The progressive, inclusive curriculum 'skills, knowledge and concepts: literacy, life skills and enrichment'

CURRICULUM MAP

Rotation Foundation Year 7 Autumn/Spring/Summer	Design and Technology: Desk Tidy – holistic design and make activity covers all of a design process	Design and Technology: Grabber product – holistic design and make activity covers traditional and CAD development
12 weeks (12 Lessons) **Literacy / numeracy foci** **Researching skills** **Terminology and vocabulary** **Extended Writing skills** **Measuring accurately** **Units of measurement** **Scales** **Tolerances** **Homework** **Consumer focused research; Materials and CAD/CAM research; Product Analysis; Brief & Specification; Final Design** **Revisiting, revising, remembering opportunities** **End of half term test for each rotation** **KS terminology starters using whiteboards** **MCQs used on board** **Directed lesson time and HW used to support feedforward and tracking assessment sheets** **SIMS Data drop: Project WA (Folder/Practical/tracking sheets)**	**INTENT- Core areas covered:** • Design processes covered – Research and investigation, idea generation and development. • Material properties : recycled materials (cardboard, plastic tubs, bottles etc) • Modelling processes: using items safely (craft knife, scissors, safety rulers, cutting mats) • Understanding, evaluating and applying accuracy within design. • Finishing stages and applying a suitable finish. **IMPLEMENTATION-** Enrichment/life and work skills: Practical problem solving and recognising failure can be beneficial. In the Foundation years learning is embedded through practical application or design and make activities. Discussions on User Centred Design and recognising cost and financial impacts of products. Cultural influences and social impacts of design explored in a basic format with videos and discussions on environmental impact of designs and materials. Recognising others views and preferences/empathy Understanding the importance of risk taking with a programme to support student leadership skills **IMPACT-** Students produce a unique desk tidy product that's supported by a range of research and design development within their folder. Knowledge is evidenced in the final outcome and design drawing. An end of project evaluation of their folder through the tracker will support final summative grade.	**INTENT- Core areas covered:** • Design processes covered – Research, Brief and Specification, idea generation and development. • Practical skills: foam board and 3mm mdf modelling • Intro to CAD (Tinkercad) • Understanding and applying accuracy within design using a range of software tools. • Scale of Production **IMPLEMENTATION-** Enrichment/life and work skills: Practical problem solving and recognising failure can be beneficial. In the Foundation years learning is embedded through practical application or design and make activities. Discussions on technological developments in CAD/CAM with support from videos and real world examples of CAD products. Cultural influences and social impacts of design within the current pandemic; explored using with videos and discussions on environmental impact of designs and materials. Recognising others views and preferences/empathy Understanding the importance of a suitable theme with reference to users likes and dislikes. **IMPACT-** Students produce a unique grabbing product that's supported by a range of research and design development within their folder. Knowledge is evidenced in the final outcome and design drawing. An end of project evaluation of their folder through the tracker will support final summative grade.

