Technology Department Curriculum

“Design is thinking made visual.” - Saul Bass

"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people eat together." - Guy Fieri

Intent

Technology is an invaluable part of the education of young people. It challenges students to solve real world problems through practical and rigorous investigation whilst developing key skills such as creativity, resilience, risk taking, innovation, enterprise and collaboration. Students design, develop and make products to meet the needs of others and in doing so become resourceful, capable, and confident individuals.

Technology also offers opportunities for students to develop self-knowledge: they build skills in evaluating themselves and target setting; they develop an understanding of their role and place within the wider world; they explore their role as learners, such as learning how to learn.

The Technology curriculum at Studley High School has been formulated to provide students with a broad and diverse range of learning experiences that develop student’s capabilities and understanding across key sought-after disciplines such as art, science, engineering, ICT and mathematics.

The Technology curriculum has been formulated to allow students to: develop an interest, curiosity, enjoyment and confidence in investigating a variety of processes and techniques through practical exploration to become independent learners; have an awareness and appreciation of the technological developments in the world around us and investigating how and where we could use these in development of our own practical tasks; identify and solve problems, undertake research, organise and sustain independent practical work to completion developing a sense of achievement, self-awareness and fulfilment in the creation of products; develop self-knowledge as learners, producers and consumers, and as thinking and feeling young people with the

developing ability to take responsibility for the direction of their learning through the adoption of effective working practices in a vocational context.

At Key Stage 3, students’ learning centres around three key areas of study: Resistant Materials, Food & Nutrition, Textiles and Graphics, where

they will work through a range of diverse, relevant and contemporary design briefs that promote a love of learning and an appreciation of the importance of high quality design and the principles of nutrition.

At Key Stage 4, students will then have the opportunity to develop their skills further in one of the following three subject specialisms:

- Design & Technology (option routes for Resistant Materials or Textiles)
- Food Preparation & Nutrition
- Hospitality & Catering

Each specialism allows, and demands, individual students to find their own voice and personal idea development within the confines of a brief. Our ambition as a department is to avoid overly-prescriptive outcomes that would deny the students the time and space to develop themselves and their ambitions through their work.

Students learn to try out new ideas and processes without fear of failure and they become confident and purposeful risk-takers. They analyse and evaluate what they experience and observe, judging relevance and value according to intentions. Through the development of ideas and products, Students learn to explore issues, events and problems from different perspectives and viewpoints.

Implementation

The Technology Department employs a range of teaching and learning styles. These are flexible, with a considered balance between the didactic and instructional, and the need for each student to develop an individual line of theoretical and practical enquiry.

Teaching methods include: teacher led demonstration, student led research and experimentation, practical work focused on specific outcomes, open-ended tasks based on themes, negotiated tasks and outcomes and collaborative tasks.

Teachers within the Technology Department vary the teaching and learning styles to suit the needs of individual students and groups of students, and the nature of the activity. A variety of teaching and learning styles provides stimulating and motivating experiences for students. It is important to be aware of the different styles utilised and of the dominant mode if there is one. This helps to focus on the activities in the classroom in an effort to raise the attainment of all students. Furthermore, a self-reflective attitude fosters the notion of continual improvement.

Teachers within the Department work hard to identify the needs and potentials of all students. In this way the Technology Department seeks to provide a range of meaningful experiences that enable all students to fulfil their individual potential. Teachers within the Department therefore attempt to be fully aware of the needs of individual students. This knowledge informs the planning, delivery and evaluation cycle. In this way work is tailored to the needs of the full range of abilities, including both the less and the more able.

Impact/achievement

The study of Technology provides students with a range of life-long, transferable skills that will equip them for the demands of future learning, the world of work and life in general. These include decision making, independent enquiry, creative thinking, self-management, digital literacy, communication, self-confidence, presentation, team work, research, problem solving and critical thinking.

Students realise the significance of technology and the creative industries in their community, their country and the world. Students develop the technical and practical expertise needed to participate successfully in an increasingly technological world.

