

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested revision website	Exam Board link	Recommended revision guide
	Technology subjects are taught on half yearly rotation. In years 7 and 8 students will either study product design 3D, product design 2D or food, preparation and nutrition. In year 9 Textile design is also included in this rotation.									
KS3 Product design 3D	year 7	Clipboard Project. Material recognition. Health & Safety. Developing design ideas. Template production. Marking out techniques.	Clipboard Project. Practice cutting techniques. Recognise and use tools to cut and shape Plywood.	Clipboard Project. Final construction of product. Applying finishes. Evaluation	Clipboard Project. Material recognition. Health & Safety. Developing design ideas. Template production. Marking out techniques.	Clipboard Project. Practice cutting techniques. Recognise and use tools to cut and shape Plywood.	Clipboard Project. Final construction of product. Applying finishes. Evaluation	www.technologystudent.com		
KS3 Product design 3D	year 8	Mobile Phone Stand Project. Material recognition. Health & Safety. Plastics. Developing design ideas. Template production. Marking out techniques.	Mobile Phone Stand Project. Practice cutting techniques. Recognise and use tools to cut and shape Plywood.	Mobile Phone Stand Project. Final construction of product. Testing. Applying finishes. Evaluation	Mobile Phone Stand Project. Material recognition. Health & Safety. Plastics. Developing design ideas. Template production. Marking out techniques.	Mobile Phone Stand Project. Practice cutting techniques. Recognise and use tools to cut and shape Plywood.	Mobile Phone Stand Project. Final construction of product. Testing. Applying finishes. Evaluation	www.technologystudent.com		
KS3 Product design 3D	year 9	Jewellery Box Project. Material recognition. Health & Safety. Plastics. Hardwoods and Softwoods. Isometric Drawings. Exploded Views. Joint Recognition.	Jewellery Box Project. Marking out. Cutting techniques. Recognise and use tools to cut and shape Pine. Fixing Methods. Joint construction.	Jewellery Box Project. Final construction of product. CAD/CAM Applying finishes. Evaluation	Jewellery Box Project. Material recognition. Health & Safety. Plastics. Hardwoods and Softwoods. Isometric Drawings. Exploded Views. Joint Recognition.	Jewellery Box Project. Marking out. Cutting techniques. Recognise and use tools to cut and shape Pine. Fixing Methods. Joint construction.	Jewellery Box Project. Final construction of product. CAD/CAM Applying finishes. Evaluation	www.technologystudent.com		
KS3 Product design 2D	year 7	Fruit drink logo: Students will develop skills in drawing, practising rendering and layout drawing. They will study existing logo's as part of their research.	Fruit drink logo: Branding and target markets are studied before students begin to work on design ideas for their own fruit drink company. Image and text are explored.	Fruit drink logo: Design ideas are developed and a final design is produced, visualised as a drinks can.	Fruit drink logo: Students will develop skills in drawing, practising rendering and layout drawing. They will study existing logo's as part of their research.	Fruit drink logo: Branding and target markets are studied before students begin to work on design ideas for their own fruit drink company. Image and text are explored.	Fruit drink logo: Design ideas are developed and a final design is produced, visualised as a drinks can.			
KS3 Product design 2D	year 8	Sports branding: Students learn about key terms used in industry and gain an understanding of working to a design brief. They research existing sports brands and logo design.	Sports branding: Students begin to develop and brand name for their sports company, they explore ideas and experiment with image and text.	Sports branding: Students develop a range of ideas before reaching a final design. This design is produced on a range of sports products..	Sports branding: Students learn about key terms used in industry and gain an understanding of working to a design brief. They research existing sports brands and logo design.	Sports branding: Student begin to develop and brand name for their sports company, they explore ideas and experiment with image and text.	Sports branding: Students develop a range of ideas before reaching a final design. This design is produced on a range of sports products..			

