of time targets.

**Evaluate** and **carry out** next steps.

**S2 BGE**

**Home Economics**



**Everyone will have .....**

- ✓ **Identify** the 5 sections of the eatwell guide
- ✓ **Awareness** of the function of dietary fibre
- ✓ **Knowledge** of oily fish and its benefits in the diet
- ✓ **Name** the macro/micronutrients, their functions and their sources
- ✓ **List** sources of energy in the diet

**Most people will also have .....**

- ✓ **Explain** the importance of a balanced diet referencing dietary related diseases
- ✓ **List** food allergens
- ✓ **Identify** and **explain** different nutritional needs of individuals
- ✓ **Understand** the difference between saturated and unsaturated fat and give examples of each

**Some people will also have .....**

- ✓ **Knowledge** and **understanding** of the DRV in grams of fibre and salt
- ✓ **Explain** which minerals the vegan diet can be lacking in





### Everyone will have .....

- ✓ **Knowledge** of the value of a balanced diet and lifestyle
- ✓ **Awareness** of the barriers to eating a healthy diet.
- ✓ **Understand** the role of macro/micro nutrients and be able to identify their functions and sources.
- ✓ **Appreciate** energy balance and understand the different needs for energy of different groups of people.
- ✓ **Identify** common food allergens and intolerances.

### Most people will also have .....

- ✓ **Explain** the dietary needs of individuals
- ✓ A clear **understanding** of food on psychological well-being, social relationships and self-esteem.
- ✓ **Identify** and **explain** common food allergens as well as food intolerances.

### Some people will also have .....

- ✓ Be able to use the Eatwell Guide as a tool to **guide** and **evaluate** food choices.
- ✓ **Identify** and **explain** different ways of choosing, preparing and cooking foods for a healthy diet.
- ✓ **Identify** and **assess** the nutritional information on a food label.
- ✓ Have good **understanding** of the various food policies and initiatives in Scotland.





shutterstock.com · 1927972382

### Everyone will have .....

- ✓ **Describe** the term 'Farm to fork'.
- ✓ **Identify** crops and animals that are farmed locally and in Scotland.
- ✓ **Understand** the term Sustainability in reference to food.
- ✓ **Understand and describe** the terminology of local and seasonal produce.
- ✓ **Prepare** healthy dishes that incorporated sustainable ingredients.

### Most people will also have .....

- ✓ **Identify** the factors that influence sustainability.
- ✓ **Explain** the benefits of using local and seasonal produce.
- ✓ **Understand** the importance of animal welfare.
- ✓ **Identify** waste management strategies.
- ✓ **Explain** how food choices are influenced.
- ✓ **Analyse** food labels to identify nutrients.

### Some people will also have .....

- ✓ **Explain** why animal welfare standards are important.
- ✓ **Explain** the different types of waste management strategies.
- ✓ **Explain** how food choices impact health.
- ✓ **Analyse** food labels to make informed food choices
- ✓ **Identify** sustainable ingredients in a recipe.





**Everyone will have .....**

**Identify** a basic range of food preparation equipment.

**Demonstrate** a basic range of food preparation techniques and control cookery processes with the ability to work safely (peeling, slicing, mixing, boiling, baking, shallow frying etc)

**Most people will also have .....**

**Identify** a range of food preparation equipment and **explain** their uses.

**Demonstrate** a range of practical food preparation skills, following verbal and written instructions.

**Evaluate** and **identify** next steps.

**Some people will also have .....**

**Select** and confidently **use** a wide range of food preparation equipment.

**Independently demonstrate** a range of practical food prep skills and problem solve when necessary. Can follow the recipe card independently and meet a range of time targets.

**Evaluate** and **carry out** next steps.

**S3**

# **Practical Cookery**



**Everyone will have .....**

- ✓ **Identify** and cost suitable recipes for a main course and a dessert
- ✓ **Demonstrate** accurate calculations for at **least half** of the main ingredients for the identified recipes (addition, multiplication, division, rounding up)
- ✓ **Demonstrate** costing a recipe and work out the cost per portion

**Most people will also have .....**

- ✓ **Identify** and cost suitable recipes for a main course and a dessert
- ✓ **Demonstrate** accurate calculations for **all** of the main ingredients for the identified recipes (addition, multiplication, division, rounding up)
- ✓ **Demonstrate** costing a recipe and work out the cost per portion

**Some people will also have .....**

- ✓ **Identify** and cost suitable recipes for a main course
- ✓ **Demonstrate** accurate calculations for all of the ingredients for the identified recipes (addition, multiplication, division, rounding up)
- ✓ **Demonstrate** costing a recipe and work out the cost per portion







### Everyone will have .....

- ✓ Be able to **name** at least 3 food poisoning bacteria.
- ✓ **Identify** the symptoms of food poisoning.
- ✓ **State** how to reduce risk and prevent food poisoning occurring.
- ✓ **Explain** the term cross contamination giving examples.

