



CURIOSITY

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Curriculum Overview 2022-23 KS4

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"> o Challenging for all o Ambitious o Coherent both in planning and sequence o Adapted successfully to suit all needs and abilities o Broad - covering a range of specialisms and subject disciplines within the DT curriculum area <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's 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>		



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T3: Preparation- Have the ability to prepare ingredients/ themselves/ the environment for safe and effective practical work.
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

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 stakeholder. Suggest modifications and changes to make a product or idea more fitting of the context and meet the needs of a stakeholder.

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



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- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- 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

Learner skills:

Critical thinking

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

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



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<p>Big picture questions:</p>	<p>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 mechanical systems? 3.1.5</p>	<p>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?</p>	<p>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</p>	<p>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</p>	<p>How do we select tools, equipment, and processes? 3.2.8 How do we 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</p>	<p>How do we prepare for the NEA? Revisit key aspects of curriculum</p>
<p>Content (Linked to TCs):</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>T1, T2, T3, T4, T5 Work of others Investigation of data SMES (social, moral, environmental, sustainable) Design Ides Prototypes</p>	<p>T1, T2, T3, T4, T5 Tools & Equipment QLA bespoke homework</p>	<p>T1, T2, T3, T4, T5 QLA bespoke homework</p>



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		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.	Suggest modifications and changes to make a product or idea more fitting of the context and meet the needs of a stake holder.			
Key vocabulary:	Automation Renewable Co-operative Crowdfunding Market pull Technology push Lean manufacturing Disposable, repair, recycle, maintain, sustainability	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 Technology push Lean manufacturing Accuracy Modification Jigs, formers Addition. Wasting Functionality Finishing
Assessment :	Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	Retrieval Practice Knowledge checks Unit assessments Focused practical tasks	Retrieval Practice 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 assessments Knowledge checks



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Sequencing :	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					
Values	Curiosity Compassion Courage					
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 at 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 legislation, machinery, equipment, how small production methods can be upscaled to mass production methods etc.					
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	How do we prepare for the NEA? Exam board NEA	How do we prepare for the NEA? Exam board NEA	How do we prepare for the NEA? Exam board NEA	How do we prepare for Paper 1?	How do we prepare for Paper 1?	
Big picture questions:	Practical application of: <ul style="list-style-type: none"> Core technical principles Specialist technical principles 	Practical application of: <ul style="list-style-type: none"> Core technical principles 	Practical application of: <ul style="list-style-type: none"> Core technical 	Revision of: <ul style="list-style-type: none"> Core technical principles Specialist technical principles 	Revision of: <ul style="list-style-type: none"> Core technical principles Specialist technical principles 	



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	<ul style="list-style-type: none"> Designing and making principles 	<ul style="list-style-type: none"> Specialist technical principles Designing and making principles 	<ul style="list-style-type: none"> principles Specialist technical principles Designing and making principles 	<ul style="list-style-type: none"> Designing and making principles 	<ul style="list-style-type: none"> Designing and making principles 	
Content (Linked to TCs):	T1, T2, T3, T4, T5 NEA – 50% preparation Based on pre-release from the exam board.	T1, T2, T3, T4, T5 NEA – 50% preparation Based on pre-release from the exam board.	T1, T2, T3, T4, T5 Revision – PPE NEA - 50% preparation Based on pre-release from the exam board.	T1, T2, T3, T4, T5 Revision	T1, T2, T3, T4, T5 Revision Pre released material	
Key vocabulary:	Automation, Renewable Co-operative Crowdfunding Market pull Technology push Lean manufacturing Accuracy Modification	Conductivity, Ductility Malleability Biodegradable Veneer, Grain Ferrous, Non Ferrous, Alloy Finite	Innovation, Evolution Influence Primary research Secondary research	Examination command words	Examination command words	



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	Jigs, formers Addition. Wasting Functionality Finishing	Synthetic Composite Standard component	Fixation, development Anthropomet rics, Ergonomics, Ecological, Social. Deforestation			
Assessment :	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					