Assessment

The assessment of students' learning is a vital part of the work of the Technology Department. It provides important information for students, parents and teachers regarding the achievement and attainment of individual students and groups of students. It also provides teachers with invaluable information to help plan future design experiences. Students are monitored continually in an effort to increase their rate of progress.

Assessment within the department is undertaken using:

KS3

- The National Curriculum in England Design and Technology

KS4

- AQA GCSE Food Preparation and Nutrition
- AQA Design and Technology (Resistant Materials/ Textiles)
- WJEC Eduquas L1/2 Hospitality and Catering

Work is assessed as soon as possible following its completion. Students are given feedback regarding this teacher assessment as soon as is practicable and are given opportunities for self-assessment and self-evaluation.

links to prior learning

Year Group	Subject	Projects	Knowledge/Skills	Techniques/ Materials	Enrichment and Extension	Activities/ Outcomes	Assessment
7	Resistant Materials	Upcycled Product– a steady hand game. 12 Weeks	Introduction to tools, equipment & Health & Safety in the workshop. Research and design skills. Woodwork making skills Evaluation skills	Students will be introduced to woodwork techniques; Cutting with a coping saw and a tenon saw Shaping and smoothing with files and sandpaper Drilling wood with a pillar drill Using a pin hammer and nails Decorating with printed images and paints Using pliers to cut and bend metal wire Using electronic components to create a circuit	Literacy – key words and glossaries Understanding the difference between manufactured wood and natural timber Problem solving - working to a brief and developing design ideas	Creating a steady hand game for a specific client Secondary research Analyse a brief Creating a moodboard Develop design ideas Use of specific tools to cut, shape, join and decorate Creating an electronic circuit including a buzzer	Peer assessment Self-assessment throughout practical lessons Formative assessment Retrieval tasks Summative assessment - End of rotation class feedback

						Construction - a butt joint	
	Food & Nutrition	Introduction to Food Preparation and Nutrition 12 weeks	What does a well-balanced dish look like? How can we keep healthy and safe in the kitchen environment? What skills do we know already? Which do we need to master? What is the importance of understanding food science?	Skills/ techniques: Knife skills (bridge and claw/ slicing,dicing etc.) peeling, Temperature control (hob& oven), Stir-frying, simmering, boiling, , baking, sieving, rubbing in, combining, making a dough, portioning, stewing fruit, layering, dry frying, melting, test for readiness Equipment: Utility knife, chopping board, peeler, saucepan, white spoon, tablespoon, teaspoon, garlic press,	Literacy – key words and glossaries Numeracy - measuring out accurately, scaling recipes up and down problem solving, - adapting recipes to suit tastes/ special dietary requirements	Recipes from a selection of: Fruit salad/ vegetable / Cous Cous salad, soup, cheesecake, scones, Fruit or vegetable crumble, stir-fry, Soups. Food science task (prep for GCSE NEA1) Homework task – Weighing and measuring. Sourcing ingredients.	Ongoing Glossary of key words Quizzes Peer assessments Gimme 5 One to one support and feedback Summative assessment - End of rotation feedback

				tin opener, stick blender, mixing bowl, sieve, wok.			
	Drawing techniques and Textiles	Introduction to Graphics and Textiles. 12 Weeks	What is a technical drawing? What is Graphics? 2D/3D Shapes, isometric drawing How can I use Textile equipment safely? How can I develop design ideas using Textile methods? Where can I source natural fibres for textiles?	2D and 3D drawing skills. (1 point and 2 point perspective drawing) Basic hand skills for Textiles. Embroidery stitches. Using Textile tools and equipment.	Literacy – key words and glossaries Numeracy - measurements, shapes and technical drawing skills	Research into designers Symmetry and repeat pattern 1 point and 2 point perspective drawing Typography	peer assessment self assessment and target setting Formative assessment Summative assessment - End of rotation feedback
	Resistant Materials	Modern design Jewellery and holder	How could jewellery be displayed and kept safe? How can you be inspired by design styles?	Pewter casting and acrylic cutting, shaping and drilling. Making templates	Literacy – key words and glossaries Numeracy - measuring and	Research into modern design 1980's Memphis Design skills	Peer assessment Self assessment and target setting

