

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn  Half Term 1	<b>Picnic Project</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Hygiene, safety &amp; bacteria</li> <li>- Weighing and measuring</li> </ul>	<p>levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces. Teacher will do group verbal feedback as well.</p>	<p>The project begins with a design brief and then subsequent topics are built around this.</p> <p>Healthy eating and knowledge of nutrition underpin all of the food work in KS3 &amp; KS4.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms</li> <li>- Long answer exam questions</li> <li>- Use of key words</li> </ul>
Autumn  Half Term 2	<b>Picnic Project</b> <ul style="list-style-type: none"> <li>- The Eatwell Guide</li> <li>- The 8 Tips for Healthy Eating</li> <li>- Food practicals to cover a range of basic skills</li> </ul>	<p>All practical work to be assessed</p> <p><b>Theory assessment tasks</b></p> <ul style="list-style-type: none"> <li>- Planning a healthy breakfast</li> </ul> <p>levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces. Teacher will do group verbal feedback as well.</p>	<p>A further design and make project developing pupils knowledge of the design process which is followed in subsequent years.</p> <p>The topics taught in this project underpin further work into these subjects at KS3 &amp; KS4.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms</li> <li>- Extended reading task</li> <li>- Product Analysis – QWC and Extended written response</li> </ul> <p>All literacy opportunities are identified in booklets through the departments symbol system.</p>

<p><b>Spring</b></p> <p><b>Half</b></p> <p><b>Term 3</b></p>	<p><b>Picnic Project</b></p> <ul style="list-style-type: none"> <li>- Food Provenance</li> <li>- Fruits and vegetables</li> <li>- Food practicals to cover a range of basic skills</li> </ul>	<p>All practical work to be assessed</p> <p><b>Theory assessment tasks</b></p> <ul style="list-style-type: none"> <li>- Extended writing – writing to Mrs Bateman as a food inspector</li> </ul> <p>levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces. Teacher will do group verbal feedback as well.</p> <p>-</p>	<p>An initial design and make project developing pupils knowledge of the design process which is followed in subsequent years.</p> <p>The topics taught in this project underpin further work into these subjects at KS3 &amp; KS4.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms</li> <li>- Extended reading task</li> <li>- Product Analysis – QWC and Extended written response</li> </ul> <p>All literacy opportunities are identified in booklets through the departments symbol system.</p>
<p><b>Spring</b></p> <p><b>Half</b></p> <p><b>Term 4</b></p>	<p><b>Picnic Project</b></p> <ul style="list-style-type: none"> <li>- Nutrition</li> <li>- Teenagers diets</li> <li>- Food practicals to cover a range of basic skills</li> <li>-</li> </ul>	<p>All practical work to be assessed</p> <p>levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces. Teacher will do group verbal feedback as well.</p>	<p>A further design and make project introducing pupils to the design process which is followed in subsequent years.</p> <p>The topics taught in this project underpin further work into these subjects at KS3 &amp; KS4.</p>	<ul style="list-style-type: none"> <li>- Group / class discussions</li> <li>- Use of key terms</li> <li>- Extended reading task: 'Sustainable party bags'.</li> </ul>

<p><b>Summer</b></p> <p><b>Half Term 5</b></p>	<p><b>Picnic Project</b></p> <ul style="list-style-type: none"> <li>- Designing a food product</li> <li>- Food practicals to cover a range of basic skills</li> </ul>	<p>All practical work to be assessed</p> <p><b>Theory assessment tasks</b></p> <ul style="list-style-type: none"> <li>- Snack-on-toast designing</li> </ul> <p>levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces. Teacher will do group verbal feedback as well.</p>	<p>A further design and make project introducing pupils to the design process which is followed in subsequent years.</p> <p>The topics taught in this project underpin further work into these subjects at KS3 &amp; KS4.</p>	<ul style="list-style-type: none"> <li>- Group / class discussions</li> <li>- Use of key terms</li> <li>- Annotations</li> </ul>
<p><b>Summer</b></p> <p><b>Half Term 6</b></p>	<p><b>Picnic Project</b></p> <ul style="list-style-type: none"> <li>- 'Focus on Food Science'</li> <li>- Food practicals to cover a range of basic skills</li> </ul>	<p>All practical work to be assessed</p> <p><b>Theory assessment tasks</b></p> <ul style="list-style-type: none"> <li>- Planning food for a picnic</li> </ul> <p>levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces. Teacher will do group verbal feedback as well.</p>	<p>A further design and make project introducing pupils to the design process which is followed in subsequent years.</p> <p>The topics taught in this project underpin further work into these subjects at KS3 &amp; KS4.</p>	<ul style="list-style-type: none"> <li>- Group / class discussions</li> <li>- Use of key terms</li> <li>- Annotations</li> </ul>