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| **YEAR 11 2023-2024 AUTUMN TERM**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Planning for NEA1 and completing NEA1: Science Invesigation** | |
| **Curriculum Intent** | **In addition to working further on objectives from Year 10, pupils will be taught, following National Curriculum guidelines, the following this term:**   * Recap on food science * Carrying out investigations * Writing a hypothesis * Drawing conclusions * Starting NEA1 – release topic * Carrying out research * Writing ga hypothesis and planning investigations * Writing up the study * Carrying out group and independent investigations * Writing up conclusions * Completion and hand in of NEA1 |
| **Skills/Assessment Objective Links** |
| **Spiritual, moral, social, and cultural development** | **SMSC**: Consideration of others when carrying out practical work, helping others where possible, working as a cooperative team in unit areas.  **PSHE/British Values**: group work, hygiene, planning of time and work  **Skills Builder**: weighing, measuring, planning investigations, interpreting results, evaluating, drawing conclusions, choosing suitable cooking methods for different foods, knowing about cross contamination and how to avoid it. |
| **Numeracy** | Accurate weighing, measuring, use of hob and oven for temperature control, accurate measuring for investigation work |
| **Literacy** | **Vocabulary Tier 2:** plan, organize, investigate, timing, temperature, control, conclude, evaluate  **Vocabulary Tier 3:** food science terms specific to the NEA chosen  **Reading:** textbook, fact sheets, PowerPoints, research from internet  **Writing:** research, hypothesis, plans, instructional writing, conclusions, evaluations, explanations  **Oracy:** explaining methods chosen and justifying |
| **Becoming future ready** | **Careers/Employability:** food science laboratory roles, food production roles |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **By product**: investigations will vary in complexity and accuracy  **By resource:** Booklets and factsheets provide stretch and challenge and scaffolding, word banks, literacy booklets  **By Intervention**: by providing different levels of supervision and support  **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue including in metacognition starters  **By Grouping:** according to prior attainment, gender, social preference, preferred learning style.  **By Task:**Pupils will be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.  **By Offering Optional Activities:** In class or as homework, to extend learning. Recipes will be provided on Doddle to encourage practical practice at home. Pupils will be encouraged to present the meals they make at home as a full meal, meeting the requirements of the Eatwell Guide and Dietary Guidelines. They will be asked to reflect on their own and family’s diet and suggest modifications.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. |
| **QFT/SEND Provision** |
| **Implementation**  **Curriculum Delivery** | To be able to:   * Carry out practical work safely and hygienically * Demonstrate good time management and organisation in practical work * Carry out research * Write a hypothesis * Write methods for investigations * Explain methods chosen * Write up results accurately * Draw conclusions * Relate back to hypothesis * Evaluate work * Write concisely   Red denotes interleaving; aspects of knowledge covered previously. |
| **Learning Outcomes (Core Knowledge)** |
| **Current learning to be developed in the future within:** | Food science will be covered for revision in Summer term |
| **Assessment** | Marked in line with AQA specification, accounting for 15% of the total GCSE mark. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |

