

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

<p><b>Half Term 1</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3 Experimenting to Solve Food Production Issues</b> – theory and practical work to understand the functional properties of ingredients.</li> <li>• Macro nutrients; fats, carbohydrates and proteins.</li> </ul> <p><b>Half Term 2</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3 Experimenting to Solve Food Production Issues</b> – Coursework task released by the exam board. Application of knowledge from term one to complete the coursework.</li> </ul> <p><b>Half Term 3</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2 Ensuring Food is safe to Eat</b> – theory and practical work to learn about microbiology, safe handling, storage and preparation of different foods, allergies and intolerances and contamination of foods.</li> </ul>	<p><b>Half Term 4</b> Application of knowledge from term one to complete the unit 2 coursework task.</p> <p><b>Half Term 5</b></p> <ul style="list-style-type: none"> <li>• Application of knowledge from term one to complete the coursework task.</li> </ul>
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<b>Feedback, Retrieval &amp; Assessment</b>	<b>Super curriculum opportunities / extra-curricular activities</b>	<b>Cultural Capital, SMSC, Careers and Futures</b>
<ul style="list-style-type: none"> <li>• Theory questions and mini-tests, small projects to ensure that students are confident in the requirements of the coursework prior to commencing it.</li> <li>• Understanding how to address ‘assessment criteria’ for coursework.</li> <li>• Work marked and feedback given to make improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading around the subject</li> <li>• Watch documentaries/programmes that relate to the units of study</li> <li>• Develop complex practical skills by practicing practical work at home</li> <li>• Read the textbook that supports the Certificate/Diploma.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to SHU L3 Food Science and Nutrition taster day</li> <li>• Trip to a food establishment as part of unit 2 Ensuring Food is safe to Eat/HACCP.</li> <li>• Posters displaying careers advice and meetings with Phil R to discuss futures.</li> </ul>

<b>Common misconceptions</b>	<b>Connecting New Knowledge</b>	<b>Challenge for all</b>
<ul style="list-style-type: none"> <li>• That the course is ‘cooking’ and purely a practical-based course. It’s a science-based course and covers Food Chemistry!</li> </ul>	<ul style="list-style-type: none"> <li>• Students in Y13 build on the work covered in Y12 to support their coursework tasks.</li> <li>• Students in Y12 gain in-depth knowledge of units 2 and 3 to support their exam at the end of Y13.</li> </ul>	<ul style="list-style-type: none"> <li>• Theory and practical tasks allow students to make choices about the level of complexity they undertake. Work is structured and scaffolded to allow challenge for all.</li> </ul>