

Within the Food element of the KS3 Design and Technology curriculum, pupils will design, make and evaluate a range of predominantly savoury dishes. They will become familiar with current healthy eating guidelines and develop a technical knowledge and understanding of the properties of ingredients. In addition, pupils will explore the nutritional needs of a variety of target groups and will be able to make an informed choice of food within a range of contexts.

Pupils will have the knowledge, understanding and skills to follow a selected recipe and to safely trial and refine a wide range of practical skills and techniques. From gaining confidence and competence in Year 7, they should progress onto becoming more independent in Year 8 and then showing initiative in their approach to practical tasks in Year 9. At this stage, pupils will also have the option to opt to embark upon a Level1/2 Hospitality and Catering course at KS4.

KS4: WJEC Vocational Award in Hospitality and Catering

During Year 10 and Year 11 the pupils will draw upon their foundation knowledge acquired in KS3 Food to support their learning to develop a range of specialist skills and understanding of the Hospitality and Catering sector. Pupils will study how a Hospitality and Catering provider operates and the range of factors to consider to be a successful business. Pupils will learn at a greater depth the importance of personal/food safety & hygiene, principles of nutrition, diet and good health. Where food comes from (provenance) and how to prepare the following commodities (ingredients) meat, fish, eggs, dairy, fruit, vegetables, cereal grains & potatoes.

The practical element of the subject enables pupils to develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

The pupils are assessed on their knowledge from in Year 11 with an external written exam contributing to 40% of the course grade. Practical skills are assessed towards the beginning of Year 11, the internal cooking assessment/project contributing to 60% of the course grade (NEA- Non-Examined Assessment). Pupils showcase their knowledge for unit 1 the written paper in June of Yr. 11.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
7 (one term)	Context: 'Ready, Steady, Cook' - Hygiene and safety - Food safety 'Eatwell Guide' - Types and seasonality of fruit - Parts of the cooker - Equipment - Multicultural foods 'Fair Trade'	Revision/reflection/recap of learning journey so far at home/ks2. Examples of KS2 coverage from x2 feeder primaries audit suggest- GP Nursery/reception: use of Cutlery, Yr1: basic hygiene, cutting food safely, preparing simple dishes without heat source, seasonality, plant or animal source, evaluate whether met design criteria for dish, simple finishing techniques, Yr. 2: How to use simple equipment safely, slice, dice, grate, peel, chop, mixing, spreading, kneading, baking. Where food comes from, expand upon depth seasonality and basic principle base meals around variety and healthy varied dishes. Yr. 3&4 cakes/biscuits themed: linked to Anglo Saxon, Squeeze, grown reared, caught, processed. Yr5 Greek dish tzatziki-repeated skills. Sweet vs savoury	- Follow a sequence of instructions - Demonstrate practical skills: cutting techniques, sieving, rubbing-in - Safely use grill/hob/oven - Make... 'Rainbow Salad' 'Pizza' 'Fruit Crumble' 'Mozzarella Goujons' 'Vegetable Couscous' - Cutting Skills (Accuracy and Precision Task) - Improve multi-task, organisation - Evaluate - Research, interleaving character, education, independence, team work - Identify strengths and areas for development - Demonstrate confidence and competence	- How to work safely in a food environment - How to make healthy food choices - How to creatively adapt a basic recipe - How to plan a practical activity - How to work effectively with others - How to work independently - Ownership of food choices and development of communication and organisational skills. - Application of ideas in a practical context - Decision making with organoleptic properties in mind	5-a-day campaign Allergic reaction Bacteria Balanced diet Boiling Carbohydrate Cereals Coeliac disease Conduction Contaminate Convection currents Dietary fibre Dormant Dry heat Energy needs Essential amino acids Fat-soluble vitamins Fibre Food intolerance Food miles Fruit sugar (fructose) Grate Grilling Healthy diet Heart disease Hob Lactose intolerance Macronutrients	Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) throughout KS3 and 4. Dual coded in all classrooms as colourful display above teacher's white board for reference. Evaluation and review, including what went well, Even better if and Next steps, for every practical task. Lesson overview promotes communication and dialogue with pupil's gaining inference and increasing ownership of learning, planning, organisation and decision making, communicating dates and needs with parent/carers. - Revision of learning so far - Health and safety tasks - Designing and creativity task - Understanding structure of recipes

