



CURIOSITY

COMPASSION

COURAGE



## Curriculum overview

Subject	Subject- DT/Food (KS4)	
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence-based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual, and moral obligations.</p>	
Curriculum intent :	<p>In line with the Academy's vision to enhance students' understanding of the world by ensuring an educational journey guided with care and compassion the Design Technology department at Landau Forte Academy QEMS aim to deliver a curriculum that not only develops students' theoretical knowledge, design concepts and practical skills of the subject but inspires them to succeed far beyond their education at the academy.</p> <p>The Design Technology curriculum aims to be;</p> <ul style="list-style-type: none"> <li>o Challenging for all</li> <li>o Ambitious</li> <li>o Coherent both in planning and sequence</li> <li>o Adapted successfully to suit all needs and abilities</li> <li>o Broad - covering a range of specialisms and subject disciplines within the DT curriculum area</li> </ul> <p>In delivering a knowledge and practical skill-based curriculum, students will be able to not only achieve the best they can academically but would be able to apply the theoretical knowledge into their practical outcomes and make seamless links and connections between them. Our course offers at KS4 and 5 ensure there is a wide range of options available to all learners to suit their needs and interests within the DT specialisms- in short enabling all our learners to unlock their potential within our subject area.</p> <p>In summary the Design Technology curriculum is developed and tailored for each specific year group considering the demographic of our students. The intention of which is to allow students to be challenged in both a theoretical context around our subject and in a practical setting based around the real-world situations. Our school values are at the heart of the planning and delivery of our curriculum – Curiosity, Compassion, and courage.</p>	
Threshold Concepts (TCs):	<p>Threshold concepts- Food- GCSE Food Preparation and Nutrition/ L1/2 Technical Voc award Hospitality and catering.</p> <p>T1: Research- show understanding of the function and properties of ingredients- have awareness of seasonality and provenance.</p> <p>T2: Research and analysis- Nutrition- Be able to explain nutrition in regards to the Eatwell guide and key commodity areas.</p> <p>T3: Preparation- Have the ability to prepare ingredients/ themselves/ the environment for safe and effective practical work.</p>	



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T4: Making- Can select ingredients to work with to reflect the needs of recipes and methods. Show evidence of a progressive development of technical skills through making.  
 T5: Evaluation-Can articulate the use of ingredients/ equipment. Can reflect and analyse dishes produced through sensory testing and can suggest improvements to products and performance.

Threshold Concepts (Design Technology – following Iterative design process) GCSE DT/ GCSE Art Textiles (Legacy)/ BTEC Engineering L2 (Legacy)

T1- Context – Demonstrate understanding that all design technology activity takes place within all contexts that influence design practice

T2-Analysis- Exploration of design opportunities & user's needs, wants & values.

T3-Design- Develop realistic design proposals, using a range of designing strategies including Isometric/ orthographic and CAD to meet a stakeholder need, within a given context and solves a problem. Link to wider contexts such as environmental impact- Product life cycles

T4-Test and model -Develop a broad knowledge of materials and their properties including source & origin. Use a range of practical skills, materials, tools and equipment. Use a range of testing methods to see if a model is fit for purpose both accurately & safely.

T5- Evaluate and modify- Explain and justify decisions made, linked back to the design, modelling and researching of a context to meet needs of a stake holder. Suggest modifications and changes to make a product or idea more fitting of the context and meet the needs of a stake holder.

KS2  
National  
Curriculum  
summary:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

- Design:
  - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
  - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Make:
  - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
  - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate:
  - investigate and analyse a range of existing products
  - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work









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- understand how key events and individuals in design and technology have helped shape the world
- Technical Knowledge:
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products
- Cooking and nutrition:
- 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

Learn er skills:	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
	 CRITICAL THINKING	 ORGANISATION	 COLLABORATION	 ADAPTABILITY	 ORACY	 SELF QUIZZING

Year 11 Engineering (Legacy)	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Year 11 Term 4	Year 11 Term 5	Year 11 Term 6
The Big Question	What are materials, components and processes for a given engineering product	How do you respond to an engineering brief	Why do we investigate a given engineered product using disassembly techniques	How do you plan the manufacture of and safely reproduce/inspect/test a given engineered component.	Why do we investigate a given engineered product using disassembly techniques	