8		12 weeks	How do I develop ideas based on my client profile?	Jewellery fastenings and accessories	accurate scale drawing Problem solving and working to a brief Historical research and context	Pewter casting Cutting and shaping acrylic Assembling jewellery holder Review and evaluate final product	Formative assessment Retrieval tasks Recap Quizzes Summative assessment - End of rotation feedback
	Food	Developing Skills in Food Preparation and Nutrition 12 weeks	What does a well-balanced dish look like? What is food provenance? How are food ingredients processed? How can I develop my skills further in making food products?	Skills: yeast based dough - shaping, layering, fruit and veg preparation, peeling, grating, knife skills , baking, Temperature control (hob & oven), sauteing, simmering, boiling, baking, sieving, rubbing in, combining, making a dough, portioning, glazing, layering, dry frying, whisking, test for readiness Equipment:	Literacy – key words and glossaries Numeracy - measuring out accurately, scaling recipes up and down problem solving, - adapting recipes to suit tastes/ special dietary requirements	Recipes from a selection of: Pizza Bolognese OR Chilli Pasta salad OR Pasta bake Chicken / fish / halloumi goujons + potato wedges Cheese and onion pasty/ turnovers	Baseline assessment Ongoing Glossary of key words Quizzes Peer assessments Gimme 5

				Utility knife, chopping board, peeler, saucepan, white spoon, tablespoon, butter knife, teaspoon, fork, garlic press, tin opener, stick blender, mixing bowl, sieve, measuring jug, wok, colander.	collaboration - food science tasks/ deciding on experiments and writing up results	swiss roll + jam Food science task (prep for GCSE NEA1)- Gluten experiments. Homework task – Preparation for NEA1, functional properties of ingredients, focus on Bread making and Gluten.	One to one support and feedback Summative assessment at end of project

	Textiles	Textiles - Cultural Cushion 12 weeks	How can I work safely using Textiles equipment? How can I produce textiles using man made methods? How can Culture and other cultures inspire my design ideas?	Development of design skills - 1 point and 2 point perspective drawing. Initial Textile hand skills Using Textile tools and equipment.	Literacy – key words and glossaries Numeracy - measuring and accurate scale drawing Problem solving and working to a brief	Design idea, layout designs and models	peer assessment self assessment and target setting Formative assessment Recap Quizzes Summative assessment - End of rotation feedback
9	Design & Technology 12 weeks	Continued Sustainability Project – focusing on plastics Chocolate Mould. Use of Resin.	How do you design using a specification? How do you use the work of other designers to inspire your work? How do you use recycled plastic to	Understanding different types of plastic Using previously learnt skills cutting and shaping plastic Use of the oven, coping saw and cordless drill	Use of BBC BItesize to further develop learning and understanding of the AQA DT spec (keywords and videos) Creating a label to sell alongside a product	Researching sustainability and presenting information in a visual way Using different tools to assemble a wooden frame Create a woven piece of fabric	peer assessment self assessment and target setting Retrieval tasks Formative assessment End of topic Quiz

			create a new product?				Summative assessment - End of rotation feedback
	Textiles	Constructed Textiles Weaving. Patchwork. Machine construction.	How can the work of others influence and inspire my creative work? How can I develop my own design ideas for constructed pattern?	Textile design development and presentation.		Individual developed repeat pattern inspired by a designer. (Preparation for GCSE due to designer choices)	Self assessment and target setting Formative assessment Summative assessment
	Food Technology	Practical lessons will focus on increasing the skill required in preparation, cooking and presentation- deeper and higher skills exposure.	What kind of establishments are there in the industry? What makes a Food establishment successful? What are the different cooking methods? How do cooking methods	Dishes from a selection of: Pasta making a dough/ shaping/ filling/ layering/ coating / boiling/ baking/ steaming/ Kung Pao Stir fry marinating / veg prep / optional to make noodles Fruit Pie	Numeracy - measuring out accurately problem solving, - adapting recipes to suit tastes/ special dietary requirements	Design and developed dishes Recommend types of establishments , service and facilities for different demographics with reasoning.	Self assessment and target setting Formative assessment Summative assessment