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		Yr. 6: Dessert dish- recipes linked to rationing. Added decorating to previously mentioned skills/techniques. Gr P Yr. 1: How does food affect your sense and why are vegetables the best Yr2: what does healthy mean, how healthy is your food. Yr. 3 balanced diet, food affect body and mind. Yr. 4 what's in your food, cheap food worse for you? Yr. 5 different diets and cultural diets Yr6: Street food and food makes us feel.			• Micronutrients • Radiation	• Nutrition application task • Large and small equipment task • Plus, Minus, Interesting task • Application of knowledge task • Eatwell guide • Government guidelines- essay style task • Multicultural mind map and application task • Design based reasoning and annotation • Characteristics of a good learner • Revision Q&A so far Generic reading comprehension tasks, Literacy based tasks and knowledge check with application tasks from text books as extension.
8 (one term)	Context: 'The Great Swayne Park Make and Bake Off' • Baked products • Afternoon Tea • Research	Revision/reflection/recap of key concepts from last yrs. course. KS2 Knowledge base, skills from home cooking, watching cooking shows, making and baking dishes at clubs such as scouts, brownies, guides, youth	• Demonstrate practical skills: making a dough/batter, kneading, shaping, baking • Make ... ○ Bread Rolls ○ Scones	• How to ensure food safety when handling food • How to create original versions of recipes • How to achieve a quality finish	• Absorb • Aeration • Baking • Baking powder • Beating • Best before date • Bind • Bread • Cholesterol	Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) throughout KS3 and 4. Dual coded in all classrooms as colourful display above teacher's white board for reference.

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	• Functions of ingredients • Raising agents • Seasonality/ • Provenance • Career of a chef	groups, and nursery/childminders. Eating out and experiences with food outside the home, at different occasions and culture capital., local and travelling with friends and families. Budgeting within the home environment and awareness of disposable income or not at home to spend of food. ○ Food safety ○ Hygiene & food safety ○ 'Eatwell Guide' ○ Types and seasonality of fruit ○ Parts of the cooker ○ Equipment ○ Multicultural foods ○ 'Fair Trade'	○ Crepe ○ Shortcrust Pastry ○ Showstopper Bake ○ Decoration skills Demonstrate competence and independence, creativity, following instructions, H&S	• How to achieve consistency • How to be self-reliant • How to make healthy adaptations to recipes • How to manage food safety when handling raw/cooked fish and meat • How to achieve consistently high standards when making nutritious foods to tempt the family • How to tactfully identify strengths and areas for development	• Coagulate • Coat • Creaming • Decoration • Dough • Durum wheat flour • Garnish • Gelatinisation • Maintenance • Poaching • Prove • Raising agents • Reduction • Self-raising flour • Shortening • Yeast	Evaluation and review, including what went well, Even better if and Next steps, for every practical task. Lesson overview promotes communication and dialogue with pupil's gaining inference and increasing ownership of learning, planning, organisation and decision making, communicating dates and needs with parent/carers. • Revision of yr 7 application task • Baked products, discussion and written application • Science behind task • Functions of ingredients task • Afternoon tea tasks • Analysis task • Creative application design task • Adaptation discussion and thought showers • Time plan written application task Generic reading comprehension tasks, Literacy based tasks and knowledge check with application tasks from text books as extension.