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<p>Big picture questions:</p>	<p>What are the engineering materials- metals?          What are the engineering materials- polymers?          What are the different Properties of engineering materials?          What characteristics of engineering materials?          Components types and characteristics          Processes shaping cutting and joining forming polymers and metals</p>	<p>How are you going to effectively carry out a process for an engineered product?          Why is measuring and recording data important in engineering?          How to correctly display and interpret data?          What does analysing an existing product with reference to the brief aid in the investigation of an engineered product?          How are you going to use redesign to make an engineered product better?          How does design for manufacture differ from a simple design?          Why is it important to create design ideas?          Evaluation, what does this do in the iterative design process?          Selecting a solution that fits with the right engineering component          How will identifying resources aid in the manufacture of an engineered component?          How will designing of a solution make and engineered product better?</p>	<p>How will observational skills aid in the practical skills of engineering?          How can you correctly identify and use measurements?          Why do you need to be organised when demonstrating disassembly skills?          How to create a technical specification for a given engineered component?          Legislation, safety regulations are important in engineering how?</p>	<p>Why when starting a design and make process is it important to define the problem first?          How does choosing a solution aid in the investigation skills of engineering?          Why is it important to plan the making of a component?          How does the testing and inspecting the chosen solution fit into the design cycle?          Planning is vital within engineering why is it important to do this correctly?          Engineers need to be aware of risks and hazards in the making process, how can you be aware?          How are you going to safely prepare from using the correct tools to finishing techniques?          Why examining an engineered product is very important step in engineering design and make process?</p>	<p>How are you going to effectively carry out a process for an engineered product?          Why is measuring and recording data important in engineering?          How to correctly display and interpret data?          What does analysing an existing product with reference to the brief aid in the investigation of an engineered product?          How are you going to use redesign to make an engineered product better?          How doe design for manufacture differs from a simple design?          Why is it important to create design ideas?          Evaluation, what does this do in the iterative design process?          Selecting a solution that fits with the right engineering component          How will identifying resources aid in the manufacture of an engineered component?          How will designing of a solution make and engineered product better?</p>	
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Content (Linked to TCs):	T1 context - what are engineering materials T2 analysis of component characteristics	T2 analysis of measuring and recording and of products T3 designing a solution T5 evaluation of the iterative design process	T1 safety regulations T2 analysis of measurements T4 disassemble a product	T1 importance of planning T2 analysis of hazards T3 problem solving for the design process T4 testing tools T5 evaluation of a given product	T1 importance of planning T2 analysis of hazards T3 problem solving for the design process T4 testing tools T5 evaluation of a given product	
Key vocabulary:	Component/complex brackets/conductors/galvanising/electroplating/recycling/re-forming/welding/polymer/blow moulding/tensile/tension/shear force/compressive/resistance/abrasion/indentation/life span/cold working/hot working/resistors/capacitors/extrusion/casting/forging/folding/bending	Prototypes/alloys/accuracy/degree of accuracy/reliability/precision/trends/charts/graphs/axis/scale/notations/vanishing point/assembly drawings/chamfers/radius/fillets/parts integration/ fit-for-purpose/conventions/unit costs/specialised equipment/justification	Thread/plating/rustling risk assessment/drifts/shank/lostistics	Tolerances/swarf/drilling/lathe/milling/quality control	Prototypes/alloys/accuracy/degree of accuracy/reliability/precision/trends/charts/graphs/axis/scale/notations/vanishing point/assembly drawings/chamfers/radius/fillets/parts integration/ fit-for-purpose/conventions/unit costs/specialised equipment/justification	
Assessment:	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Whole school assessment window across topics.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews Btec resist exams	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Btec resit exams	
Sequencing:	We have chosen to sequence the year 11 Engineering curriculum like this because this follows the guidance set out by the exam board as to how the course should be sequenced and fits in with exam boards dates of pre-releases of the NEA's and exam board deadlines for year 11.					



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<p>Value s</p>	<p>Curiosity: Students will explore a range of topics from materials to manufacture as well as problem solving and investigating an existing product.</p> <p>Compassion: Students look into developing ergonomics for others in existing and new technologies. Learning to design to a customer specification and work as part of a team to create an engineered component.</p> <p>Courage: Take on new challenges that engineers face to help the developing world. Build new skills and knowledge to work alone on assignments.</p>					
<p>Natio nal Curric ulum plus and value s :</p>	<p>In addition to teaching the statutory elements of the national curriculum, we also include some elements required at KS4 to ensure a solid foundation is built early on in the KS3 journey.</p> <p>Courage, Curiosity &amp; Compassion is embedded and cross referenced through all lessons where best fits.</p> <p>The idea of building vocational and careers links through language of aspiration eg calling our students engineers and encouraging those wider real-world links to the subject we teach. Also, through linking the curriculum back to careers and real-world experiences in industry eg machinery, equipment, how small production methods can be upscaled to mass production methods etc.</p>					
<p>GCSE Art Textil es (legac y)</p>	<p>Year 11 Term 1</p>	<p>Year 11 Term 2</p>	<p>Year 11 Term 3</p>	<p>Year 11 Term 4</p>	<p>Year 11 Term 5</p>	<p>Year 11 Term 6</p>
<p>The Big Quest ion</p>	<p>How can I show developed ideas through investigations and demonstrate critical understanding of sources from a given starting point?</p>	<p>How can I show developed ideas through investigations and demonstrate critical understanding of sources from a given starting point?</p>	<p>How can I show developed ideas through investigations and demonstrate critical understanding of sources from a given starting point?</p>	<p>How can I show developed ideas through investigations and demonstrate critical understanding of sources from a given starting point?</p>	<p>How can I show developed ideas through investigations and demonstrate critical understanding of sources from a given starting point?</p>	
<p>Big pictur e quest ions:</p>	<ul style="list-style-type: none"> <li>produced material informed by context that is relevant to the development of their ideas</li> <li>refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen</li> </ul>	<ul style="list-style-type: none"> <li>produced material informed by context that is relevant to the development of their ideas</li> <li>refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study</li> </ul>	<p>Develop ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media,</p>	<p>Develop ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media,</p>	<p>Develop ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	



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	<p>specification title and area(s) of study</p> <ul style="list-style-type: none"> <li>recorded ideas, observations and insights relevant to intentions as work progresses</li> <li>presented a personal and meaningful response that realises intentions.</li> </ul>	<ul style="list-style-type: none"> <li>recorded ideas, observations and insights relevant to intentions as work progresses</li> <li>presented a personal and meaningful response that realises intentions.</li> </ul>	<p>materials, techniques and processes.</p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>materials, techniques and processes.</p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
Content (Linked to TCs):	<p>T1 produced material informed by context that is relevant to the development of their ideas</p> <p>T2 presented a personal and meaningful response that realises intentions.</p> <p>T3 recorded ideas, observations and insights relevant to intentions as work progresses</p> <p>T4 refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study</p> <p>T5 presented a personal and meaningful response that realises intentions.</p>	<p>T1 produced material informed by context that is relevant to the development of their ideas</p> <p>T2 presented a personal and meaningful response that realises intentions.</p> <p>T3 recorded ideas, observations and insights relevant to intentions as work progresses</p> <p>T4 refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study</p> <p>T5 presented a personal and meaningful response that realises intentions.</p>	<p>T1 exam brief</p> <p>T2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>T3 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>T4 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>T5 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>T1 exam brief</p> <p>T2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>T3 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>T4 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>T5 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>T1 exam brief</p> <p>T2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>T3 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>T4 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>T5 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>



