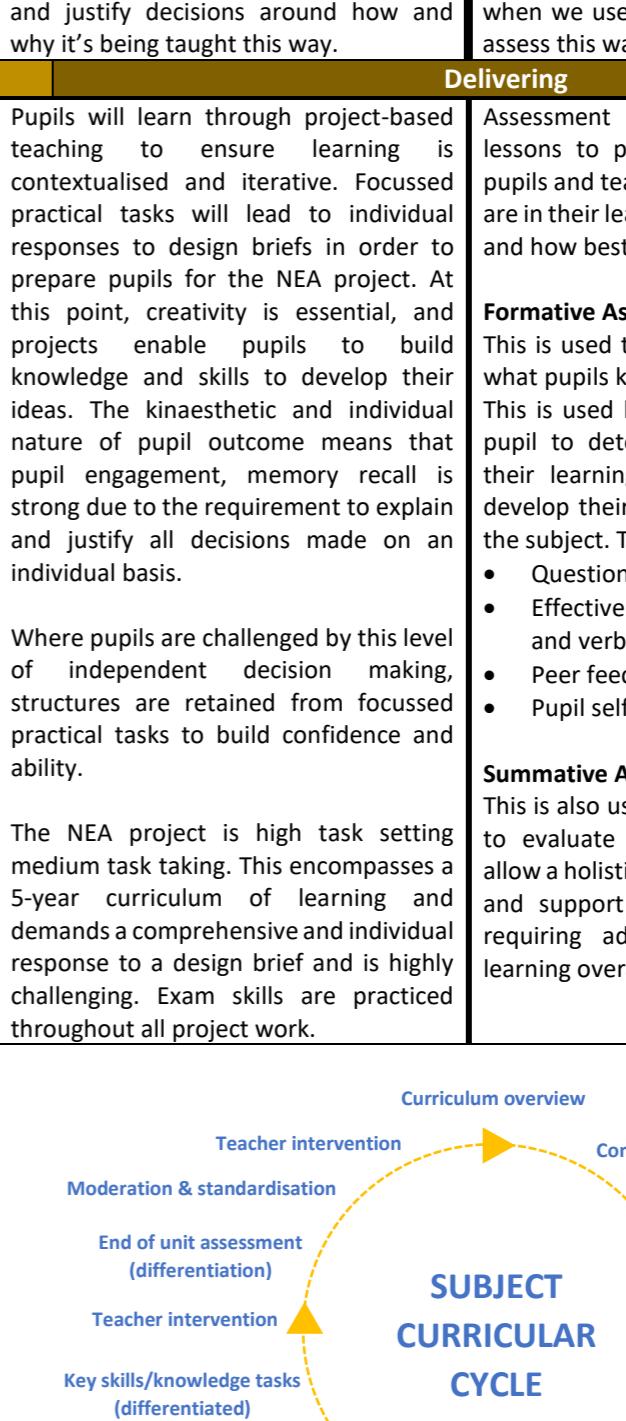


Ian Ramsey CE Academy: Food Preparation and Nutrition Curriculum Progression Model

Curriculum Overview	Curriculum What we study. Why study it. Why study it now.					How we teach the curriculum	What we expect from the curriculum	
	In Food Preparation and Nutrition, we aim to engage pupils in an iterative way to understand how to MAKE and EVALUATE the science, production, and manufacture of the food we eat. Pupils will analyse existing products, linking domestic food preparation and nutrition to an industrial level. Pupils are required to understand the function of ingredients and be able to demonstrate high level skills in the preparation and production of food products.							
Setting		Designing		Planning		Delivering		
What: Food Science	What: Food choice	What: Mock NEA 2 Task	What: Food Provenance	What: Mock NEA 1 Task	Pupils will learn through project-based teaching to ensure learning is contextualised and iterative. Focussed practical tasks will lead to individual responses to design briefs in order to prepare pupils for the NEA project. At this point, creativity is essential, and projects enable pupils to build knowledge and skills to develop their ideas. The kinaesthetic and individual nature of pupil outcome means that pupil engagement, memory recall is strong due to the requirement to explain and justify all decisions made on an individual basis.	Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.		
Why now: Learning supports the core modules and builds on the learning from KS3.	Why now: Learning supports the core modules and helps introduce topics associated with the NEA 2 task.	Why now: Allows pupils to gain an understanding of the requirements of the NEA and to enable them to develop independent practical, research and evaluation skills further.	Why now: Allows pupils to gain an understanding of the requirements of the NEA and to enable them to develop independent practical, research and evaluation skills further.	Why now: Learning supports the core modules and builds on the learning from KS3.	Where pupils are challenged by this level of independent decision making, structures are retained from focussed practical tasks to build confidence and ability.	Formative Assessment This is used to provide information about what pupils know, understand and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include: <ul style="list-style-type: none"> • Questioning • Effective teacher feedback (written and verbal) • Peer feedback. • Pupil self-assessment Summative Assessment This is also used at key points in each year to evaluate pupils' achievement. These allow a holistic view of pupils' performance and support the identification of areas requiring additional focus to improve learning overall.		
What: NEA 1	What: NEA 2	What: NEA 2	What: Revision	The NEA project is high task setting medium task taking. This encompasses a 5-year curriculum of learning and demands a comprehensive and individual response to a design brief and is highly challenging. Exam skills are practiced throughout all project work.	 <p>The diagram illustrates the 'SUBJECT CURRICULAR CYCLE' as a continuous loop. It starts with 'Curriculum overview' at the top, followed by 'Teacher intervention'. This leads to 'Concept/Unit overview', then 'Lesson overview – targeted to pupil needs', which includes 'Teacher intervention'. The cycle then moves to 'End of unit assessment (differentiation)', 'Key skills/knowledge tasks (differentiated)', and 'Mid-term assessment (differentiation)'. Each of these stages is accompanied by 'Teacher intervention'. Finally, the cycle returns to 'Curriculum overview'.</p>			
Why now: Exam board release the design brief on September 1 st and represents 15% of the GCSE.	Why now: Exam board release the design brief on November 1 st and represents 35% of the GCSE.	Why now: In line with exam board timeframe.	Why now: To prepare for the exam					