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CURRICULUM MAP

Rotation Foundation Year 8 Autumn/Spring/Summer	Design and Technology: Technical drawing and graphical skills – A programme that delivers the skills required to develop an understanding of how to draw and present a design more clearly	Design and Technology: Marble Roller-coaster – holistic design and make activity covers traditional modelling and development of a design
12 weeks (12 Lessons) **Literacy / numeracy foci** **Annotation skills** **Scale and proportion** **Terminology and vocabulary** **Measuring accurately** **Projection angles** **Homework** **Drawing tasks linked from class learning; Consumer focused research; Linkages research; Brief & Specification; Final Design** **Revisiting, revising, remembering opportunities** **End of project drawing assessment; Isometric and orthographic practice on whiteboards** **True/False and open questioning, match and link activities,** **MCQs used on board** **Directed lesson time and HW used to support revision before EOT and EOY assessments** **SIMS Data drop: Project WA (Folder/Practical/summative assessments)**	**INTENT- Core Drawing skills/processes covered –** • 1point Perspective drawing • 2point Perspective drawing • Oblique projection • Isometric projection • Isometric Crating • Orthographic projection • Typography **IMPLEMENTATION-** Enrichment/life and work skills: Practical problem solving and recognising failure can be beneficial. In the Foundation years learning is embedded through practical application or design and make activities. Discussions on recognising the sustainable and visual impact of logo and branding in graphic design. Graphical skills and examples given with support from visualiser tutorials, videos and discussions in class. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of risk taking with opportunities to reflect and improve skills. **IMPACT-** An end of project drawing assessment of their folder that will support final summative grade for data drop and internal tracking systems.	**INTENT- Core areas covered:** • Design processes covered – Research and investigation into motion and linkages, idea generation and development. • Modelling material properties and shape forming : Cardboard, foamboard and nets • Hand modelling processes: Crafting tools – Craft knife, safety ruler, mat, scissors • Understanding, evaluating and applying accuracy within design. • Finishing stages and attaching materials (adhesives) **IMPLEMENTATION-** Enrichment/life and work skills: Practical problem solving and recognising failure can be beneficial. In the Foundation years learning is embedded through practical application or design and make activities. Discussions on recognising the sustainable and financial impacts of products on society. Environmental impacts of design explored through real world examples with support from videos and discussions on materials, and energy. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of risk taking with a programme to support student leadership skills **IMPACT-** Students produce a prototype marble roller coaster that's supported by a range of research and design development within their folder. Knowledge is evidenced in the final model test and evaluation:

CURRICULUM MAP- FOOD TECH: FOUNDATION YEARS

12 Week Rotation	Foundation Year 7	12 Week Rotation	Foundation Year 8
SIMS Data Drop: The data drop typically occurs in the middle of the rotation. One of the summative stickers will inform the allocated working grade. **Enrichment/life and work skills:** The project will equip students with a good knowledge of balanced diet and healthy eating, highlighting some of the main dangers young people face as a result of poor diet such as obesity and type 2 diabetes. Practical lessons will equip them with skills to cook healthy and nutritious meals in future. **Cross Curricular Links:** The project has a strong cross curricular link with Science, focussing on aspects of the body such as arteries and the pancreas **Literary Focus:** Key words emphasised to introduce specialist vocabulary **Numeracy Focus:** Practical skills such as weighing and measuring	**A Healthy Food Adventure: Overview** This project will introduce pupils to kitchen hygiene/safety and develop strong practical routines to implement these. Practical sessions will familiarise pupils with basic kitchen equipment, including the oven/hob. Students will start to develop basic practical skills such as kneading, frying and knife skills, and grow confidence within practical sessions. The theory lessons will provide a basic overall introduction to healthy eating, including the Eatwell Guide- linking in to the KS3 National Curriculum and also feeding in to Unit 2:LO1 of the KS4 qualification should they choose to take this on. **Structure x 12:** 12 lessons 6 x 1 hour practical lessons 5 x 1 hour theory lesson 1 x 1 hour assessment and feedback session **Homework x 6:** Lesson 1: Cooker poster homework- designed to assess students understanding of how the gas and convection hobs work, following the introduction demonstration Lesson 2, 4, 6, 8: Evaluation of practical lesson outcome. Students will self-assess the success of their final outcome and the skills demonstrated in the lesson. Lesson 11: Revision of theory elements using online resources such as BBC Bitesize **Assessments & Feedback:** 1 x 30 minute assessment in Lesson 12 to assess knowledge of theory elements 2 x Formative yellow stickers (Teacher Feedback) 2 x Summative yellow stickers (Teacher Feedback) 2 x Peer Marking Opportunities **Links to Hospitality and Catering Assessment Objectives:** Unit 2: LO1: AC 1.1, AC 1.3 *Describe functions of nutrients in the human body, explain the characteristics of unsatisfactory nutritional intake* Unit 2: LO2: AC 2.3 *Explain how menu dishes meet customer needs* Unit 2: LO3: AC 3.1, AC 3.3, AC 3.5 *Use techniques in the preparation of commodities, Use techniques in the cooking of commodities, Use food safety practices*	**SIMS Data Drop:** The data drop typically occurs in the middle of the rotation. One of the summative stickers will inform the allocated working grade. **Enrichment/life and work skills:** The project will increase students exposure to different cultures from around the world, and also introduce special diets such as Halal diets and Vegan preferences. **Cross Curricular Links:** The project has a strong cross curricular link with Geography, featuring information on the sustainability of food production and using geographical examples from around the world. For example, a case study on the Amazon fires. **Literary Focus:** Key words emphasised to introduce specialist vocabulary **Numeracy Focus:** Practical skills such as weighing and measuring. Students to calculate distance travelled in food miles.	**Sustainable Food Heroes: Overview** This project will reinforce practical skills learnt in year 7, and start to grow pupil's confidence and get them to begin to work independently. The rotation will also reinforce knowledge such as hygiene and safety practices and nutritional impact of certain food groups, for example, fats and sugars. Practical sessions will feature recipes from different geographical origins around the world, introducing a cultural awareness to lessons. Theory work will focus on introducing sustainability and sourcing in food production, linking to the KS3 National Curriculum with the introduction of food miles and also also feeding in to Unit 2:LO1 of the KS4 qualification should they choose to take this on. **Structure x 12:** 12 lessons 6 x 1 hour practical lessons 5 x 1 hour theory lesson 1 x 1 hour assessment and feedback session **Homework x 6:** Lesson 2, 4, 5, 7, 9: Evaluation of practical lesson outcome. Students will self-assess the success of their final outcome and the skills demonstrated in the lesson. Lesson 11: Revision of theory elements using online resources such as BBC Bitesize **Assessments & Feedback:** 1 x 30 minute assessment in Lesson 12 to assess knowledge of theory elements 2 x Formative yellow stickers (Teacher Feedback) 2 x Summative yellow stickers (Teacher Feedback) 2 x Peer Marking Opportunities **Links to Hospitality and Catering Assessment Objectives:** Unit 2: LO2: AC 2.1 *Explain factors to consider when proposing dishes for a menu, explain how dishes on a menu address environmental issues* Unit 2: LO3: AC 3.1, AC 3.2, AC 3.3, AC 3.5 *Use techniques in the preparation of commodities, Assure quality of commodities to be used in food preparation, Use techniques in the cooking of commodities, Use food safety practices*