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Key vocabulary:	Media/materials/techniques/observations/insights/investigation/visual language/elements/record/refine/present	Media/materials/techniques/observations/insights/investigation/visual language/elements/record/refine/present	Media/materials/techniques/observations/insights/investigation/visual language/elements/record/refine/present	Media/materials/techniques/observations/insights/investigation/visual language/elements/record/refine/present	Media/materials/techniques/observations/insights/investigation/visual language/elements/record/refine/present
Assessments:	Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	MOCK PPE Retrieval Practice Unit assessments Knowledge checks	Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	PPE Retrieval Practice Unit assessments Knowledge checks
Key/Historical misconceptions in this unit:	Repeat patterns/ surface decoration/ embroidery stitches/ evaluation of designs	Product specific requirements/ media usage/ embroidery stitches/ contextual commentary	Theme board/ key vocabulary/ timeline/ surface decoration/ embroidery stitches/ contextual commentary/	Machine embroidery/ dissolvable embroidery/ applique/ reverse applique/ sublimation printing	Contextual vocabulary/ evaluation techniques/ design ideas/ development of media/ experimentation of hand embroidery/ surface decoration/ sublimation printing
Sequencing:	We have chosen to sequence the year 11 Art Textiles curriculum like this because this follows the guidance set out by the exam board as to how the course should be sequenced and fits in with exam boards dates of pre-releases of the NEA's and exam board deadlines for year 11.				
Values	<p>Curiosity: Designing own products based on a theme they have explored. Looking at the work of others for inspiration.</p> <p>Compassion: Take time and pride in ones work to show full accomplishment of intricate and detailed works of textile art. Creating outcomes based around a need or want of a customer. Ensuring outcomes meet a need or a want based on surface techniques.</p> <p>Courage: Take chances/risks with ones work to achieve a desired outcome linked to a given theme.</p>				





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National Curriculum plus and values:	<p>In addition to teaching the statutory elements of the national curriculum, we also include some elements required at KS4 to ensure a solid foundation is built early on in the KS3 journey.</p> <p>Courage, Curiosity &amp; Compassion is embedded and cross referenced through all lessons where best fits.</p> <p>The idea of building vocational and careers links through language of aspiration eg calling our students designers and encouraging those wider real-world links to the subject we teach. Also, through linking the curriculum back to careers and real-world experiences in industry eg machinery, equipment, how small production methods can be upscaled to mass production methods etc.</p>					
GCSE DT	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 10 Term 4	Year 10 Term 5	Year 10 Term 6
The Big Question	How do external factors including people, The environment & technology affect design?	What are materials & their properties?  Example NEA project	What are the technical principles?	What is the designing and making principles?  Example NEA project	What is the designing and making principles?	How do we prepare for the NEA?  Exam board NEA
Big picture questions:	How has automation affected industry? 3.1.1 What are scales of production? 3.1.1 How has new & emerging technology affected industry? 3.1.1 What is the impact of new & emerging technology affected society & the environment? 3.1.1 How does sustainability affect design? 3.1.1 What is Energy generation and storage? 3.1.2 What are systems? 3.1.4	What are properties? - including forces & stresses What are papers and boards? What is timber? What is metal? What are polymers? What are textiles? What are new materials? How do we select materials and components? What are the ecological issues in design & manufacture? How can we communicate ideas?	How are prototypes made? 3.2.8 How do we apply quality control? What is working to tolerance? 3.3.8 What are surface treatments and finishes? 3.2.9	How does the work of others help inform our ideas? 3.3.3 How do we avoid design fixation? 3.3.4 -3.3.5 How do we gather & analyse data? 3.3.1 What constraints do designers have to overcome? 3.3.2	How do we select tools, equipment, and processes? 3.2.8 How do write a design brief? 3.3.1 How do we write specification? 3.3.1 How can we communicate ideas with/without CAD? 3.3.5 How do designers plan for a project? 3.3.6 - 3.3.9	How do we prepare for the NEA?  Revisit key aspects of curriculum



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	What are mechanical systems? 3.1.5					
Content (Linked to TCs):	T1- Context – Demonstrate understanding that all design technology activity takes place within all contexts that influence design practice T2-Analysis- Exploration of design opportunities & user's needs, wants & values.	T2-Analysis- Exploration of design opportunities & user's needs, wants & values. T3 - Design T4-Test and model -Develop a broad knowledge of materials and their properties including source & origin. Use a range of practical skills, materials, tools and equipment. Use a range of testing methods to see if a model is fit for purpose both accurately & safely.	T5- Evaluate and modify- Explain and justify decisions made, linked back to the design, modelling and researching of a context to meet needs of a stake holder. Suggest modifications and changes to make a product or idea more fitting of the context and meet the needs of a stake holder.	T1, T2, T3, T4, T5 Work of others Investigation of data SMES (social, moral, environmental, sustainable) Design Ideas Prototypes	T1, T2, T3, T4, T5 Tools & Equipment QLA bespoke homework	T1, T2, T3, T4, T5 QLA bespoke homework
Key vocabulary:	Automation Renewable Co-operative Crowdfunding Market pull Technology push Lean manufacturing	Conductivity, Ductility Malleability Biodegradable Veneer, Grain Ferrous, Non Ferrous, Alloy Finite Synthetic Composite Standard component	Accuracy Modification Jigs, formers Addition. Wasting Functionality Finishing	Innovation, Evolution Influence Primary research Secondary research Fixation, development Anthropometrics, Ergonomics, Ecological, Social. Deforestation	Practical - specific tool names	Automation, Renewable Co-operative Crowdfunding Market pull



