



YEAR 11 H&C SPRING TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Topic: Practical and evaluation aspects of coursework

Curriculum Intent	
Skills/Assessment Objective Links	<p>In addition to working further on objectives from Year 10, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none">• Evaluation techniques• Sensory analysis• Writing up own work• Preparing for a practical exam• Practical exam will take place• Pupils will write up practical and evaluations• Revision of unit 1 will begin when coursework is completed
Spiritual, moral, social, and cultural development	<p>SMSC: Consideration of others when carrying out practical work, helping others where possible, working as a cooperative team in unit areas.</p> <p>PSHE/British Values: Taking responsibility for health, safety and hygiene when preparing food.</p> <p>Skills Builder: weighing, measuring, personal hygiene, use of equipment, organization, time management</p>
Numeracy	Accurate weighing, measuring, use of hob and oven for temperature control, figures for reference nutrient intakes for each nutrient, ability to modify amounts of ingredients for recipes, portion control.
Literacy	<p>Vocabulary Tier 2: follow, weigh, measure, reduce, add, mix, health, disease, cook, clean, diet, recipes, meals, cost, modify, adapt, change</p> <p>Vocabulary Tier 3: macronutrients, micronutrients, vitamins, minerals, protein, amino acids, carbohydrate, sucrose, glucose, maltose, fats, oils, lipids, coeliac, lactose intolerant, coronary heart disease, anaemia, obesity, malnutrition, evaluation, reflection, sensory analysis, organoleptic, salty, sweet, sour, bitter, umami</p> <p>Reading: textbook, fact sheets, PowerPoints, recipes, internet research</p> <p>Writing: writing up coursework – research, summaries, conclusions, instructional writing, evaluations</p> <p>Oracy: discussions with teacher on practical work – providing justifications for choices, evaluating, reflecting, setting targets</p>
Becoming future ready	Careers/Employability: food preparation roles, trainee chef
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: through practical work food products will vary in standard and quality depending on ability and support provided – pupils will choose recipes based on their ability from basic, medium or complex</p> <p>By resource: Textbook will be used for research and has work pitched at different abilities</p> <p>By Intervention: by providing different levels of supervision and support, especially with practical activities, although this must be in line with exam board requirements</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue when carrying out practical work</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning. 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.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none">• Carry out practical work safely and hygienically• Demonstrate good time management and organisation in practical work

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Produce good quality, well finished food products and know how they can be served as i following the guidance of the Eatwell Guide and dietary guidelines • Choose appropriate recipes • Produce an accurate timeplan • Carry out sensory analysis • Produce detailed evaluation work on own performance and practical work/end products <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Nutrition and health and safety information developed in this unit will be covered again in the revision section.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>