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CURRICULUM MAP-Year 9 DT 2020

Extra Curricular options: Modelling and practical skills workshop at lunch times (Yr9 Autumn term); Cooking/H&C Intervention club (Yr11 Spring term);

Term Autumn 15 weeks	Transition Year 9 holistic design and make activity that covers interior design and furniture design
Literacy / numeracy foci Reading skills Researching skills Terminology and vocabulary Extended Writing skills Measuring accurately Units of measurement Furniture and material costing **Homework** Design styles case study/inspiration research; Brief and Specification; Perspective drawing; Isometric projection; Orthographic elevations. **Revisiting, revising, remembering opportunities** Trying to gauge knowledge gaps from lockdown period; Do Now starters; Exam style questions; Think/Pair/Share questions; match and link activities; KS terminology **SIMS Data drop:** End of Grand designs project combined with internal Spring term assessments. **SMSC**-Explore beliefs and experience; Recognise right and wrong; Use a range of societal trends to influence designs; links to local community requirements; appreciate diverse viewpoints; acknowledge inclusivity within designs; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate cultural influences within design styles.	<u>INTENT- Grand Designs Project</u> <u>GCSE Core Technical & Specialist Principles covered:</u> 3.3.1 Investigation, primary and secondary data 3.3.5 Communication of design ideas 3.3.6 Prototype/Interior design development 3.3.7 Selection of materials and components/furniture 3.3.9 Material management 3.3.10 Specialist tools and equipment 3.1.6 Materials and their working properties IMPLEMENTATION- Enrichment/life and work skills: Practical problem solving and recognising failure can be beneficial. In the Transition years learning is embedded through practical application and design and make activities. Discussions on recognising the sustainable and financial impacts of design on society. Technical drawing theory recapped and explored further from yr8. Ergonomic and Anthropometric impact on design explored through real world examples with support from videos and discussions on materials, energy and natural resources used in products and interior environments. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of risk taking with a design and drawing on project management skills from the project to support student leadership skills. IMPACT- Students produce a model that shows unique interior/room design that's supported by a range of research and design development within their folder. Knowledge is evidenced in the end of project assessment. This is a final combination of the project (folder and model) and the technical drawing test.