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						Techno logy push Lean manufact uring Accuracy Modificat ion Jigs, formers Addition. Wasting Functiona lity Finishing
Asses sment:	Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	MOCK PPE Retrieval Practice Unit assessments Knowledge checks	Retrieval Practice Unit assessments Knowledge checks	PPE Retrieval Practice Unit assessme nts Knowledg e checks
Sequ encing:	We have chosen to sequence the year 10 GCSE DT curriculum like this because the first half of the course focuses on Unit 1 – Knowledge for exam & contribution to completion of Unit 2 NEA					
Value s	Curiosity  Compassion  Courage					



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National Curriculum plus and values:	<p>In addition to teaching the statutory elements of the national curriculum, we also include some elements required at KS4 to ensure a solid foundation is built at KS3 journey. Courage, Curiosity &amp; Compassion is embedded and cross referenced through all lessons where best fits.</p> <p>The idea of building vocational and careers links through language of aspiration eg calling our students chefs or designers and encouraging those wider real world links to the subject we teach. Also through linking the curriculum back to careers and real world experiences in industry eg legislation, machinery, equipment, how small production methods can be upscaled to mass production methods etc.</p>					
GCSE DT	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Year 11 Term 4	Year 11 Term 5	Year 11 Term 6
The Big Question	<p>How do we prepare for the NEA?</p> <p>Exam board NEA</p>	<p>How do we prepare for the NEA?</p> <p>Exam board NEA</p>	<p>How do we prepare for the NEA?</p> <p>Exam board NEA</p>	<p>How do we prepare for Paper 1?</p>	<p>How do we prepare for Paper 1?</p>	
Big picture questions:	<p>Practical application of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	<p>Practical application of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	<p>Practical application of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	<p>Revision of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	<p>Revision of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	
Content (Linked to TCs):	<p>T1, T2, T3, T4, T5 NEA – 50% preparation</p> <p>Based on pre-release from the exam board.</p>	<p>T1, T2, T3, T4, T5 NEA – 50% preparation</p> <p>Based on pre-release from the exam board.</p>	<p>T1, T2, T3, T4, T5 Revision – PPE NEA - 50% preparation</p> <p>Based on pre-release from the exam board.</p>	<p>T1, T2, T3, T4, T5 Revision</p>	<p>T1, T2, T3, T4, T5 Revision Pre released material</p>	



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Key vocabulary:	Automation, Renewable Co-operative Crowdfunding Market pull Technology push Lean manufacturing Accuracy Modification Jigs, formers Addition. Wasting Functionality Finishing	Conductivity, Ductility Malleability Biodegradable Veneer, Grain Ferrous, Non Ferrous, Alloy Finite Synthetic Composite Standard component	Innovation, Evolution Influence Primary research Secondary research Fixation, development Anthropometrics, Ergonomics, Ecological, Social. Deforestation	Examination command words	Examination command words	
Assessments:	Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	PPE Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	Retrieval Practice Unit assessments Knowledge checks	PPE	
Sequencing:	We have chosen to sequence the year 11 GCSE DT curriculum like this because the curriculum content is the focus of Year 10 and the first term and a half of Year 11 has the NEA completion focus as it worth 50% of the GCSE qualification. Terms 4 & 5 have a revision focus, where content from Year 10 is revisited, this knowledge will be applied in the examination. The remaining 50% is the examination that is sat in the summer term.					
Values	Curiosity  Compassion  Courage					
National Curriculum plus and	In addition to teaching the statutory elements of the national curriculum, we also include some elements required at KS4 to ensure a solid foundation is built early on in the KS3 journey. Courage, Curiosity & Compassion is embedded and cross referenced through all lessons where best fits. The idea of building vocational and careers links through language of aspiration eg calling our students chefs or designers and encouraging those wider real world links to the subject we teach. Also through linking the curriculum back to careers and real world experiences in industry eg machinery, equipment, how small production methods can be upscaled to mass production methods etc.					



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value s:						
GCSE Food prepa ration and nutrit ion	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 10 Term 4	Year 10 Term 5	Year 10 Term 6
The Big Quest ion	What is the difference between a macro and micro nutrient?	Why do we need to make healthy choices and what does that look like?	What is food science and how does it impact what and how we cook food and nutrition?	What are bacteria and what ways can we control the risk of bacteria growth?	What factors effect food choice?	Where does our food come from?
Big pictur e quest ions:	What is the difference between a macro and micro nutrient? What is energy balance and why is important? How does a healthy diet link with the eat well guide?	What are deficiency and excess with diet and what are the health conditions and benefits to eating to a healthy diet? What does a healthy diet look like?	What are the functional and chemical properties of carbohydrates/ proteins and fats? Why do we cook food? How do different heat transfer methods impact on the outcome of food?	What are bacteria? Why is it dangerous? What types of pathogenic bacteria are found in food? How do we control the risk? What are the growth conditions for bacteria? What is the law surrounding food preparation and food safety? Signs and symptoms of food poisoning?	What factors effect food choice? What is food labelling and why does this effect food choice? How does a culinary cuisine impact on food choice, cooking methods and ingredients? Why does international cuisine effect food choice? How do our senses impact on food choice?	Where does our food come from? Why are different production methods important when choosing food to prepare? What is sustainability and why does this



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						<p>impact on food choice and diet? What are primary and secondary food production methods? What are technological developments in food production?</p>
<p>Content (Linked to TCs):</p>	<p>Nutrients- Macro/ Micro/ Eatwell guide/ water/ energy balance Spec ref: 3.2.1(1,2,3)/ 3.2.2(1,2,3) T2/ T3/ T4/T5</p>	<p>Nutritional needs and health-making choices/ energy needs/ diet, nutrition and health Spec ref: 3.2.3(1,2,3,4) T2/ T3/ T4/T5</p>	<p>Food Science- heat transfer/ cooking methods/ Functional and chemical properties of food Spec ref: 3.3.1 (1,2), 3.3.2 (1,2,3,4,5) T1/ T3/ T4/T5</p>	<p>Food safety- Spec ref: 3.4.1 (1,2,3,4) 3.4.2 (1,2) T3/T4/T5</p>	<p>Food choice- Factors that affect food choice/ food labelling and marketing/ British and International cuisines/ Sensory evaluation Spec ref: 3.5 (1,2,3) T1/T3/T4/T5</p>	<p>Food provenance – Environmental impact and sustainable diets/ Food processing and production/ Technological developments.</p>