KS3 Product design 2D	year 9	Educational pop-up book: Students research existing pop up books aimed at children. The explore pop-up mechanisms and produce pop-up samples and produce design ideas developed from these.	Educational pop-up book: Students produce surface graphics for a double page of a childrens book and for their Pop-up mechanism.	Educational pop-up book: Surface graphics completed and pop-up mechanism is constructed. Elements of the work are put together to produce a double page sample of a childrens pop-up book.	Educational pop-up book: Students research existing pop up books aimed at children. The explore pop-up mechanisms and produce pop-up samples and produce design ideas developed from these.	Educational pop-up book: Students produce surface graphics for a double page of a childrens book and for their Pop-up mechanism.	Educational pop-up book: Surface graphics completed and pop-up mechanism is constructed. Elements of the work are put together to produce a double page sample of a childrens pop-up book.	http://www.roberts-abuda.com/		
KS3 Textiles	Year 9	Textiles interior product Cushion. Students research a textile artist using the theme of pattern. They analyse the work of the artist and create a pattern reflecting their style. A range of media is used to develop their skills and explore a variety of techniques.	Textiles interior product Cushion. Pupils understand how to create a repeat pattern reflecting the work of the artist. Pupils plan out using a variety of different methods such as symmetry-reflection-rotation. Pupils learn how to trace and transfer their ideas onto fabric.	Textiles interior product Cushion. The focus is to develop their repeat pattern in readiness for their cushion. The use of a variety of textile media are explored in order to develop knowledge and understanding of Textiles. The pupils produce a fabric sample during their assessment to enable them to evaluate their skills. Pupils apply their design onto their cushion fabric. Practical skills are then developed through the use of the sewing machine for the construction and neatening stages of making the cushion.	Textiles interior product Cushion. Students research a textile artist using a the theme of pattern. They analyse the work of the artist and create a pattern reflecting their style. A range of media is used to develop their skills and explore a variety of techniques. .	Textiles interior product Cushion. Pupils understand how to create a repeat pattern reflecting the work of the artist. Pupils plan out using a variety of different methods such as symmetry-reflection-rotation. Pupils learn how to trace and transfer their ideas onto fabric.	Textiles interior product Cushion. The focus is to develop their repeat pattern in readiness for their cushion. The use of a variety of textile media are explored in order to develop knowledge and understanding of Textiles. The pupils produce a fabric sample during their assessment to enable them to evaluate their skills. Pupils apply their design onto their cushion fabric. Practical skills are then developed through the use of the sewing machine for the construction and neatening stages of making the cushion.			

KS3 Food, nutrition and a healthy lifestyle	year 7	The focus will be the importance of health and safety within a cooking environment. They will gain an understanding of the personal hygiene and food safety. During this term nutrition is a key element and the importance of each nutrient within the human body. Key practical skills are implemented throughout with a practical lesson every 2 weeks.	Continue to build upon the knowledge of the importance of nutrition linked to the benefits of a healthy balanced diet. Design and recipe modification are a further element highlighting how recipes can be changed to suit specific dietary needs. Practical skills are getting progressively more challenging, a practical every 2 weeks.	Energy and energy balance, link to a healthy lifestyle and the relevance of this to diet. Sensory properties they link to food. Design of products followed by sensory evaluations of finished items. Practical skills are progressively more challenging with a practical lesson every 2 weeks. Self reflection of the knowledge gained and the practical skills journey for each pupil.	The focus will be the importance of health and safety within a cooking environment. They will gain an understanding of the personal hygiene and food safety. During this term nutrition is a key element and the importance of each nutrient within the human body. Key practical skills are implemented throughout with a practical lesson every 2 weeks.	Continue to build upon the knowledge of the importance of nutrition linked to the benefits of a healthy balanced diet. Design and recipe modification are a further element highlighting how recipes can be changed to suit specific dietary needs. Practical skills are getting progressively more challenging, a practical every 2 weeks.	Energy and energy balance, link to a healthy lifestyle and the relevance of this to diet. Sensory properties they link to food. Design of products followed by sensory evaluations of finished items. Practical skills are progressively more challenging with a practical lesson every 2 weeks. Self reflection of the knowledge gained and the practical skills journey for each pupil.			
KS3 Food, nutrition and a healthy lifestyle	year 8	Progressing from year 7 nutrition - macronutrients and micronutrients are now discussed. The difference between both categories and the importance of them in the human body. Practical skills are now looking into the science behind certain ingredients within food and different cooking techniques are being taught to highlight the science within cooking, with a practical lesson every 2 weeks.	Sensory evaluations against testers feedback regarding products produced within a practical lesson. A product will be designed with the use of a criteria/specification list the key emphasis being balanced and nutritional, this product will then be created within a practical lesson. Reasons for food choice, linking to certain requirements. Practical skills are progressively more challenging with a focus upon the science behind food and healthy alternatives.	Recipe adaption in relation to the reasons for food choice, linked to religion, culture, health, moral and special diets. Different methods of cake making with a clear link to the function and science of ingredients within food. Timeplan to aid organisation and preparation for year 9 included towards the end of this scheme. Practical skills are progressively more challenging still with a focus upon the science behind food and healthy alternatives.	Progressing from year 7 nutrition - macronutrients and micronutrients are now discussed. The difference between both categories and the importance of them in the human body. Practical skills are now looking into the science behind certain ingredients within food and different cooking techniques are being taught to highlight the science within cooking, with a practical lesson every 2 weeks.	Sensory evaluations against testers feedback regarding products produced within a practical lesson. A product will be designed with the use of a criteria/specification list the key emphasis being balanced and nutritional, this product will then be created within a practical lesson. Reasons for food choice, linking to certain requirements. Practical skills are progressively more challenging with a focus upon the science behind food and healthy alternatives.	Recipe adaption in relation to the reasons for food choice, linked to religion, culture, health, moral and special diets. Different methods of cake making with a clear link to the function and science of ingredients within food. Timeplan to aid organisation and preparation for year 9 included towards the end of this scheme. Practical skills are progressively more challenging still with a focus upon the science behind food and healthy alternatives.			