			affect the nutritive value of food?	Shortcrust pastry • Rubbing in • Resting • Rolling / shaping • Lining tin • Blind baking Choux Pastry. Sweet and Sour Chicken. Decorated Cheesecake. 'Meal for 2' own challenge.	Developing their understanding of cooking methods and nutrients How does the industry work.	Practice exam questions	
10	Design & Technology Term 1 & 2	AQA Unit 6. Designing Principles Practical: Creating a winter hat from fleece. AQA Unit 1. New and Emerging Technologies Practical: Creating an acoustic speaker from Plywood./ Or creating a wooden picture	How do you use textiles tools and equipment safely? What are the properties and uses of different materials? How and why do you create a prototype? What is a primary user?	Use of woodwork, textiles and CAD CAM equipment (sewing machines, embroidery machine, laser cutter, 2D Design.) Developing 3D design ideas using Sketch Up Further development of practical woodwork skills natural and manufactured timbers Textiles materials and machinery	Use of various tools and equipment, will be able to complete tasks- Technology wide based. Design movements research Sketch Up practice Projects from a selection of: Textile project: Winter Hat.	Design ideas and developing designs Theory: videos discussions research practical investigations	Formative assessment Retrieval tasks Exam practice questions Peer/ self-assessment Summative end of project feedback sheet

		frame learning x4 wood joints.	Understanding ergonomics and anthropometrics Sustainability and Lifecycle assessment CAD/CAM Emerging technologies	Use of ICT visualisation software and CAM Laser cutter production. Use of an embroidery machine	Timbers project: Acoustic speaker		End of topic exam
	Design & Technology Term 3	AQA Unit 1. New and Emerging Technologies continued Practical: Drawing techniques AQA Unit 3 & 5. Energy, materials, systems and devices Practical: testing smart and modern materials	Drawing techniques Sources of energy Energy storage What are smart and modern materials? What are composite materials and technical textiles?	Learning to draw using orthographic projection, isometric, 3D, perspective	Material properties Drawing skills, perspective, isometric, orthographic Global warming	Theory: videos discussions research practical investigations Testing smart and modern materials	Mini tests Retrieval questions Quizzes Formative assessment Self-assessment

			mechanical devices, electronic systems and programmable components.				Summative end of project feedback sheet
	Design & Technology Term 4	AQA Unit 3 & 5. Materials and their working properties Polymers product Practical options- LED Light Acrylic Jewlery. Acrylic Millinery	Physical and working properties of materials Developing workshop skills	Recap of design principles CAD drawing Making a product using recycled polymers	Real life scenarios problem solving gathering market research - social skills and discussion	Go through design process with a given brief practice 2D design skills write up a making diary	tests quizzes formative self and peer assessment

	Design & Technology Term 5	**Theory lesson -** Research into new and emerging technologies (1 lesson a week)	What is motion? How and why are mechanisms used? How do you make an interactive toy? What are the different industries and production techniques? The importance of sustainability? Theory: Looking at people, culture and society, sustainability, industry and enterprise and production techniques and systems The impact of mechanisms on everyday life Links to culture and society	Mechanisms theory content Responding to a brief Using a theme to help develop design ideas Developing working drawings to help with making Developing making skills	Seneca and BBC Bitesize theory work to help with upcoming mock exam Revision sessions	Final wooden Cam toy Design/book work Various presentations videos discussions research into topics	, Tests and quizzes formative self/peer assessment Summative end of project feedback sheet
	Design & Technology Term 6	**Launch coursework project - NEA**	What scenario will you choose? Who is your target market/user? What will you design and make?	mind map mood board primary research write a brief specification	Problem solving real life scenarios Primary research – market research	Identifying and investigating design possibilities Producing a design brief and specification	self and peer assessment personal tutorials questioning