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						Spec ref: 3.6 (1,2) T1/T3/T4 /T5
Key vocabulary:	Nutrients/ Macro/ Micro/ Eatwell guide/ water/ energy balance/ choice/ healthy eating/balanced diet/ carbohydrates/ protein/ fats/ vitamins/ minerals/ water	Nutrients/ Macro/ Micro/ Eatwell guide/ water/ energy balance/ choice/ healthy eating/balanced diet/ energy needs/ lifestyle/ life stage/ dietary conditions/ coronary heart disease/ heart disease/ scurvy/ cancer/ obesity/ lethargy/ weight gain/	Carbohydrates- dextrination/ caramelisation/ gelatinisation/ Proteins- coagulation/ denaturing/ gluten/ foams Fats- shortening/ emulsification/ aeration/ plasticity Raising agents/	Pathogenic bacteria/ growing conditions/ bacteria spread/ food poisoning/ food poisoning symptoms/ vomit/ nausea/ stomach pain/warmth/ time/ moisture/ PH/ food/ danger zone/ safe storage/ safe preparation	Religion/ life style/ life stage/ dietary need/ medical need/ allergy/anaphylaxis intolerance/ coeliac/lactose/ cost/ availability/ food labels nutrition/ seasonality/ GM/ Organic/ locally sourced/ ethics and morals/ culture/ tradition/ time of day.	Farming/ fishing/growing/ rearing/ yield/ slaughter / milk/ cheese/ yoghurt/ bread/ flour/ pasta/ primary/ secondary/ machinery/ industrial scale/ manufacture/ packing/ processing/ production line/ UHT/ sterilisation/ pasteuris





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						ation/ homogen isation/ pectin/ fortificati on/ additives/ preservat ives/ emulsifier s/ colouring / flavourin gs/ sweetene rs
Asses men t:	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Whole school assessment window across topics.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Whole school assessment window across



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						topics- end of year.
Key/H istori cal misco ncept ions in this unit:	Macro and micro nutrients. Analysing data from a diet and making recommendations for change and modifications to a diet.	Dietary conditions. Difference between macro and micro nutrients. Vitamins and mineral- specifics	The difference between the different food science terms and processes.	Danger zone and temperature ranges. The growth conditions for pathogenic bacteria.	Difference between life stages and nutritional needs. Different religions and their beliefs/ Nutritional need. Difference between intolerances and allergies. Coeliac disease.	Differenc e between primary and secondar y processin g. Farming/ fishing methods. Differenc es between UHT, sterilisati on, pasteuris ation, homogen isation. Cheese productio n methods. Differenc es between fortificati on, additives, preservat ives, emulsifier



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						S, colouring, flavourin gs, sweetene rs.
Sequencing:	We have chosen to sequence the year 10 GCSE Food Preparation and Nutrition curriculum like this because this follows the guidance set out by the exam board as to how the course should be sequenced and prepares learners for year 11.					
Values	<p>Curiosity: Exploring new subject of food preparation and nutrition. Learning about nutrition and preparation skills through theory and practical based activity. Developing and understanding of wider contexts that impact of food eg the environment, sustainable food production, farming, fishing, GM crops etc.</p> <p>Compassion: Working together in a practical environment. Learning about the nutritional needs of others based on a variety of factors eg religion, medical need and ethical choice.</p> <p>Courage: Taking risk with practical's. Developing a sense of one's own intuition when cooking and exploring new topics.</p>					
National Curriculum plus and values:	<p>In addition to teaching the statutory elements of the national curriculum at KS3, we must also teach to the specification set out by the exam board for the course. This course builds on KS3 knowledge and skills and allows for onwards journey into KS5.</p> <p>Courage, Curiosity &amp; Compassion is embedded and cross referenced through all lessons where best fits.</p> <p>The idea of building vocational and careers links through language of aspiration eg calling our students chefs or designers and encouraging those wider real-world links to the subject we teach. Also, through linking the curriculum back to careers and real-world experiences in industry eg the role of EHO/ Food safety legislation etc.</p>					
GCSE Food preparation and nutrition	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Year 11 Term 4	Year 11 Term 5	Year 11 Term 6
The Big Question	What is food science and how does it impact what and how we cook food and nutrition?	What is food preparation and how do we plan to a given theme?	What is food preparation and how do we plan to a given theme?	What does the final exam look like and how can we prepare for it?	What does the final exam look like and how can we prepare for it?	