### Most people will also have .....

- ✓ Be able to **name at least 4** food poisoning bacteria and **identify** the sources for each type of bacteria.
- ✓ **Explain** the onset times for food poisoning symptoms to present.
- ✓ **Explain** steps to be taken to ensure the risk of food poisoning is reduced.

### Some people will also have .....

- ✓ **Analyse** how the transfer of food poisoning bacteria has occurred with reference to a specific scenario.





### Everyone will have .....

- ✓ **Identify, select** and confidently use a wide range of food preparation equipment with minimum help.
- ✓ **Demonstrate** a range of practical food preparation skills and cookery processes and problem solve when necessary with minimum help.
- ✓ **Identify** the functional properties of a basic range of ingredients from 2 categories.
- ✓ **Evaluate** and **carry out** next steps

### Most people will also have .....

- ✓ **Identify, select** and confidently **use** a wide range of food preparation equipment independently and **explain** their uses.
- ✓ **Demonstrate** a range of practical food preparation skills and cookery processes, following verbal and written instructions, mostly working independently.
- ✓ **Identify** and **explain** the functional properties of at least 4 categories of ingredients.
- ✓ **Evaluate** and **identify** next steps.

### Some people will also have .....

- ✓ **Select** and confidently **use** a wide range of food preparation equipment independently.
- ✓ **Independently demonstrate** a range of practical food preparation skills and cookery processes and problem solve when necessary, follow a recipe card independently and meet a range of time targets
- ✓ **Identify** and **explain in detail** the functional properties of a range of ingredients from all categories.
- ✓ **Evaluate** and **identify** next steps



### Everyone will have .....

- ✓ **Discuss** the impact health policy and dietary legislation has on an individual.
- ✓ **Discuss & evaluate** the health implications of a prepared dish with reference to current healthy eating advice and **adapts** appropriately.
- ✓ **Apply knowledge** to **adapt** recipes and **discuss** the impact of healthy food choices and cookery processes current dietary advice

### Most people will also have .....

- ✓ **Explain** in detail the impact health policy and dietary legislation has on an individual.
- ✓ **Apply** the knowledge of nutrition when **planning**, choosing and **evaluating** dishes.
- ✓ **Select** appropriate foods and cookery processes to **demonstrate** a sound understanding of diet related conditions affecting specific individuals.

### Some people will also have .....

- ✓ **Explain** and **evaluate** the impact health policy and dietary legislation has on an individual.
- ✓ **Plan, prepare, evaluate** and **make judgements** on modified recipes, to suit individual needs related to diet related conditions and current dietary advice.
- ✓ **Justify** the nutritional needs of individuals' dependant on lifestyles or life stages.





**Everyone will have .....**

- ✓ **Identify** and demonstrate how to store a range of ingredients.
- ✓ **Understand** what is meant by sustainable ingredients.
- ✓ **Explain** what is meant by local and seasonal ingredients.
- ✓ **Demonstrate** preparing dishes safely & hygienically.

**Most people will also have .....**

- ✓ **Explain** the importance of storage of a range of ingredients safely.
- ✓ **Identify** the use of appropriate garnishes for a range of dishes.
- ✓ **Understand** how ingredients can be adapted to suit a range of dietary needs.

**Some people will also have .....**

- ✓ **Evaluate** the different dietary needs of a range of groups.
- ✓ **Identify** how ingredients may be sourced locally and seasonally.
- ✓ **Demonstrate** the ability to independently accurately follow a recipe to produce food of a professional standard.
- ✓ the consequence of **Evaluate** an energy imbalance and its consequences.



**Everyone will have .....**

- ✓ **Demonstrate** requisitioning equipment for 2 given recipes
- ✓ **Demonstrate** organising the work area in compliance with health and safety
- ✓ **Demonstrate** carrying out the tasks according to a given time plan
- ✓ **Demonstrate** working safely and hygienically
- ✓ **Evaluate** the prepared dishes
- ✓ Prepare + present the 2 given recipes in 1 hour 30 minutes with minimal support.

**Most people will also have .....**

- ✓ **Demonstrate** requisitioning equipment for 2 given recipes
- ✓ **Demonstrate** organising the work area in compliance with health and safety
- ✓ **Demonstrate** carrying out the tasks according to a given time plan
- ✓ **Demonstrate** working safely and hygienically
- ✓ **Evaluate** the prepared dishes
- ✓ Prepare + present the 2 given recipes in 1 hour 30 minutes with minimal support.



**Some people will also have .....**

- ✓ **Demonstrate** requisitioning equipment for 2 given recipes
- ✓ **Demonstrate** organising the work area in compliance with health and safety
- ✓ **Create** time plan independently  
**Demonstrate** carrying out the tasks according to a own time plan
- ✓ **Demonstrate** working safely and hygienically
- ✓ **Evaluate** the prepared dishes
- ✓ Prepare + present the 2 given recipes in 1 hour 30 minutes independently.