Term Spring 11 weeks	Transition Year 9 Year 9 holistic design and make activity covers the design process and systems & control
Literacy / numeracy foci Reading skills Researching skills Terminology and vocabulary Extended Writing skills Measuring accurately Units of measurement Scales of Production Material costing Tolerances **Homework** Circuit component and material research; Ideas and chosen idea; A specific Development write up; Client testing and Evaluation **Revisiting, revising, remembering opportunities** MCQs starters; Exam style questions; extended written tasks; KS4 Core terminology; Extended reading for research and revision (possible designer case study). **Data tracking:** Tracking sheets to enable and support independent and teacher assessment methods. **SMSC-** Explore beliefs and experience; Recognise right and wrong; Use a range of societal trends to influence designs; links to local community requirements; appreciate diverse viewpoints; acknowledge inclusivity within designs; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate cultural influences within design styles.	<u>INTENT- Cardboard Amplifier Project</u> <u>GCSE Core Technical & Specialist Principles covered:</u> 3.3.1 Investigation, primary and secondary data 3.3.5 Communication of design ideas 3.3.6 Prototype development 3.3.7 Selection of materials and components 3.3.8 Tolerances 3.3.9 Material management 3.3.10 Specialist tools and equipment 3.1.4 Systems approach to designing 3.1.6 Materials and their working properties 3.1.6.2 Material properties 3.2.8 Specialist techniques and processes 3.2.9 Surface treatments and finishes IMPLEMENTATION- Enrichment/life and work skills: Practical problem solving and recognising failure can be beneficial. In Transition years learning is embedded further through CAD, design and make activities will embedded with card iterative modelling techniques. Electronic theory developed to support basic circuit manufacture. Recognising the benefit of CAD and traditional modelling methods that can further influence product requirements, for example the use of 3D design software Tinkercad and sculpting. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of moral and ethical designing and using evaluative techniques to test a final prototype. IMPACT- Students produce a unique Speaker product that's supported by a range of research and design development within their folder. Knowledge is evidenced in the EOT test combined with project outcomes.

Term Summer 10 weeks	Transition Year 9 holistic design and make activity that covers design development and ergonomic influences
Literacy foci Terminology and vocabulary Extended Writing skills Measuring accurately Units of measurement **Homework** Consumer research; Material research; Focused ergonomic and anthropometric research; Brief and Specification completed; Ideas and chosen idea; Client testing and Evaluation. **Revisiting, revising, remembering opportunities** Material properties and characteristics (Mechanical and Aesthetic) **Data tracking:** End of year exam **SMSC-** Explore beliefs and experience; Recognise right and wrong; Use a range of societal trends to influence designs; links to local community requirements; appreciate diverse viewpoints; acknowledge inclusivity within designs; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate cultural influences within design styles.	<u>INTENT- GAME Project</u> <u>GCSE Core Technical & Specialist Principles covered:</u> 3.3.1 Investigation, primary and secondary data 3.3.5 Communication of design ideas 3.3.6 Prototype development 3.3.7 Selection of materials and components 3.3.8 Tolerances 3.3.9 Material management 3.3.10 Specialist tools and equipment 3.1.6 Materials and their working properties 3.1.6.2 Material properties 3.2.8 Specialist techniques and processes 3.2.9 Surface treatments and finishes IMPLEMENTATION- Enrichment/life and work skills: Game workshop session? (bring a boardgame) Practical problem solving and recognising failure can be beneficial. Discussions on recognising the social and financial impacts of products on society especially social economic issues with childrens toys. Sustainable material resourcing and why its important. Ergonomic and Anthropometric impact on design further explored through real world examples with support from videos and discussions on games. Revisiting technical drawing and designing skills that support with development and problem solving. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of risk taking with designs. IMPACT- Students produce a unique learning game product that's supported by a range of design developmens within their folder. <u>Assessments:</u> End of term Summative project evaluation combined with an end of year assessment.

