

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	
	<p>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</p> <p>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.</p>				<p>How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it's being taught this way.</p>		<p>How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?</p>	
Setting		Designing		Planning		Delivering		
Year 10 and 11 – Food Preparation and Nutrition	What: Food Science What: Pupils must have an in-depth understanding of why food is cooked, the methods that can be used and the impact on the functional and chemical properties of the ingredients used.	What: Food choice What: Pupils will explore a range of factors that affect food choice. This module will give an in-depth understanding of SMSC issues, including religion, culture and ethical/moral concepts, as well as, allowing pupils to gain a better understanding of British and international cuisines.	What: Mock NEA 2 Task What: This will be the first introduction of the NEA and will allow the pupils to gain an understanding of what will be expected in Year 11 but on a smaller scale. It will introduce each section of the NEA, enabling them to independently carry out research and decide on practical dishes that will meet their given brief.	What: Food Provenance What: Pupils will be required to explore a range of food sources and how this impacts the sustainability of the environment. Further to that, this module allows pupils to gain an understanding of food processing and how technological developments support better health and food production.	What: Mock NEA 1 Task What: During this task, pupils will be able to put into practice their investigational skills learned throughout the course so far.	<p>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.</p> <p>Where pupils are challenged by this level of independent decision making, structures are retained from focussed practical tasks to build confidence and ability.</p> <p>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>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • Questioning • Effective teacher feedback (written and verbal) • Peer feedback. • Pupil self-assessment <p>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.</p>	
	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.			Why now: This will help prepare pupils for their NEA task in the September of Year 11. It will also help to develop their research, analysis and evaluation skills further.
	What: NEA 1 What: Pupils must independently respond to a brief issued by the exam board. They will investigate the context and carry out a range of investigations to prove or disprove their hypothesis. They will then analyse and evaluate their findings linked to their scientific knowledge gained throughout previous years.	What: NEA 2 What: Pupils must independently respond to a brief issued by the exam board. They will research their chosen topic and relevant foods. They will then make four trial dishes which demonstrates a range of practical skills and sensory evaluate each dish.	What: NEA 2 What: Planning and preparation of three final dishes which is to be made within three hours and must fit their brief and show a wider range of practical skills. This is then analysed and evaluated through a range of sensory testing, nutritional analysis and costing.		What: Revision What: Recall tasks and revision methods to be able to embed learning from previous years. Practice recall techniques and exam performance. Extend longer response answers.			
	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			