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9 (one term)	Context: 'Multicultural Street Food' - Multicultural foods - Exploring cuisines - Carrying out research - Street Food - Compare and contrast the focus and styles of two food bloggers - Health and safety in the food industry	Revision/reflection/recap of key concepts from last yrs. course. - Baked products - Afternoon Tea - Research - Functions of ingredients - Raising agents - Seasonality/ - Provenance - Career of a chef	- Demonstrate practical skills: technical vegetable cuts, handling meat, breadmaking, pastry handling [cutting, shaping, sealing, filling, glazing], coating - Make ... - Pasta, make and freeze - Macaroni Cheese - Spaghetti Bolognese - Sweet and Sour - Curry - Flatbread - Show Stopper - Select dishes to make a meal showcasing planning and making skills developed in KS3 Demonstrate independence and initiative, adaption and modification	- How to build in food safety checks when making an item of food - How to predict possible issues and generate quality control measures when making an item of food - How to plan, prepare and multitask in a practical situation	Al dente Bind Blend Budget Chapati Coagulate Coat Connective tissue Coulis Cuisine Decoration Dough Dovetailing Durum wheat flour Food processor Free range farming Garnish Gelatinisation Gelation Gluten Intensive farming Pipe Primary processing Secondary processing Tenderise Time plan	Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) throughout KS3 and 4. Dual coded in all classrooms as colourful display above teacher's white board for reference. Evaluation and review, including what went well, Even better if and Next steps, for every practical task. Lesson overview promotes communication and dialogue with pupil's gaining inference and increasing ownership of learning, planning, organisation and decision making, communicating dates and needs with parent/carers. - Reflection/revision task - Pasta discussion/written task - Quality Control point application task - Factors affecting thought shower and essay style question

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					• Ultra-Heat Treatment (UHT) milk	• Nutrient and target group application task, creative and dual coding • Food Hygiene task, dual coding • Vitamins and Minerals task, dual coding and application • Last supper Ideas • Time plan application task Generic reading comprehension tasks, Literacy based tasks and knowledge check with application tasks from text books as extension.
10 Term 1	For each food commodity learners need to know and understand: • Comprehensively where the commodity is in relation to the Eatwell guide and the macro and micronutrients found in the food commodity. Food safety-Can apply understanding of each commodity with reference to their correct storage to avoid food	Building upon the KS2&3 knowledge foundation of: • Government guidelines • Eatwell guide • H&S • Hygiene • Skills • Techniques • Equipment • Key terms/vocabulary • Shopping • External influences • Multicultural • Target groups • Sustainability • Waste	• Employability skills • Time management • Following schemes and safety advice • Planning • Organisation • Evaluate self • Personally, judge organoleptic properties of dishes • Temperature control • Memory recall	• Structure of industry • Job requirements • Working conditions • Success factors • Operation of a Kitchen • Front of house • How to meet customer requirements • Personal safety/Risks • Safety control measures • Food related ill health • EHO	• Unit 1 • Types of Provision • Commercial • Non-commercial: • Residential: • Standards and ratings • Contract Caterers: • Types of Service • Gueridon Service: • Free Flow • Table Service: • Kitchen Operations & Equipment • Front of House: • Back of House:	Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) throughout KS3 and 4. Dual coded in all classrooms as colourful display above teacher's white board for reference. Evaluation and review, including what went well, Even better if and Next steps, for every practical task.