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Big picture questions:	<p>How do we plan for a science experiment?          What is a hypothesis?          What are the functional and chemical properties of carbohydrates/ proteins and fats?          Why do we cook food?          How do different heat transfer methods impact on the outcome of food?</p>	<p>What factors effect food choice?          What is food labelling and why does this effect food choice?          How does a culinary cuisine impact on food choice, cooking methods and ingredients?          Why does international cuisine effect food choice?          How do our senses impact on food choice?          What is the difference between a macro and micro nutrient?          What is energy balance and why is important?          How does a healthy diet link with the eat well guide?</p>	<p>What factors effect food choice?          What is food labelling and why does this effect food choice?          How does a culinary cuisine impact on food choice, cooking methods and ingredients?          Why does international cuisine effect food choice?          How do our senses impact on food choice?          What is the difference between a macro and micro nutrient?          What is energy balance and why is important?          How does a healthy diet link with the eat well guide?</p>	<p>What is the difference between a macro and micro nutrient?          Why do we need to make healthy choices and what does that look like?          What is food science and how does it impact what and how we cook food and nutrition?          What are bacteria and what ways can we control the risk of bacteria growth?          What factors effect food choice?          Where does our food come from?</p>	<p>What is the difference between a macro and micro nutrient?          Why do we need to make healthy choices and what does that look like?          What is food science and how does it impact what and how we cook food and nutrition?          What are bacteria and what ways can we control the risk of bacteria growth?          What factors effect food choice?          Where does our food come from?</p>
Content (Linked to TCs):	<p>NEA1: Food science investigation. 15%          Externally set brief- 7 weeks.          -Practical: Food science investigation related to pre-release from exam board.          T1/2/3/4/5</p>	<p>NEA2: Food preparation task. 35%          Externally set brief- 12 weeks.          -Practical: Technical skills dishes x4 related to theme of pre-release          T1/2/3/4/5</p>	<p>NEA2: Food preparation task. 35%          Externally set brief- 12 weeks.          -Practical: Final practical preparation task x3 complete dishes in 3 hours.          T1/2/3/4/5</p>	<p>Exam revision and preparation 50%           T1/2/3/4/5</p>	<p>Exam revision and preparation 50%           T1/2/3/4/5</p>
Key vocabulary:	<p>Carbohydrates- dextrination/ caramelisation/ gelatinisation/          Proteins- coagulation/ denaturing/ gluten/ foams</p>	<p>Internation cuisine/ British cuisine/ nutrition/ nutritional needs/ food choice/ healthy eating/ Eatwell guide/ provenance/ technical skills/ research/ analysis of data/</p>	<p>Internation cuisine/ British cuisine/ nutrition/ nutritional needs/ food choice/ healthy eating/ Eatwell guide/ provenance/ technical skills/ research/ analysis of data/ sensory/</p>	<p>Long answer question/ multiple choice/ revision/ exam/ mind map.</p>	<p>Long answer question/ multiple choice/ revision/ exam/ mind map.</p>



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	Fats- shortening/ emulsification/ aeration/ plasticity Raising agents/	sensory/ organoleptic/ presentation.	organoleptic/ presentation/ time plan/ evaluation/ food safety		
Asses sment:	Whole class feedback in books (formative) End of NEA 1 marking (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Whole school assessment window across topics PP1	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Whole school assessment window across topics PP2	Whole class feedback in books (formative) End of NEA 2 marking (Summative) Mini quizzes/ recall Do now/ Exit ticket review	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Walking talking mocks.
Key/H istori cal misco ncept ions in this unit:	Analysis of data and evaluation of findings. Control measures within an experiment.	Research in to dishes relevant to a given theme or task. Analysis of data and evaluation of findings.	Research in to dishes relevant to a given theme or task. Analysis of data and evaluation of findings.	Long answer questions. Reading the question. Analysing data and interpreting the data to draw conclusions.	Long answer questions. Reading the question. Analysing data and interpreting the data to draw conclusions.
Sequ encin g:	We have chosen to sequence the year 11 GCSE Food Preparation and Nutrition curriculum like this because this follows the guidance set out by the exam board as to how the course should be sequenced and fits in with exam boards dates of pre-releases of the NEA's and exam board deadlines for year 11.				



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<p>Values</p>	<p>Curiosity: Exploring food science and developing curiosity into hypothesising about an end result. Learning about nutrition and preparation skills through theory and practical based activity leading through NEA tasks. Developing and understanding of wider contexts that impact of food eg the environment, sustainable food production, farming, fishing, GM crops etc.</p> <p>Compassion: Working together in a practical environment. Learning about the nutritional needs of others based on a variety of factors eg religion, medical need and ethical choice linked to the NEA tasks.</p> <p>Courage: Taking risk with practical's and research of new dishes for NEA tasks. Taking risks in food science and hypothesising an end result. Developing a sense of one's own intuition when cooking and exploring NEA tasks.</p>					
<p>National Curriculum plus and values:</p>	<p>In addition to teaching the statutory elements of the national curriculum at KS3, we must also teach to the specification set out by the exam board for the course. This course builds on KS3 knowledge and skills and allows for onwards journey into KS5.</p> <p>Courage, Curiosity &amp; Compassion is embedded and cross referenced through all lessons where best fits.</p> <p>The idea of building vocational and careers links through language of aspiration eg calling our students chefs or designers and encouraging those wider real-world links to the subject we teach. Also, through linking the curriculum back to careers and real-world experiences in industry eg the role of EHO/ Food safety legislation etc.</p>					
<p>Level ½ Technical Vocational award Hospitality and catering</p>	<p>Year 10 Term 1</p>	<p>Year 10 Term 2</p>	<p>Year 10 Term 3</p>	<p>Year 10 Term 4</p>	<p>Year 10 Term 5</p>	<p>Year 10 Term 6</p>
<p>The Big Question</p>	<p>How does the Hospitality and catering industry work?</p>	<p>How do hospitality and catering provisions operate and how do they provide for customer need?</p>	<p>What is health and safety and why is it important in the Hospitality and catering industry?</p>	<p>What is food safety and why is it important in the Hospitality and catering industry?</p>	<p>What do we mean by good nutrition and balanced diets?</p>	<p>What is a cooking method and how does this</p>



