

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Half Term 1	<b>Nutrition</b> <ul style="list-style-type: none"> <li>- Macronutrients</li> <li>- Micronutrients</li> <li>- Water</li> </ul>	<p>Practical work is assessed on an ongoing basis as pupils develop their skills throughout the course</p> <p>In class assessment includes quick multiple choice quizzes and longer answer exam questions.</p> <p>At the end of each unit pupils are given a formal written test</p>	<p>Nutrition knowledge underpins all of the other theory needs for GCSE.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- Short &amp; long answer exam questions</li> </ul>
Autumn Half Term 2	<b>Nutritional Needs &amp; Health</b> <ul style="list-style-type: none"> <li>- Making informed dietary choices</li> <li>- Energy needs</li> <li>- Nutritional analysis</li> <li>- Diet related diseases and conditions</li> </ul>	<p>Practical work is assessed on an ongoing basis as pupils develop their skills throughout the course</p> <p>In class assessment includes quick multiple choice quizzes and longer answer exam questions.</p> <p>At the end of each unit pupils are given a formal written test</p>	<p>This unit starts to apply the theory knowledge from unit 1. It is taught at this time so that pupils can use this knowledge to help them with their mock NEA project after Christmas.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- Short &amp; long answer exam questions</li> </ul>
Spring Half Term 3	<b>Mock NEA2</b> A slimmed down version of the NEA2 project to be completed in Year 11. 'Plan, prepare, cook and present a range of dishes that meet healthy eating guidelines and would be suitable for young children. Present two dishes'	<p>All areas of mock NEA2 to be assessed: task analysis, research, selecting suitable dishes, practical, evaluation and analysis.</p> <p>Formal written feedback to be provided to each pupil and form part of the grade for the next tracing window.</p>	<p>Skill development for Year 11 NEA</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms</li> <li>- Writing an extended project</li> </ul>

<b>Spring</b> <b>Half Term 4</b>	<b>Food Safety</b> <ul style="list-style-type: none"> <li>- Food spoilage &amp; contamination</li> <li>- Microorganisms in food production</li> <li>- Bacterial contamination</li> <li>- Buying &amp; storing food safely</li> <li>- Preparing, cooking and serving food safely</li> </ul>	<p>Practical work is assessed on an ongoing basis as pupils develop their skills throughout the course</p> <p>In class assessment includes quick multiple choice quizzes and longer answer exam questions.</p> <p>At the end of each unit pupils are given a formal written test</p>	<p>Ongoing theory knowledge acquisition.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- Short &amp; long answer exam questions</li> </ul>
<b>Summer</b> <b>Half Term 5</b>	<b>Food Science</b> <ul style="list-style-type: none"> <li>- Why are foods cooked?</li> <li>- Heat transfer methods</li> <li>- Selecting appropriate cooking methods</li> <li>- Functional properties of ingredients</li> </ul>	<p>Practical work is assessed on an ongoing basis as pupils develop their skills throughout the course</p> <p>In class assessment includes quick multiple choice quizzes and longer answer exam questions.</p> <p>At the end of each unit pupils are given a formal written test</p>	<p>This is one of the more difficult theory topics and so teaching it later in Year 10 seems more appropriate. Year 11 starts with NEA1 which is a science investigation piece of coursework so teaching later in the year is also better in that respect.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- Short &amp; long answer exam questions</li> </ul>
<b>Summer</b> <b>Half Term 6</b>	<b>Food Choices &amp; Food Provenance</b> <ul style="list-style-type: none"> <li>- Factors affecting food choices</li> <li>- Food labelling</li> <li>- Food marketing</li> <li>- Food sources</li> <li>- Food &amp; the environment</li> <li>- Food processing &amp; production</li> <li>- Technological developments in the food industry</li> </ul>	<p>Practical work is assessed on an ongoing basis as pupils develop their skills throughout the course</p> <p>In class assessment includes quick multiple choice quizzes and longer answer exam questions.</p> <p>At the end of each unit pupils are given a formal written test</p>	<p>This is one of the more difficult theory topics and so teaching it later in Year 10 seems more appropriate</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- Short &amp; long answer exam questions</li> </ul>