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	contamination. Comprehensively know how to cook food safely to avoid food poisoning. Principles of nutrition -Can evaluate the role of an extensive range of macro and micro nutrients, explain the sources and functions and impact of deficiency. Analyse the different nutritional requirements of individuals and justify changes to the diet to meet these requirements. Factors affecting food choice. The cooking of food- Understand and explain the effect of different cooking methods cooking food. Environmental issues/sustainability- Can apply and justify seasonality to a wide range of foods. Evaluates a range of foods e.g. organic, intensive, free range and can compare the	- Function of ingredients - High risk foods - Macro and micro nutrients - Seasonality - Careers in food industry - Diet and health - Cross curricular links - Temperature control - Cooking methods	- Working under pressure - Meet set criteria for planning and practical tasks set - Applying knowledge to real life situations - Understanding how the wider world works - Interleave prior knowledge and recall/apply. Applying knowledge in a range of written tasks, assessments, quizzes, interim assessments, tests and exam papers.	- Legislation - Food poisoning - Symptoms of ill health How to meet provisions for H&C establishments.	- Kitchen brigade Documentation and administration Dress code Safety & Hygiene (HACCP) Hazard: Control Measure: Reasonably Practicable: Environmental Health Officer (EHO): Legislation & Customer Requirements En-suite: Equality Act 2010: Consumer Rights Act 2015: - Bacteria - Chemicals - Intolerances - Allergies	Lesson overview promotes communication and dialogue with pupil's gaining inference and increasing ownership of learning, planning, organisation and decision making, communicating dates and needs with parent/carers. Applying knowledge in a range of written tasks, assessments, quizzes, interim assessments, tests and exam papers. - Producing revision resources as we learn each topic - Have end of unit assessments - Interim assessments - End of term interleaved quizzes to keep memory recall and interleaving unit 1 and two knowledge as we go. - Use Do now tasks and plenary's for verbal bounce pounce and games, pace of recall and creativity in Do now's and challenges and gradually increasing

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	pros and cons of each. Analyse the 3 R's in the Industry. Cooking and food preparation-Carries out plan / recipe to independently and competently carry out practical					independence as the course continues to become more independent and less structured.
10 Term 2	Excellent and accurate use of a wide range of food equipment Carries out a wide range of complex technical skills. Accurate judgment and manipulation of sensory qualities in practical lesson. Recipes made are successful with a high- quality finish Applies food styling techniques. Demonstrates excellent time management Temperature control is increasingly faultless The Industry-Can analyse a range of			Although Unit 2 practical's will have been run alongside unit 1 delivery in term 1, unit 2 content is delivered in a mini, walking, talking mock from term 2 onwards. This showcases and familiarises learners with what and how the NEA will look like, be delivered and key hints and tips. Due to the length and intensity of a 12 hour exam, it is scaffolded and broken down into bitesize sections. Pupils will understand: • Timing • Layout • Format • Exam rules • Conditions • Templates • Resources allowed/not allowed • Pace needed • Expectations	Unit 2 • Nutrition & Menu Planning • Macronutrients • Micronutrients • NSP • Special Dietary Needs: • Menu Planning • Production Plan • Dovetail • Practical Skills & Cooking Techniques • Mise en place: • Accompaniments: • Garnish: • Cooking Methods: • Accompaniments • Food Safety & Hygiene • High-risk Foods: • Cross- contamination: • Hazard Analysis and Critical	Unit 2 walking talking NEA mini mock, practicing how we would attempt the written component of unit 2, adding depth detail and reasoning in layers until yr 11. Mini quizzes, paced tasks, assessments, interim assessments, Mock papers, end of unit assessments, CGP books, are some of the ways we check application of knowledge. Completed NEA mini mock pack, and tasks relating such as production plan.