CURRICULUM MAP-yr10

Term Autumn	Mastery	Term Spring	Mastery	Term Summer	Mastery
Literacy / numeracy foci Reading skills Researching skills Terminology and vocabulary Extended Writing skills Measuring accurately Units of measurement Material costing **Homework** NEA 1: Consumer research; Social Impact of design; Designer case study; Brief and Specification. **Revisiting, revising, remembering opportunities** MCQs starters; Exam style questions; Think/Pair/Share questions; match and link activities; KS4 terminology **SIMS Data drop: End of year 8 exams combined with Project WA and mini ½ term assessments.** **SMSC-** Explore beliefs and experience, Recognise right and wrong, Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate cultural influences	**INTENT-** **GCSE Core Technical & Specialist Principles covered:** 3.1.1 New and emerging technologies 3.1.2 Energy generation and storage 3.1.3 Developments in new materials 3.1.4 Systems approach to designing 3.1.5 Mechanical devices IMPLEMENTATION- Enrichment/life and work skills: Practical problem solving and recognising failure can be beneficial. Knowledge recall is evidenced from the Transition years learning. The core and specialist units are embedded through practical research and application activities. Discussions on recognising the links with the user and manufacturing in design and the impacts of products on society. Electronic theory recapped and explored further from yr9 amplifier project. Mechanical linkages, levers and cams identified in real world examples with support from videos and discussions. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of risk taking with a programme to support student leadership skills IMPACT- Students produce a range of notes based of knowledge delivered through ppt, video and practical resources. Knowledge is evidenced in the end of unit tests: This is a 45min paper combining MCQs, and extended answers that link to specific areas within the unit.	**Literacy / numeracy foci** Reading skills Researching skills Terminology and vocabulary Extended Writing skills Measuring accurately Units of measurement Scales of Production Material costing Tolerances **Homework** NEA 1: Ideas and chosen idea; A specific Development write up; Client testing and Evaluation **Revisiting, revising, remembering opportunities** MCQs starters; Exam style questions; extended written tasks; KS4 Core terminology; Extended reading for research and revision. **SIMS Data drop: End of year 8 exams combined with Project WA and mini ½ term assessments.** **SMSC-** Explore beliefs and experience, Recognise right and wrong, Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate cultural influences	**INTENT-** **GCSE Core Technical & Specialist Principles covered:** 3.3.1 Investigation, primary and secondary data 3.3.5 Communication of design ideas 3.3.6 Prototype development 3.3.7 Selection of materials and components 3.3.8 Tolerances 3.3.9 Material management 3.3.10 Specialist tools and equipment 3.1.6 Materials and their working properties 3.1.6.2 Material properties 3.2.8 Specialist techniques and processes 3.2.9 Surface treatments and finishes IMPLEMENTATION- Enrichment/life and work skills: Practical problem solving and recognising failure can be beneficial. In Transition years learning is embedded further through CAD, design and make activities and recapping on previous design software tools. Recognising Technological developments in CAD/CAM that can further influence product requirements for example the use of 3D design software Tinkercad. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of moral and ethical designing and using evaluative techniques to test a final prototype. IMPACT- Students produce a unique Speaker product that's supported by a range of research and design development within their folder. Knowledge is evidenced in the EOT test: A 45min assessment in the Spring term (Set of exam questions used and adapted from previous GCSE paper).	**Literacy foci** Terminology and vocabulary Extended Writing skills Measuring accurately Units of measurement **Homework** NEA 2: Consumer research; Brief and Specification; Ideas and chosen idea; Client testing and Evaluation. **Revisiting, revising, remembering opportunities** MCQs starters; Exam style questions; Think/Pair/Share whiteboard tasks; match and link activities; KS terminology **SIMS Data drop: End of year exam** **SMSC-** Explore beliefs and experience, Recognise right and wrong, Use a range of social skills; participate in the local community through research and investigation; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate cultural influences on designs	**INTENT-** **GCSE Core Technical & Specialist Principles covered:** 3.3.1 Investigation, primary and secondary data 3.3.5 Communication of design ideas 3.3.6 Prototype development 3.3.7 Selection of materials and components 3.3.8 Tolerances 3.3.9 Material management 3.3.10 Specialist tools and equipment 3.1.6 Materials and their working properties 3.1.6.2 Material properties 3.2.8 Specialist techniques and processes 3.2.9 Surface treatments and finishes IMPLEMENTATION- Enrichment/life and work skills: School trips to the Design museum. Practical problem solving and recognising failure can be beneficial. In the Transition years learning is embedded through practical application and design and make activities. Discussions on recognising the social and financial impacts of products on society especially social economic issues with childrens toys. Sustainable material resourcing and why its important. Ergonomic and Anthropometric impact on design further explored through real world examples with support from videos and discussions on games. Development of drawing and designing skills that support with development and problem solving. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of risk taking with designs. IMPACT- Students produce a unique learning game product that's supported by a range of design developmens within their folder. **Assessments:** End of term Summative project evaluation