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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 & 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 small production methods can be upscaled to mass production methods etc.</p>					
GCSE Food preparation and nutrition	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	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?	What is NEA and what does it look like?
Big picture questions:	<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 are the functional and chemical properties of carbohydrates / proteins and fats?</p> <p>Why do we cook food?</p> <p>How do different heat transfer methods impact on the outcome of food?</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 factors effect food choice?</p>	<p>Why does international cuisine effect food choice?</p> <p>How do our senses impact on food choice?</p> <p>Where does our food come from?</p> <p>Why are different production methods important when choosing food to prepare?</p> <p>What is sustainability and why does this impact on food choice and diet?</p> <p>What are primary and secondary food production methods?</p>	<p>What is NEA1 Food inevtigation task?</p> <p>How do we investigate food?</p> <p>How do we analyse a task?</p> <p>How do we effectively research?</p> <p>What is a hypothesis?</p> <p>How do we plan an investigation?</p> <p>What do we mean by science, function and chemical properties and how do we test them?</p>



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What is food labelling and why does this effect food choice?
How does a culinary cuisine impact on food choice, cooking methods and ingredients?

What are technological developments in food production?

How do we perform a practical investigation?
How do we gather data and what do we do with it?
What is sensory analysis?
What is NEA2 Food preparation task?
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?



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<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 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 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 Food provenance – Environmental impact and sustainable diets/ Food processing and production/Technological developments. Spec ref: 3.6 (1,2) T1/T3/T4/T5</p>	<p>Mock- 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 Mock- 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>Key vocabulary:</p>	<p>Nutrients/ Macro/ Micro/ Eatwell guide/ water/ energy balance/ choice/ healthy eating/balanced diet/ carbohydrates/ protein/ fats/ vitamins/ minerals/ water</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/</p>	<p>Carbohydrates - dextrination/ caramelisation / gelatinisation/ Proteins- coagulation/ denaturing/ gluten/ foams Fats- shortening/ emulsification / aeration/ plasticity Raising agents/</p>	<p>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/</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. Farming/ fishing/growing/ rearing/ yield/ slaughter/ milk/ cheese/ yoghurt/ bread/ flour/ pasta/ primary/ secondary/</p>	<p>Carbohydrates- dextrination/ caramelisation/ gelatinisation/ Proteins- coagulation/ denaturing/ gluten/ foams Fats- shortening/ emulsification/ aeration/ plasticity Raising agents/ Internation cuisine/ British cuisine/ nutrition/ nutritional needs/ food choice/ healthy eating/ Eatwell guide/ provenance/ technical skills/ research/ analysis</p>



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				GM/ Organic/ locally sourced/ ethics and morals/ culture/ tradition/ time of day	machinery/ industrial scale/ manufacture/ packing/ processing/ production line/ UHT/ sterilisation/ pasteurisation/ homogenisation/ pectin/ fortification/ additives/ preservatives/ emulsifiers/ colouring/ flavourings/ sweeteners	of data/ sensory/ organoleptic/ presentation.
Assessment :	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p> <p>KLT ASSESSMENT- NUTRITION ASSESSMENT- PARTIAL PAPER QUESTIONS</p>	<p>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.</p> <p>KAT ASSESSMENT 1 NUTRITION AND HEALTH ASSESSMENT PARTIAL PAPER QUESTIONS</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p> <p>KLT ASSESSMENT- FOOD SCIENCE AND NUTRITION ASSESSMENT PARTIAL</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p> <p>KLT ASSESSMENT- FOOD SCIENCE, FOOD SAFETY AND NUTRITION ASSESSMENT PARTIAL PAPER QUESTIONS</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p> <p>KLT ASSESSMENT- KLT ASSESSMENT- FOOD SCIENCE, FOOD SAFETY, PROVENANCE AND NUTRITION ASSESSMENT PARTIAL PAPER QUESTIONS</p>	<p>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- end of year.</p> <p>KAT ASSESSMENT 1 FULL PAST PAPER GIVEN</p>



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			PAPER QUESTIONS			
Key/Historical misconceptions 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. Difference between primary and secondary processing. Farming/ fishing methods. Differences between UHT, sterilisation, pasteurisation, homogenisation. Cheese production methods. Differences between fortification, additives, preservatives, emulsifiers, colouring, flavourings, sweeteners.	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.
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	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. 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.					



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Courage: Takings risk with practical's. Developing a sense of one's own intuition when cooking and exploring new topics.

National Curriculum plus and values:

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.
 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 the role of EHO/ Food safety legislation etc.

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?	
Big picture questions:	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?	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?	What factors effect food choice? What is food labelling and why does this effect food choice? How does a culinary cuisine impact	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 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?	



