

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1

- Food Provenance Unit
- NEA1 (Section A Research/Section B Investigation/Section C Analysis and Evaluation)

Half Term 2

- NEA2 Section A (Research)
- Section B (Demonstration of technical skills)

Half Term 3 NEA2

- *Section C (Planning for the final menu)*
- *Section D (Making the final dishes)*
- Section E (Analyse and evaluate)

Half Term 4

- NEA2/Revision for Written exam

Half Term 5

- Revision for written exam

Half Term 6

- *Exam*

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment-theory and practical • Generic feedback for NEA • On-going formative assessment during lessons by teacher • Student/teacher one-to-one discussions • Regular homework and quizzing • Termly teacher assessed tasks • Termly formal assessment 	<ul style="list-style-type: none"> • Student progression routes celebrated and displayed. • Sixth form lesson experiences for Y11 students built into lesson schedule 	<ul style="list-style-type: none"> • Looking to identify key skills in schemes which directly link to future careers and reference this on curriculum maps and powerpoints. • Links with Sheffield Hallam

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • The balance of practical marks to theory for end of course • Use of scientific terminology in NEA1 	<ul style="list-style-type: none"> • Use of Seneca for regular revisiting of new terminology 	<ul style="list-style-type: none"> • Knowledge Organisers to support with subject specific terminology in each unit. • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of skills matrix to show next steps to improve