CURRICULUM MAP-yr10

Rotation Mastery Autumn/Spring/Summer	Design and Technology: Technical drawing and graphical skills – A programme that delivers the skills required to develop an understanding of how to draw and present a design more clearly	
12 weeks (12 Lessons) Literacy / numeracy foci **Annotation skills** **Scale and proportion** **Terminology and vocabulary** **Measuring accurately** **Projection angles** Homework **Drawing tasks linked from class learning; Consumer focused research; Linkages research; Brief & Specification; Final Design** Revisiting, revising, remembering opportunities **End of project drawing assessment; Isometric and orthographic practice on whiteboards** **True/False and open questioning, match and link activities,** **MCQs used on board** **Directed lesson time and HW used to support revision before EOT and EOY assessments** SIMS Data drop: **Project WA (Folder/Practical/summative assessments)**	**INTENT- Curriculum purpose** • To understand engineering disciplines • To understand how science and maths are applied in engineering • To understand how to read engineering drawings • To understand properties and characteristics of engineering materials and know why specific materials are selected for engineering applications • To understand engineering tools, equipment and machines • To produce hand-drawn engineering drawings • To produce Computer Aided Design engineering drawings • To demonstrate production planning techniques • To demonstrate processing skills and techniques applied to materials for a manufacturing task **IMPLEMENTATION-** Enrichment/life and work skills: It encourages the learner to use knowledge and practical tools to focus on developing transferrable skills in practical engineering accompanied by the theoretical knowledge to help with progression into employment and onto further education. Students will be encouraged to learn how to apply maths and science to solve real world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Learners will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation. The qualification focuses on an applied study of the engineering sector and learners will gain a broad understanding and knowledge of working in the sector. **IMPACT-** An end of project drawing assessment of their folder that will support final summative grade for data drop and internal tracking systems.	**Core Knowledge Unit 1 – Understanding the Engineering world** • Engineering disciplines • Health and safety legislation • SI units of measurement • Equations for properties • Reading Engineering Drawings • British Standards • Properties and Characteristics of Materials • Materials • Tools, Equipment and Machines

CURRICULUM MAP- HOSPITALITY AND CATERING: MASTERY YEARS (YEAR 10)