			How do I write a Specification?				Internal standardisation
	GCSE Food Term 1	Food, Nutrition and Health Macronutrients: Protein, carbohydrate and fats recap Micronutrients: vitamins, minerals	What food products can I make which will demonstrate a high level and range of skills for (nutrient) How can I use my knowledge on macronutrients to help me answer exam questions? Exam structure, practical questions and theoretical unit contents What are the possible negative effects of a poor diet? What do the following words mean and how are they caused? Obesity, cardiovascular disease. high blood	Knowledge of Function , Excess / deficiency, DRVs / RIs, and food science terminology of macronutrients Knowledge of exam structure. Knowledge of Qualification make up. Opportunity: Navy Careers workshop and talk.	Exam questions set as homework and extension to link into topics covered and wider revision.	Exam style questions mini tests Practical lessons from a selection of: • Quick bread buns. • Decorated focaccia • Cottage Pie. • Macaroni Cheese • Pasta and ragu sauce.	Written and verbal feedback Questioning Quizzes

			pressure, cavities, rickets, osteoporosis anaemia, type 2 diabetes. What are the nutritional needs of different age groups?				
	GCSE Food Term 2	<u>Food Safety:</u> Food spoilage and contamination .	How does food spoilage occur? What conditions do microorganisms need to grow? How are microorganisms used in food production? What are pathogenic bacteria?	Practical tasks / skills based on working with a range of ingredients and core skills.,	link into topics covered and wider revision.	Food based tasks. Mini quiz Food task experiments.	Written and verbal feedback Termly Internal standardisation Questioning Quizzes

			How can we plan to make sure we are safe when we are preparing high risk food items?				
	GCSE Food Term 3	<u>Food science</u> cooking of food and heat transfer Selecting appropriate cooking methods Protein - functional and chemical properties of food Carbohydrates - functional and chemical	What is NEA1, what does it involve? How will I make sure I am prepared well for it? Why is food cooked and how is heat transferred to food? How do different cooking methods affect the sensory qualities of the food? What do the following terms mean? : Denaturation, coagulation, gluten formation, foam formation	Practical tasks / skills based on guided choices which demonstrate a variety of skills. as follows: S1 – General practical skills S2 – Knife skills S3 – Preparing fruit and vegetables S4 – Use of the cooker S5 – Use of equipment S6 – Cooking methods S7 – Prepare, combine and shape S8 – Sauce making S9 – Tenderise and marinate S10 – Dough	Extension to link into topics covered and wider revision.	Practical tasks will be a mixture of food science experiments and and link practical tasks which demonstrate the different food science Terminology for each macronutrient area. Revision and NEA1 practice/ preparation Choice of: Fats carbohydrates	Written and verbal feedback Termly Internal standardisation Questioning Quizzes

		properties of food Fats - functional and chemical properties of food Food science functional and chemical properties of food: raising agents(mechanical, Biological and chemical raising agents)	What do the following terms mean?: gelatinisation, dextrinization, caramelisation What do the following terms mean?: Shortening, aeration(describe what is meant by the term raising agents explain how chemical raising agents work in food products explain how mechanical raising agents work in food products explain how biological raising	S11 – Raising agents S12 – Setting mixtures Presentation Challenge: Tunnocks Tea Cake Challenge.		Proteins	

			agents work in food products				
	GCSE Food Term 4	Food Choice and Food Provenance	Identify the factors that contribute to food choice Identify and explore religious, cultural and ethical reasons that may influence what we choose to eat What is the importance of food labelling information? How is sensory evaluation used in food production?	Practical tasks / skills based on guided choices which demonstrate a variety of skills. as follows: S1 – General practical skills S2 – Knife skills S3 – Preparing fruit and vegetables S4 – Use of the cooker S5 – Use of equipment S6 – Cooking methods S7 – Prepare, combine and shape S8 – Sauce making S9 – Tenderise and marinate S10 – Dough S11 – Raising agents S12 – Setting mixtures	Seneca Learning set as homework and extension to link into topics covered and wider revision.	Revision and NEA1 practice/ preparation Choice of raising agents	Written and verbal feedback Termly Internal standardisation Questioning Quizzes