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	commercial/ non-commercial/ residential/ non-residential/ establishments. <i>Theory learnt in year 7-9 revisited, revised and consolidated.</i>			- How to attempt tasks - Exemplars shown.	Control Point (HACCP): - Core - Temperature: - Evaluation & Review - Organoleptic Testing: - Evaluation: - Review - Improvements	
10 Term 3	Consolidation and practice of unit 1 and 2 content.	See above Building upon term 1 and 2 knowledge base and consolidating skills, techniques and application of knowledge so far. Term 3 is concentrating on preparatory resources/recipes and experimentation of recipes ready for yr. 11 term 1 NEA unit 2 exam.	See term 1 and 2 Improved application, knowledge, experimentation, depth and detail.		See tier 1 and 2- ensuring vocabulary organisers and key terms are being used in both the written paper/mocks and mini NEA.	
11 Term 1	<i>Can apply knowledge, skills and understanding from content taught in year 10 to:</i> Able to produce a detailed staffing structure for a hotel, kitchen brigade and FOH. Show a thorough understanding of the working conditions for the different roles	See above KS2, KS3 and yr 10.	- Employability skills - Time management - Following schemes and safety advice - Planning - Organisation - Memory recall - Working under pressure	<i>Importance of nutrition when planning menus</i> <i>Functions</i> <i>Specific groups</i> <i>Unsatisfactory intake</i> <i>Cooking methods</i> <i>Understanding menu planning</i> <i>Considerations</i> <i>Environmental issues</i>	See yr 10 term 1 and 2- now using key vocabulary delivered across yr 10 content and applying in yr 11 NEA exam term 1 and written paper term 2 and 3. (unit 1 and two are not exclusive- key terms can and should be used across both assessments)	Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) throughout KS3 and 4. Dual coded in all classrooms as colourful display above teacher's white board for reference. Evaluation and review, including what went well,

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	across the industry. Able to produce detailed understanding on how the kitchen and FOH operate. A demonstrated understanding of the services available in 8 different establishments. Can show evidence for the standards for residential/non-residential establishments. Able to produce a detailed leaflet on the structure of the industry – covering providers, commercial/non-commercial/residential/non-residential. Can suggest a number of factors affecting the success of the industry providers. A detailed summary of how food can cause ill health with its causes and preventions. Analyse the common types of food poisoning. Able to demonstrate understanding of legislation for the		- Applying knowledge to real life situations - Understanding how the wider world works Applying knowledge into a practical and written assessment. In term 1 yr 11 candidates apply skills and knowledge from Unit 2 content to their NEA exam, sometimes encroaching a week or two into term 2. This is 60% of their overall gcse grade. H&C in action.	<i>Meeting needs</i> <i>Planning production</i> <i>Be able to cook dishes</i> <i>Techniques in preparation</i> <i>Techniques in cooking</i> <i>Presentation techniques</i> <i>Food safety practices</i>		Even better if and Next steps, for every practical task. Lesson overview promotes communication and dialogue with pupil's gaining inference and increasing ownership of learning, planning, organisation and decision making, communicating dates and needs with parent/carers. Applying knowledge in a range of written tasks, assessments, quizzes, interim assessments, tests and exam papers. - Producing revision resources as we learn each topic - Have end of unit assessments - Interim assessments - End of term interleaved quizzes to keep memory recall and interleaving unit 1 and two knowledge as we go. - Use Do now tasks and plenary's for verbal bounce pounce and games, pace of recall and creativity in Do now's and challenges

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	industry and who oversees it. Able to produce a detailed plan that is comprehensive, logical, dovetailed with excellent, h & s, quality checks. Able to follow plan independently and competently, carry out practical's with excellent use of food equipment, confident execution of a wide range of complex technical skills in all dishes. All outcomes are successful with a high-quality finish with applied food styling techniques and precision. Faultless temperature control .Can demonstrate excellent time management. Detailed knowledge and understanding of nutrition.. Demonstrates 4 -5+ cooking methods and techniques Detailed comparison of special diets. Project well presented, clear and detailed with photographic evidence.					and gradually increasing independence as the course continues to become more independent and less structured. Unit 2 walking talking NEA mini mock, practicing how we would attempt the written component of unit 2, adding depth detail and reasoning in layers until yr 11. Mini quizzes, paced tasks, assessments, interim assessments, Mock papers, end of unit assessments, CGP books, are some of the ways we check application of knowledge. Completed NEA mini mock pack, and tasks relating such as production plan.