Term Autumn	Mastery Year 10	Term Spring	Mastery Year 10	Term Summer	Mastery Year 10
Spaced Retrieval Opportunities • Throwback Thursday spaced retrieval starter tasks • Weekly pop quizzes on the following week to content learning • Spaced 45 mock assessments **SIMS Data Drop:** Data from the 45 minute mock assessment to inform the first SIMS data drop **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students, who even if not pursuing a career in Hospitality and Catering, can use these skills in their future lives. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** Unit 1 theory content links with Business Studies, as we examine success criteria, overall structure and profit margins in Hospitality and Catering businesses. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will receive an introduction to the course structure, and will begin learning for the unit 1 exam. During practical lessons, they will learn to cook several key commodities, with a focus on homemade pasta and breading (using both poultry and fish). In the second half term, they will focus on bread recipes and techniques. **Structure:** 3 lessons per week Week B: Theory Lessons, focussing on Unit 1 Week A: Practical Lessons, focussing on core skills **Homework:** Week B: Cooking at home and evaluation of end product (Once per week, where possible) Week A: 1 x 10 minute 'Pop Quiz' on SMHW 1 x 20 minute exam style question, to be reviewed in class the following week **Assessments & Feedback:** Formative assessment: Fortnightly 'Pop Quiz' data Fortnightly exam style question homework (Formative yellow sticker to be used) Formative Live Marking Summative assessment: 45 minute mock examination at half term (Summative yellow sticker to be used) 45 minute mock examination at the end of term (Summative yellow sticker to be used) **Hospitality and Catering assessment criteria covered:** Unit 1: AC 1.1, AC 1.2, AC 1.3, AC 1.4, AC 2.1, AC 2.2, AC 2.3 Unit 2: AC 3.1, AC 3.3, AC 3.4, AC 3.5	**Spaced Retrieval Opportunities** • Throwback Thursday spaced retrieval starter tasks • Weekly pop quizzes on the following week to content learning • Spaced 45 mock assessments • Homework questions to focus on theory content from the previous term **SIMS Data Drop:** Data from the 45 mock exams undertaken so far to inform the second data drop **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** Unit 1 theory content links with Business Studies, as we examine success criteria, overall structure and profit margins in Hospitality and Catering businesses. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will build on the knowledge developed in the Autumn term as we work through the course content for the unit 1 exam. During practical lessons, they will focus on learning setting agents, sauces and side dish recipes in the first half term, before moving on to a pastry focus in the second half term. **Structure:** 3 lessons per week Week B: Theory Lessons, focussing on Unit 1 Week A: Practical Lessons, focussing on core skills **Homework:** Week B: Cooking at home and evaluation of end product (Once per week, where possible) Week A: 1 x 10 minute 'Pop Quiz' on SMHW 1 x 20 minute Homework Buffet question- students are given a choice of questions focusing on topics from the previous term **Assessments & Feedback:** Formative assessment: Fortnightly 'Pop Quiz' data Fortnightly Homework Buffet (Formative yellow sticker to be used) Formative Live Marking Summative assessment: 45 minute mock examination at half term (Summative yellow sticker to be used) 45 minute mock examination at the end of term (Summative yellow sticker to be used) **Hospitality and Catering assessment criteria covered:** Unit 1: AC 3.1, AC 3.1, AC 3.2, AC 4.1, AC 4.2, AC 4.3, AC 4.4, AC 4.5, AC 5.1, AC 5.2 Unit 2: AC 3.1, AC 3.3, AC 3.4, AC 3.5	**Spaced Retrieval Opportunities** • Throwback Thursday spaced retrieval starter tasks • Weekly pop quizzes on the following week to content learning • Homework revision tasks to focus on learning over the previous 2 terms • Power Hour lessons during class time to aid revision **SIMS Data Drop:** Data from the 45 mock exams undertaken so far to inform the second data drop **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** Unit 1 theory content links with Business Studies, as we examine success criteria, overall structure and profit margins in Hospitality and Catering businesses. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will have fully covered the unit 1 theory content by the Easter break. Therefore, the first half term of the Summer term will focus on revision of content before the June exam. **Structure: Easter to May Half Term** 3 lessons per week Week A& B: Revision Lessons for unit 1 exam **Structure: May Half Term to Summer Break** 3 lessons per week Week B: Theory content for unit 2 Week A: Practical lessons, focussing on core skills **Homework: Easter to May Half Term** 1 x 30 minutes revision task per week **Homework: May Half Term to Summer** Cooking at home and evaluation of end product (Once per week, where possible) 1 x 10 minute 'Pop Quiz' on SMHW per week **Assessments & Feedback: Easter to May Half Term** Formative assessment: Formative Live Marking Summative assessment: Weekly revision homework task to be summative assessed by the teacher **Assessments & Feedback: May Half Term to Summer** Formative assessment: Formative Live Marking Fortnightly 'Pop Quiz' data Summative assessment: Weekly revision task to be summative assessed by the teacher **Hospitality and Catering assessment criteria covered:** Unit 2: AC 1.1, AC 1.2, AC 1.3, AC 3.1, AC 3.3, AC 3.4, AC 3.5