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						impact nutrition?
Big picture questions:	<p>What is the hospitality and catering industry?</p> <p>What is a provision in H&amp;C?</p> <p>What is the difference between commercial and non-commercial?</p> <p>What is the difference between residential and non-residential?</p> <p>What is the difference between a personal attribute and skill?</p> <p>What are the working conditions in the Hospitality and catering sector?</p> <p>What are the different job roles in the H&amp;C industry and how qualifications do you need to perform the role?</p>	<p>What is a customer need and want?</p> <p>What is the difference between front and back of house roles and the part they play in meeting customer needs?</p> <p>How do we meet specific requirements for customer need?</p>	<p>What is a legislation?</p> <p>What legislation is needed to be followed to comply to the law when running a H&amp;C business? What is HACCP and how is it used?</p> <p>What is COSHH and how is it used?</p> <p>What is a risk assessment?</p> <p>What is the difference between a hazard, risk and control measure?</p>	<p>What are the 4 main causes of ill health in food production?</p> <p>What are bacteria?</p> <p>Why is it dangerous?</p> <p>What types of pathogenic bacteria are found in food?</p> <p>How do we control the risk?</p> <p>What are the growth conditions for bacteria?</p> <p>What is the law surrounding food preparation and food safety?</p> <p>Signs and symptoms of food poisoning?</p> <p>What is the law around food labelling?</p> <p>Who is the EHO and what is their job role?</p>	<p>What is the difference between a macro and micro nutrient?</p> <p>What is energy balance and why is important?</p> <p>How does a healthy diet link with the eat well guide?</p> <p>What are deficiency and excess with diet and what are the health conditions and benefits to eating to a healthy diet?</p> <p>What does a healthy diet look like?</p> <p>What is a life stage and how does this impact nutritional intake?</p>	<p>Why do we cook food?</p> <p>How do different heat transfer methods impact on the outcome of food?</p>
Content (Linked to TCs):	<p>Unit 1: The hospitality and catering industry: Providers/ working in the industry/ working conditions/ contributing factors to the success of a business in the H&amp;C industry.</p> <p>Spec Ref: 1.1</p> <p>T3/4/5</p>	<p>Unit 1: How hospitality and catering provisions operate: The operations of front and back of house/ Customer requirements/ H&amp;C- Provision to meet specific requirements Spec Ref: 1.2</p> <p>T3/4/5</p>	<p>Unit 1: Health and safety in H&amp;C: Health and safety in H&amp;C provision- The law/ food safety- Hazard analysis and HACCP.</p> <p>Spec Ref: 1.3</p> <p>T3/T4/T5</p>	<p>Unit 1: Food safety in H&amp;C: Food related causes of ill health/ Symptoms and signs of food- induced ill health/ preventative control measures of food induced ill health/ The environmental health officer.</p> <p>Spec Ref: 1.4</p> <p>T3/T4/T5</p>	<p>Unit 2: The importance of nutrition: Understanding the importance of nutrition/ How cooking methods impact on nutrition.</p> <p>Spec Ref: 2.1</p> <p>T1/2/3/4/5</p>	<p>Unit 2: The importance of nutrition: Understanding the importance of nutrition/ How cooking methods impact on nutrition.</p>



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						Spec Ref: 2.1  T1/2/3/4/ 5
Key vocabulary:	Commercial/ non-commercial/ residential/ non-residential/ provision/ providers/ personal attributes/ skills/ qualifications/ job role/ full time/ part time/ seasonal working/ working time directive/ rates of pay/ sick leave/ holiday pay/ tips and remuneration/ supply and demand/ costs/ profit/ overheads/ materials/ labour/ seasonality/ sustainability/ environmental concerns/ media/ reviews	Religion/ life style/ life stage/ dietary need/ medical need/ allergy/anaphylaxis intolerance/ coeliac/lactose/ cost/ availability/ food labels nutrition/ seasonality/ GM/ Organic/ locally sourced/ ethics and morals/ culture/ tradition/ time of day/ front and back of house/ job role/ qualification/ workflow/	Legislation/ law/ acts/ HACCP/COSHH/ Health and safety/ accidents/ near miss/ safe working practice/ training	Pathogenic bacteria/ growing conditions/ bacteria spread/ food poisoning/ food poisoning symptoms/ vomit/ nausea/ stomach pain/ medical need/ allergy/anaphylaxis /intolerance/ warmth/ time/ moisture/ PH/ food/ danger zone/ safe storage/ safe preparation/EHO/ Food inspection/ Food safety certificates/ training/ cross contamination/ contaminants/ prosecution	Nutrients/ Macro/ Micro/ Eatwell guide/ water/ energy balance/ choice/ healthy eating/balanced diet/ energy needs/ lifestyle/ life stage/ dietary conditions/ coronary heart disease/ heart disease/ scurvy/ cancer/ obesity/ lethargy/ weight gain/	Nutrient loss/ baking boiling/ frying/ microwave/ steaming / roasting/ poaching / grilling/ toasting/ bbqing/ stir frying
Assessment:	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Whole school assessment window across topics.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.





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						now/ Exit ticket reviews. Whole school assessment window across topics- PPE
Sequencing:	We have chosen to sequence the year 10 L1/2 Voc Technical award Hospitality and catering curriculum like this because this follows the guidance set out by the exam board as to how the course should be sequenced in preparation for year 11.					
Values	<p>Curiosity: Exploring new subject of Hospitality and catering. Learning about business requirements, meeting legislation and how to satisfy customer needs and wants.</p> <p>Compassion: Working together in a practical environment. Learning about the nutritional needs of others based on a variety of factors eg religion, medical need and ethical choice. Understanding about meeting customer needs, wants and requirements. Discussion on customer service and being nice to staff and customers.</p> <p>Courage: Taking risk with practical's. Developing a sense of one's own intuition when cooking and exploring new topics.</p>					
National Curriculum plus and values:	<p>In addition to teaching the statutory elements of the national curriculum, we also include some elements required at KS4 to ensure a solid foundation is built early on in the KS3 journey.</p> <p>Courage, Curiosity &amp; Compassion is embedded and cross referenced through all lessons where best fits.</p> <p>The idea of building vocational and careers links through language of aspiration eg calling our students chefs or designers and encouraging those wider real-world links to the subject we teach. Also, through linking the curriculum back to careers and real-world experiences in industry eg machinery, equipment, how to run a hospitality and catering business and meet customer needs and expectations, job roles within the industry and qualifications needed for these roles, the role of EHO etc.</p>					
Level ½ Technical Vocational award	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Year 11 Term 4	Year 11 Term 5	Year 11 Term 6