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11 Term 2	Completion of unit2 NEA component and cook, and then final reteach and interleave of unit1 knowledge for written paper.	See above KS2, KS3 and yr 10.	See yr. 10 – fluency, pace, depth and detail should now be, being showcased, modelled versions attempted and their for reference/revision at all stages.	See yr 10	See yr 10 term 1 and 2- now using key vocabulary delivered across yr 10 content and applying in yr 11 NEA exam term 1 and written paper term 2 and 3. (unit 1 and two are not exclusive- key terms can and should be used across both assessments)	
11 Term 3	Final written exam worth 40%, unit 1 content. See yr 10 term 1.	See above KS2, KS3 and yr 10.	See yr. 10 – fluency, pace, depth and detail should now be, being showcased, modelled versions attempted and their for reference/revision at all stages.	See yr 10- retaught, revised, interleaved, retaught, modelled, practised in standalone tasks and scenarios/variety of applications.	See yr 10 term 1 and 2- now using key vocabulary delivered across yr 10 content and applying in yr 11 NEA exam term 1 and written paper term 2 and 3. (unit 1 and two are not exclusive- key terms can and should be used across both assessments)	

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7 Term 1	To be deleted? Duplicated.	7.1 Develop a range of skills and techniques within food preparation (practical). 7.2 Understanding the importance of a healthy and varied diet. Using Eatwell & Guidelines - Class & HL (theory)	- Skills from ks2 - H&S - Equipment - Seasonality - Healthy diet - Government guidelines	- Think, pair, share - Resource packs for tasks - Knowledge organisers for key topics	Link with : - primary - Home - Social emotional - Relationships - Feelings - Jobs/careers

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		7.3 Know how to use a range of equipment competently (practical). 7.4 Research and identify different food types from other cultures - Class & HL - Baseline - Interim assessment - Quick quiz - End of topic Knowledge Test	- Eatwell plate - Sourcing - Nutrient hand	- Use of IWB and White board to support tasks/transition and pace/recall. - Colour coding activities - Discussions - Modelling - Dual coding - I do, we do you do. - Scaffolded layouts - Templates - Sentence starters. - Key words and terminology explanations - Displays to reinforce learning - Brain book buddy boss to promote, leadership and independence. - Team teachers for long term memory, explanation skills, social skills and reinforcement. - Chef of the week, all pupils can achieve, sense of worth/buy in to course.	- Programmes - Experiences - Cross curricular Links: French, media, DT, science, maths, business studies, pe.
8 Term 1		8.1 Identify customer needs when comparing menus and dishes (class) 8.2 Research about an increasing range of chefs and be able to relate their products to their own planning and making (H/L). 8.3 Understand and explain why people choose different types of food (class). 8.4 Demonstrate skill and confidence in selecting appropriately from a wider, more complex range of ingredients and equipment (practical). - Interim assessment - Quick quiz - End of topic Knowledge Test	- H&S - Equipment - Nutrition and target groups - Healthy diet - Sustainability - Functions of ingredients - Influences - H&C occasions and establishments - Cultural links - Adapting recipes - creativity	- Use of IWB and White board to support tasks/transition and pace/recall. - Colour coding activities - Discussions - Modelling - Dual coding - I do, we do you do. - Scaffolded layouts - Templates - Sentence starters. - Key words and terminology explanations - Displays to reinforce learning - Brain book buddy boss to promote, leadership and independence. - Team teachers for long term memory, explanation skills, social skills and reinforcement. - Chef of the week, all pupils can achieve, sense of worth/buy in to course.	Link with: - Businesses/ - Target groups - Allergy's - Intolerances - Packaging - Design - Cross curricular-geography, science, maths, business, pe.
9 Term 1		9.1 Understand how advertising and social media impacts diet and purchasing behaviour (Class/H/L) 9.2 Identify how to apply heat in different ways (practical) 9.3 Evaluate products and ideas having considered the views of other target groups (WWW.EBI.NS/class).	- H&S - Equipment - Nutrients - Target groups - Skills - Kneading - Chilling - Rolling out - Equipment - Cooking methods - Experimentation	- Use of IWB and White board to support tasks/transition and pace/recall. - Colour coding activities - Discussions - Modelling - Dual coding - I do, we do you do. - Scaffolded layouts - Templates - Sentence starters. - Key words and terminology explanations - Displays to reinforce learning - Brain book buddy boss to promote, leadership and independence. - Team teachers for long term memory, explanation skills, social skills and reinforcement. - Chef of the week, all pupils can achieve, sense of worth/buy in to course.	Link with: - PE/health and fitness, science, - maths, - designers, - brand creators, - taste testers, - mystery shoppers. - Further education, pathways,

