



YEAR 11 AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Planning for NEA1 and completing NEA1: Science Investigation

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"> Recap on food science Carrying out investigations Writing a hypothesis Drawing conclusions Starting NEA1 – release topic Carrying out research Writing a hypothesis and planning investigations Writing up the study Carrying out group and independent investigations Writing up conclusions Completion and hand in of NEA1
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: group work, hygiene, planning of time and work</p> <p>Skills Builder: weighing, measuring, planning investigations, interpreting results, evaluating, drawing conclusions, choosing suitable cooking methods for different foods, knowing about cross contamination and how to avoid it.</p>
Numeracy	Accurate weighing, measuring, use of hob and oven for temperature control, accurate measuring for investigation work
Literacy	<p>Vocabulary Tier 2: plan, organize, investigate, timing, temperature, control, conclude, evaluate</p> <p>Vocabulary Tier 3: food science terms specific to the NEA chosen</p> <p>Reading: textbook, fact sheets, PowerPoints, research from internet</p> <p>Writing: research, hypothesis, plans, instructional writing, conclusions, evaluations, explanations</p> <p>Oracy: explaining methods chosen and justifying</p>
Becoming future ready	Careers/Employability: food science laboratory roles, food production roles
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: investigations will vary in complexity and accuracy</p> <p>By resource: Booklets and factsheets provide stretch and challenge and scaffolding, word banks, literacy booklets</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue including in metacognition starters</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"> • Carry out research • Write a hypothesis • Write methods for investigations • Explain methods chosen • Write up results accurately • Draw conclusions • Relate back to hypothesis • Evaluate work • Write concisely <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Food science will be covered for revision in Summer term</p>
Assessment	<p>Marked in line with AQA specification, accounting for 15% of the total GCSE mark.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>