CURRICULUM MAP- HOSPITALITY AND CATERING: MASTERY YEARS (YEAR 11)

Term Autumn	Mastery Year 11	Term Spring	Mastery Year 11	Term Summer	Mastery Year 11
Spaced Retrieval Opportunities • Throwback Thursday spaced retrieval starter tasks • Weekly pop quizzes on the following week to content learning • Mock NEA task **SIMS Data Drop:** Data from the November mock NEA to inform the first SIMS data drop **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students, who even if not pursuing a career in Hospitality and Catering, can use these skills in their future lives. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** The unit 2 theory content has links to Science, with a strong focus on nutrition and it's function in the body. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will receive an introduction to the NEA structure, and will build on learning started in the summer term of year 10 for their written NEA. During practical lessons, they will learn to cook several key commodities, with a focus on sides and fish, refreshing skills from their year 10 study. After the half term, the students will work on skills of their choice, refining areas of weakness with the help of the teacher. **Structure:** 3 lessons per week Week A: Theory Lessons, focussing on Unit 2 Week B: Practical Lessons, focussing on core skills **Homework:** Week A: Cooking at home and evaluation of end product (Once per week, where possible) Week B: 1 x 10 minute 'Pop Quiz' on SMHW 1 x 20 minute NEA task **Assessments & Feedback:** Formative assessment: Fortnightly 'Pop Quiz' data Fortnightly NEA task homework (Formative yellow sticker to be used) Formative Live Marking Summative assessment: Mock NEA to be undertaken in November year 11 Mock period **Hospitality and Catering assessment criteria covered:** Unit 2: AC 1.4, AC 2.1, AC 2.2, AC 2.3, AC 2.4, AC 3.1, AC, 3.2, AC 3.3, AC 3.4, AC 3.5	**Spaced Retrieval Opportunities** • Throwback Thursday spaced retrieval starter tasks • Weekly pop quizzes on the following week to content learning • Mock NEA task **SIMS Data Drop:** Data from the November & February mock NEA to inform the first SIMS data drop **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students, who even if not pursuing a career in Hospitality and Catering, can use these skills in their future lives. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** The unit 2 theory content has links to Science, with a strong focus on nutrition and it's function in the body. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will receive feedback from their November mock NEA, and revise areas of theory content as needed as a result of their feedback. They will then undertake tasks to improve their written ability for the written portion of the unit 2 NEA. In practical lessons, there will be a focus on practicing key skills as required, and also on presentation of dishes. In the second half term, the students will undertake a further mock NEA and also start their assessed NEA, to be completed in April (depending on when the Easter holidays fall). The final grades must be submitted to the exam board by 5th May. **Structure:** 3 lessons per week **Homework:** Fortnightly: 1 x 10 minute 'Pop Quiz' on SMHW 1 x 20 minute NEA task **Assessments & Feedback:** Formative assessment: Fortnightly 'Pop Quiz' data Fortnightly NEA task homework (Formative yellow sticker to be used) Formative Live Marking Summative assessment: Mock NEA to be undertaken in February r year 11 Mock period **Hospitality and Catering assessment criteria covered:** All unit 2 assessment criteria	**Spaced Retrieval Opportunities** • Revision tasks for the unit 1 exam (from year 10 content) **SIMS Data Drop:** Teacher assessment from current unit 2 working level and unit 1 year 10 score **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students, who even if not pursuing a career in Hospitality and Catering, can use these skills in their future lives. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** Unit 1 theory content links with Business Studies, as we examine success criteria, overall structure and profit margins in Hospitality and Catering businesses. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will either be completing or have completed their final assessed NEA. They will use the lesson time before study leave to revise for a unit 1 resit, should they be undertaking this as part of their June exam series. **Structure:** 3 lessons per week **Assessments & Feedback:** **Hospitality and Catering assessment criteria covered:** All unit 1 assessment criteria