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		9.4 Produce ordered sequences with skill and confidence when planning and creating dishes (Time Plan/class). - Interim assessment - Quick quiz - End of topic Knowledge Test	- Adaptation - Temperature control - Sauces, reduction, blended, roux. - High risk foods, control - Food poisoning, risk and hazards - Culture capital, foods from around the world,	Use of acronym's to reduce cognitive load- e.g. PEEL, , Drawers and doors. 4 B's, RSWW.	- a level, - t-levels, apprenticeships, - university, - jobs, - contracts, - future aspirations.
10 Term 1		Year 10 - KPI 1 Demonstrate knowledge & understanding from across the specification (x4 quiz) KPI 2 Apply skills, knowledge and understanding in a variety of contexts. (Home learning & class tasks) KPI 3 Analyse & evaluate, making reasoned judgements (WWW, EBI, NS) KPI 4 Practical application of skills (holistic tracking from practical application of skills in yr 10) KPI 5 Written Mock Paper Unit 1 KPI 6 NEA preparatory materials - Unit 1- 1.1, 1.2, 1.3, 1.4 quick quiz. - Interim assessment	Unit 1: H&S Types of provision Careers and qualifications Impact of factors to what we eat Dress code Customer needs Inclusion/rights Allergies Intolerances Risk and hazards Cross contamination, physical and biological	- Revision resources as we go, - shaped, - colour coded, - templates, - numbered, - dual coding, - flash cards, - verbal, written and auditory tasks. Interleaved through range of methods of recall throughout KS4. - Think, pair, share - Resource packs for tasks - Knowledge organisers for key topics - Use of IWB and White board to support	Link with : - primary - Home - Social emotional - Relationships - Feelings - Jobs/careers - Programmes - Experiences •Cross curricular: French, media, DT, Geography, Pe/health and fitness, science, maths, business studies, pe.
10 Term 2		End of topic knowledge test	Unit 2: Nutrients Dietary needs Cooking methods		

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			Menu planning Menu considerations Equipment Skills, techniques Environmental issues Seasonality Organoleptic qualities Evaluation review	tasks/transition and pace/recall. • Colour coding activities • Discussions • Modelling • Dual coding • I do, we do you do. • Scaffolded layouts	• Businesses • Target groups • Allergy's • Intolerances • Packaging • Design • designers, • brand creators, • taste testers, • mystery shoppers.
10 Term 3			See term 1&2 interleaved. As well as exam revision, practice, preparation and application.	• Templates • Sentence starters. • Key words and terminology explanations	Further education: • pathways, • a level, • t-levels, apprenticeships,
11 Term 1		Year 11 – 11.1 Unit 2 NEA prep materials 11.2 Unit 1 Mock paper 11.3 Raw grade sent to board 11.4 Unit 1 revision materials/attainment	Unit 2 for NEA exam	• Displays to reinforce learning	• university,
11 Term 2			Unit 1 for Written paper revision	• Brain book buddy	• jobs,
11 Term 3			Unit 1 for written paper exam	boss to promote, leadership and independence. • Team teachers for long term memory, explanation skills, social skills and reinforcement. • Chef of the week, all pupils can achieve, sense of worth/buy in to course. • Use of acronym's to reduce cognitive load- e.g. PEEL, , Drawers and doors. 4 B's, RSWW.	• contracts, • future aspirations. • Social skills, • Employability skills • Time management • Organisational skills • Listening skills • Working under pressure