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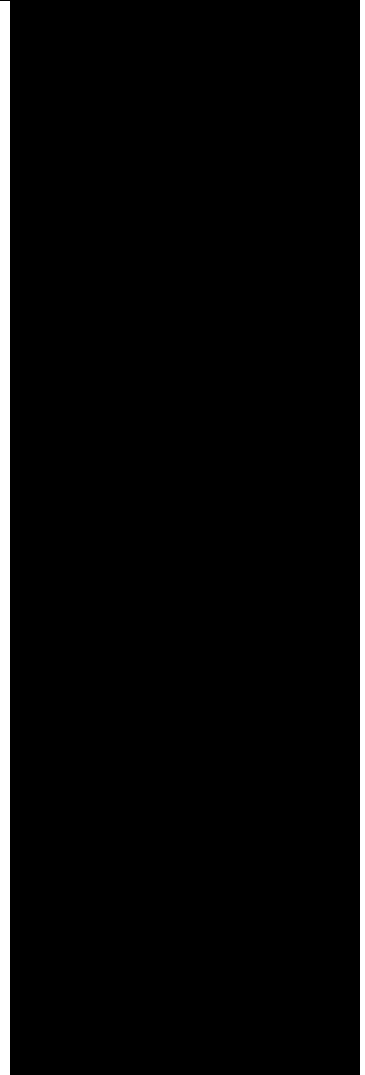


Why does international cuisine effect food choice?
How do our senses impact on food choice?
What is the difference between a macro and micro nutrient?
What is energy balance and why is important?
How does a healthy diet link with the eat well guide?

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?

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?

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?





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<p>Content (Linked to TCs):</p>	<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>	
<p>Key vocabulary:</p>	<p>Carbohydrates- dextrination/ caramelisation/ gelatinisation/ Proteins- coagulation/ denaturing/ gluten/ foams Fats- shortening/ emulsification/ aeration/ plasticity Raising agents/</p>	<p>International cuisine/ British cuisine/ nutrition/ nutritional needs/ food choice/ healthy eating/ Eatwell guide/ provenance/ technical skills/ research/ analysis of data/ sensory/ organoleptic/ presentation.</p>	<p>International cuisine/ British cuisine/ nutrition/ nutritional needs/ food choice/ healthy eating/ Eatwell guide/ provenance/ technical skills/ research/ analysis of data/ sensory/ organoleptic/ presentation/</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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			time plan/ evaluation/ food safety			
Assessment :	Whole class feedback in books (formative) End of NEA 1 marking (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews KLT ASSESSMENT: NEA 1 TASK	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 KAT ASSESSMENT- PP1 FULL PAPER	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 KAT ASSESSMENT- PP2 FULL PAPER	Whole class feedback in books (formative) End of NEA 2 marking (Summative) Mini quizzes/ recall Do now/ Exit ticket review KAT ASSESSMENT- PP2 FULL PAPER	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Walking talking mocks. KLT ASSESSMENT: PAST PAPER EXTRACT- LONG ANSWER QUESTIONS FOCUS PRIOR TO STUDY LEAVE	
Key/Historical misconceptions 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.	



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Sequencing :	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.					
Values	<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>					
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 & 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>					
Level ½ Technical Vocational award Hospitality and catering	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 does the Hospitality and catering industry work?	How do hospitality and catering provisions operate and how do they	What is health and safety and why is it important in	What is food safety and why is it important in the Hospitality and catering industry?	What do we mean by good nutrition and balanced diets?	What is a cooking method and how does this impact nutrition?



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		provide for customer need?	the Hospitality and catering industry?			
Big picture questions:	<p>What is the hospitality and catering industry?</p> <p>What is a provision in H&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&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&C business?</p> <p>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>



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<p>Content (Linked to TCs):</p>	<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&C industry. 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&C- Provision to meet specific requirements Spec Ref: 1.2</p> <p>T3/4/5</p>	<p>Unit 1: Health and safety in H&C: Health and safety in H&C provision- The law/ food safety- Hazard analysis and HACCP. Spec Ref: 1.3</p> <p>T3/T4/T5</p>	<p>Unit 1: Food safety in H&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. 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. 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. Spec Ref: 2.1</p> <p>T1/2/3/4/5</p>
<p>Key vocabulary:</p>	<p>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</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/ front and back of house/ job role/ qualification/ workflow/</p>	<p>Legislation/ law/ acts/ HACCP/COSHH / Health and safety/ accidents/ near miss/ safe working practice/ training</p>	<p>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</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/</p>	<p>Nutrient loss/ baking boiling/ frying/ microwave/ steaming/ roasting/ poaching/ grilling/ toasting/ bbqing/ stir frying</p>