	GCSE Food Term 5 and 6	<u>Mock NEA1</u> <u>Mock NEA2</u> <u>End of year Mock written exam.</u>	How can I respond to food Science questions? How can I develop my skills independently?	Practical tasks / skills based on guided choices which demonstrate a variety of skills. MOCK NEA1. Food Science. MOCK NEA2. Year 10 Exam week- formal written exam. Year finishes with students completing a Mock in all areas of their qualification and having clear knowledge of Qualification. 50% Exam. 15% NEA1 35 % NEA2.	Exam questions set as homework and extension to link into topics covered and wider revision.	Pupils will complete a variety of activities/ tasks which will enable them to understand the importance of food safety including how to prevent food spoilage, contamination etc.	Written and verbal feedback Termly Internal standardisation Questioning Quizzes NEA1 and 2 marking framework shared, Written and verbal feedback as a group and individual where needed.
	Hospitality & Catering Term 1	Food Safety Food born illnesses.	Knowledge/ Skills- What are food form illnesses? What are allergies and intolerances?	Practical dishes from a selection of: 1. Decorated Focaccia 2. Shepherds Pie. 3. Quiche	Exam questions and further learning opportunities	Exam theory questions. Practical lesson opportunities. End of unit test.	Written and verbal feedback Termly Internal standardisation

		Safe working within the food industry.	How can you identify a food reaction? How to work and store food safely?	4. Chelsea Buns			Questioning Quizzes
	Hospitality & Catering Term 2	Nutrition Macronutrients and Micronutrients. Importance of nutrition at different life stages.	What is Nutrition? Can you plan meals for higher nutrition? How does Nutrition support a healthy body? What are the results in over consumption or deficiency in nutrition?	Practical dishes from a selection of: 1. Yule Log 2. High Fibre Cakes	Exam Questions, knowledge Mats, Research challenges.	End of Unit Test (HT1/2) TRIP- Studley Castle/ Careers focus opportunity. Opportunity: Navy Careers workshop and talk.	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning
	Hospitality & Catering Term 3	Importance of nutrition at different life stages. Health and Safety Specific legislation such as:	What are the results in over consumption or deficiency in nutrition? What Laws effect the Hospitality and Catering provision? What are the roles of the employer and employee?	Practical dishes from a selection of: 1. Fish Cakes	Key information. Exam question preparation.	Exam questions. End of topic Test.	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning

		HASAWA HSE RIDDOR COSSH					
	Hospitality & Catering Term 4	The Hospitality and Catering provision.	What makes a Hospitality and catering establishment successful? Costs Profit Economy Environmental Technology Trends Customer demographics and lifestyle expectations Customer service Competition Political factors Media	Practical dishes from a selection of: 1. Salmon based dish- Fish heros programme.	Moral Development - looking at our environment and understanding the effect our food choices can have	Exam questions. Job descriptions/ job adverts.	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning

			How does the front of house and back of house operate? Kitchen layout Work flow Equipment Stock control Documents Dress code Safety and security				
	Hospitality & Catering Term 5 & 6	Revision and practice NEA (unit 2)	Exam preparation for mocks Practice NEA - plan and make dishes suitable for a festival Skills - focus on independent menu planning	Practical tasks / skills based on guided choices which demonstrate a variety of skills. Outside project- Fish Heros. Learning about fresh fish, food provenance, food sourcing, food production.	Working to a brief – vocational context to develop transferrable skills and competencies e.g problem solving, communication	Students work independently selecting dishes to trial that demonstrate a range of skills and meet the brief. Students will complete written coursework and cook two dishes	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning