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d Hospi tality and cateri ng						
The Big Quest ion	How do we plan a menu for meeting customer needs?	What do we mean by good nutrition and balanced diets and how do these factors impact on menu planning?	How do we plan a menu for production?	What does the final exam look like and how can we prepare for it?	What does the final exam look like and how can we prepare for it?	
Big pictur e quest ions:	Why do we need to plan to meet customer need? What the factors affecting customer needs? What is the difference between a want and need? What do we mean by portion control? What is a time plan? How do we make a time plan? Why does available equipment impact of menu planning? Why does chef skills impact of menu planning? Why does the environment impact of menu planning? Why does time of year impact of menu planning? Why does organoleptic properties impact of menu planning?	What do we mean by good nutrition and balanced diets? What is a cooking method and how does this impact nutrition? How do we plan a menu for meeting customer needs?	Why does available equipment impact of menu planning? Why does chef skills impact of menu planning? Why does the environment impact of menu planning? Why does time of year impact of menu planning? Why does organoleptic properties impact of menu planning? What is a time plan? How do we make a time plan? How do we analyse and evaluate the menu we have cooked?	How does the Hospitality and catering industry work? How do hospitality and catering provisions operate and how do they provide for customer need? What is health and safety and why is it important in the Hospitality and catering industry? What is food safety and why is it important in the Hospitality and catering industry?	How does the Hospitality and catering industry work? How do hospitality and catering provisions operate and how do they provide for customer need? What is health and safety and why is it important in the Hospitality and catering industry? What is food safety and why is it important in the Hospitality and catering industry?	



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<p>Content (Linked to TCs):</p>	<p>Unit 2: Menu planning: Factors effecting menu planning How to plan for production. Spec Ref: 2.2</p> <p>Practical's: Spec ref 2.3: Related to the released exam board brief</p> <p>Written evaluation of learners practical skills Spec Ref 2.4 T1/2/3/4/5</p>	<p>Unit 2: Controlled assessment- Externally set task 60% SPEC REF: 2.1/2/3/4</p> <p>Practical's: Spec ref 2.3: Learners own dish practice and development.</p> <p>Written evaluation of learners practical skills Spec Ref 2.4 T1/2/3/4/5</p>	<p>Unit 2: Controlled assessment- Externally set task 60% SPEC REF: 2.1/2/3/4</p> <p>Written evaluation of learners practical skills Spec Ref 2.4 T1/2/3/4/5</p>	<p>Unit 1: Exam revision and preparation 40% T1/2/3/4/5</p>	<p>Unit 1: Exam revision and preparation 40% T1/2/3/4/5</p>
<p>Key vocabulary:</p>	<p>Religion/ life style/ life stage/ dietary need/ medical need/ allergy/anaphylaxis intolerance/ coeliac/lactose/ cost/ availability/ food labels nutrition/ seasonality/ GM/ Organic/ locally sourced/ ethics and morals/ culture/ tradition/ time of day/ time planning/ chef skill/ environment</p>	<p>Nutrients/ Macro/ Micro/ Eatwell guide/ water/ energy balance/ choice/ healthy eating/balanced diet/ energy needs/ lifestyle/ life stage/ dietary conditions/ coronary heart disease/ heart disease/ scurvy/ cancer/ obesity/ lethargy/ weight gain/ Nutrient loss/ baking boiling/ frying/ microwave/ steaming/ roasting/ poaching/ grilling/ toasting/ bbqing/ stir frying</p>	<p>Religion/ life style/ life stage/ dietary need/ medical need/ allergy/anaphylaxis intolerance/ coeliac/lactose/ cost/ availability/ food labels nutrition/ seasonality/ GM/ Organic/ locally sourced/ ethics and morals/ culture/ tradition/ time of day/ time planning/ chef skill/ environment/ food safety/ food preparation/ menu planning/ recipe/analysis/ evaluate</p>	<p>Long answer question/ multiple choice/ revision/ exam/ mind map.</p>	<p>Long answer question/ multiple choice/ revision/ exam/ mind map.</p>
<p>Assessment:</p>	<p>Whole class feedback in books (formative) End of NEA 1 marking (Summative)</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p>	<p>Whole class feedback in books (formative) End of topic test (Summative)</p>	<p>Whole class feedback in books (formative) End of NEA 1 marking (Summative)</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p>



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	Mini quizzes/ recall Do now/ Exit ticket reviews	Whole school assessment window across topics PP1	Mini quizzes/ recall Do now/ Exit ticket reviews. Whole school assessment window across topics PP2	Mini quizzes/ recall Do now/ Exit ticket reviews	Walking talking mocks.	
Sequencing:	We have chosen to sequence the year 11 L1/2 Voc Technical award Hospitality and catering curriculum like this because this follows the guidance set out by the exam board as to how the course should be sequenced and fits in with exam boards dates of pre-releases of the external assessment and internal assessment and exam board deadlines for year 11.					
Values	Curiosity: Exploration of theme given by the exam board for controlled assessment. Compassion: Learning about nutrition and how this affects others. Understanding about life stages. Courage: Trying out new recipes in preparation for final controlled assessment.					
National Curriculum plus and values:	In addition to teaching the statutory elements of the national curriculum, we also include some elements required at KS4 to ensure a solid foundation is built early on in the KS3 journey. Courage, Curiosity & Compassion is embedded and cross referenced through all lessons where best fits. The idea of building vocational and careers links through language of aspiration eg calling our students chefs or designers and encouraging those wider real-world links to the subject we teach. Also, through linking the curriculum back to careers and real-world experiences in industry eg machinery, equipment, how to run a hospitality and catering business and meet customer needs and expectations, job roles within the industry and qualifications needed for these roles, the role of EHO etc.					