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<p>Assessment :</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p> <p>KLT ASSESSMENT- UNIT 1 THE INDUSTRY STRUCTURE- PARTIAL PAPER QUESTIONS</p>	<p>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.</p> <p>KAT ASSESSMENT- UNIT 1 THE INDUSTRY STRUCTURE/OPERATIONS- PARTIAL PAPER QUESTIONS</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p> <p>KLT ASSESSMENT- UNIT 1 THE INDUSTRY STRUCTURE/ OPERATIONS/ HEALTH AND SAFETY - PARTIAL PAPER QUESTIONS</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p> <p>KLT ASSESSMENT- UNIT 1 THE INDUSTRY STRUCTURE/OPERATIONS/ HEALTH AND SAFETY/ FOOD SAFETY/EHO/ MEETING CUSTOMER NEEDS- FULL PAPER UNIT 1</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p> <p>KLT ASSESSMENT- UNIT 2 NUTRITION QUESTIONS AND UNIT 1 PARTIAL QUESTIONS ACROSS ALL AREAS- THE INDUSTRY STRUCTURE/OPERATIONS/ HEALTH AND SAFETY/ FOOD SAFETY/EHO/ MEETING CUSTOMER NEEDS.</p>	<p>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- PPE</p> <p>KAT ASSESSMENT- UNIT 1 THE INDUSTRY STRUCTURE/OPERATIONS /HEALTH AND SAFETY/ FOOD SAFETY/EHO/ MEETING CUSTOMER NEEDS- FULL UNIT 1 PAPER</p>
<p>Sequencing :</p>	<p>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.</p>					



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<p>Values</p>	<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: Takings risk with practical's. Developing a sense of one's own intuition when cooking and exploring new topics.</p>					
<p>National Curriculum plus and values:</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 & 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>					
<p>Level ½ Technical Vocational award Hospitality and catering</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 Question</p>	<p>How do we plan a menu for meeting customer needs?</p>	<p>What do we mean by good nutrition and balanced diets and how do these factors impact on menu planning?</p>	<p>How do we plan a menu for production?</p>	<p>What does the final exam look like and how can we prepare for it?</p>	<p>What does the final exam look like and how can we prepare for it?</p>	
<p>Big picture questions:</p>	<p>Why do we need to plan to meet customer need? What the factors affecting customer needs? What is</p>	<p>What do we mean by good nutrition and balanced diets?</p>	<p>Why does available equipment impact of</p>	<p>How does the Hospitality and catering industry work?</p>	<p>How does the Hospitality and catering industry work?</p>	



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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 is a cooking method and how does this impact nutrition?
 How do we plan a menu for meeting customer needs?

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?

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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?

COURAGE

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/</p>	<p>Religion/ life style/ life stage/ dietary need/ medical need/ allergy/anaph ylaxis intolerance/ coeliac/lactos e/ cost/ availability/ food labels nutrition/ seasonality/ GM/ Organic/</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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		baking boiling/ frying/ microwave/ steaming/ roasting/ poaching/ grilling/ toasting/ bbqing/ stir frying	locally sourced/ ethics and morals/ culture/ tradition/ time of day/ time planning/ chef skill/ environment/ food safety/ food preparation/ menu planning/ recipe/analysi s/ evaluate			
Assessment :	Whole class feedback in books (formative) End of NEA 1 marking (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews KLT ASSESSMENT- UNIT 2 NUTRITION QUESTIONS/ MENU PLANNING AND UNIT 1 PARTIAL QUESTIONS ACROSS ALL AREAS- THE INDUSTRY	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 KAT ASSESSMENT- PP1 FULL UNIT 1 PAPER	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 1 marking (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews KLT ASSESSMENT- UNIT 2 CONTROLLED ASSESSMENT- REAL GRADE	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews. Walking talking mocks. KLT ASSESSMENT- FULL UNIT 1 PAPER- FOCUS LONG ANSWER QUESTIONS	



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	STRUCTURE/OPERATIONS /HEALTH AND SAFETY/ FOOD SAFETY/EHO/ MEETING CUSTOMER NEEDS.		KLT ASSESSMENT- PP2 FULL UNIT 1 PAPER			
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.					