11	**Design & Technology** Term 1, 2 &3	NEA Coursework 50% Design, make, test and evaluate deadline at the end of term 3.	NEA Coursework Design, make, test and evaluate	Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating	Problem solving Numeracy - scale drawings, isometric drawing	Developing designs based on previous research work. Final technical drawings on paper and using CAD. Using different tools and processes to make a prototype or model. Record getting the user to test out product and evaluate.	Peer and self assessment work to be sent off for moderation.
	Design & Technology Term 4&5	Revision for external exams	Revise the 3 different areas for the external exam; **Core technical principles** **Specialist technical principles**	Past papers Power points Videos BBC Bitesize	PLTS – encouraging creative thinking, independent enquiry and reflective learning and problem solving	Students to work through a range of past papers. Tests and quizzes on the 3 different areas.	Peer assessment Self assessment regular feedback from mini quizzes and mock tests

			Designing and making principles	Quizes			
	GCSE Food Term 1, 2	NEA 1 Food Science Investigation 10 hours (including 3 hours of practical) NEA 2 Food Preparation Assessment (20 hours including practical)	Pupils produce both paper element and practical outcome.	NEA1: food science experiments: Research Into how ingredients work and why, draw conclusions, plan and conduct tests, analyse findings 10 hours. Practical tasks will relate to the NEa1 topics. NEA2: Plan and prepare 3 dishes applying their knowledge of nutrition to the chosen brief. Complete skills trials. 20 hours	Research Analysing, drawing conclusions Conducting tests to prove or disprove a theory re Responding to results, explaining. Revision sessions	Students will be able to comprehend a question quickly through understanding of key command words. Students will be able to structure their written answer for long answer questions practical assessment outcomes	Quizzes One to one tutorials – written and verbal feedback Questioning
	GCSE Food	NEA 2 Food Preparation Assessment (20	Pupils produce both paper element and practical outcome.	NEA2: Plan and prepare 3 dishes applying their knowledge of nutrition to the chosen brief.	Research	Students will be able to comprehend a question	Peer assessment Self assessment

	Term 3, 4, 5 &6	hours including practical) Revision for exam paper	Recap of exam paper knowledge and practicing long answer questions. Practice exam papers	Complete skills trials. 20 hours Learn command words Structure of written answers Revision guides Practical tasks will relate to NEA2 topics- these will be individually chosen by the students.	Demonstrating skills Menu planning Analysing, Evaluation Revision sessions	quickly through understanding of key command words. Students will be able to structure their written answer for long answer questions	Assessment of NEA using AQA template. Only generic - not individual feedback can be given during task due to this forming part of the final grade Feedback to pupils when graded / moderated.. Quizzes, questioning One to one tutorials – written and verbal feedback
	Hospitality & Catering Term 1, 2 &3	Revision for mock exams Mock NEA tasks.	Recap of exam paper knowledge and practicing long answer questions.	Laptops practicing high level skills and trialling dishes that are suitable for brief.	Research - looking at existing H&C establishments	Trial dishes to practice skills Written coursework which includes	Verbal feedback Self assessment

			Feedback from mock exam and targeted revision Brief for non exam assessment issued, work completed in lesson time. Research plan and cook 2 dishes and accompaniments to meet brief	Practical tasks from a selection of: • Choux Pastry. • Burger and Bun. • Curry. • Toad in the hole. • Potato 4 ways • Lemon Meringue Pie Students will be given greater opportunity to prepare and select their choices in practical. This will be encouraged to develop their plate of food in preparation for their NEA tasks.	Revision sessions	research, menu suggestions and time plan for cooking Two dishes plated and presented. Revision resources	mini mock NEA completed and grades given

	Hospitality & Catering Term 4, 5 & 6	Non exam assessment 9 hours Revision for exam paper	Finish non exam assessment work Recap of exam paper knowledge and practicing long answer questions. Practice exam papers	Learn command words Structure of written answers Revision guides Practical tasks from a selection of: • Directed by the student in direct relation to their NEA project needed.	catch up NEA sessions Higher level skills sessions for students if needed Revision sessions	Non exam assessment work is completed Students will be able to comprehend a question quickly through understanding of key command words. Students will be able to structure their written answer for long answer questions	Quizzes One to one tutorials – written and verbal feedback Questioning