KS3 Food, nutrition and a healthy lifestyle	year 9	Food science and different cuisines are the key focus. The practical dishes have a clear link to a different country each time with a specific traditional technique or skill taught. Within this part of the rotation knife skills in a kitchen industry environment are taught. The practical skills are now at the stage of preparing pupils for more challenging techniques. Experiments are completed to further investigate the science of food.	Sensory analysis of products to create a comparison between branded items and homemade products. The analysis investigates the health benefits of home made products against the health issues ready meals/ branded items. Further science - gelatinisation and a dish using this technique within a practical lesson. The practical skills are now at the stage of preparing pupils for more challenging techniques.	Food provenance, ethics and seasonality. Experimentation for the science of food to include gluten ball and dextrinisation, which will then be linked to a practical lesson. The function of ingredients with a more scientific approach. The practical skills are now at the stage of preparing pupils for more challenging techniques in preparation for GCSE.	Food science and different cuisines are the key focus. The practical dishes have a clear link to a different country each time with a specific traditional technique or skill taught. Within this part of the rotation knife skills in a kitchen industry environment are taught. The practical skills are now at the stage of preparing pupils for more challenging techniques. Experiments are completed to further investigate the science of food.	Sensory analysis of products to create a comparison between branded items and homemade products. The analysis investigates the health benefits of home made products against the health issues ready meals/ branded items. Further science - gelatinisation and a dish using this technique within a practical lesson. The practical skills are now at the stage of preparing pupils for more challenging techniques.	Food provenance, ethics and seasonality. Experimentation for the science of food to include gluten ball and dextrinisation, which will then be linked to a practical lesson. The function of ingredients with a more scientific approach. The practical skills are now at the stage of preparing pupils for more challenging techniques in preparation for GCSE.			
KS3 Art	year 7	Bookweek illustration project and Gargoyles project. Students produce work for the bookweek exhibition and produce observational studies of gargoyles focussing on the formal elements of drawing.	Gargoyles project. Students study the Alien design by HR Giger and produce a range of ideas for their own gargoyle head.	Gargoyles project 3D clay outcome. Students produce a final design which they then produce using air-dry clay.	In the Allotment Art - textiles. Students learn about fibre construction and re-visit drawing skills producing observational studies of vegetables.	In the Allotment Art - textiles. Student study the work of Jessica Dance.	In the Allotment Art - textiles. Students design their outcome. They learn how to use a pattern piece and basic hand stitching construction techniques to create their textile outcome.			

KS3 Art	year 8	<p>Children's Book Illustration Pupils will have opportunity to explore children's book illustration and experiment with a wide range of media and materials, producing 2D outcomes. They will also be encouraged to analyse ideas and meanings in the work of others and understand the themes used by relevant artists and external influences.</p>	<p>Children's Book Illustration Pupils will focus on creating an Artist Resource board and perfect presentation and research skills with relevant follow up tasks. Pupils will be introduced to 1 & 2 point perspective which may assist with final piece planning for certain sections within the rhyme. Introduction of character designs within their chosen section of the rhyme.</p>	<p>Children's Book Illustration Pupils will continue to design their characters for their chosen section of the rhyme. Following this they will produce a detailed A4 plan of their page layout including characters and scene relevant to the text they have chosen, complete with colour and fine liner application. Pupils will then produce a large A3 Final piece page of their chosen section of the rhyme complete with follow up task and evaluation of project.</p>	<p>Upcycled Creatures To be able to produce a 3d creature using recycled and reclaimed materials; exploring fabrics, shapes and specialist techniques. Introduction to upcycling and designer research with follow up tasks. Design ideas to be produced for upcycled creature. Final Design of creature to be produced with relevant follow up tasks. Embroidery skills.</p>	<p>Upcycled Creatures continuation with embroidery skills with follow up tasks. Skills in pattern cutting, facial decoration and embellish techniques.</p>	<p>Upcycled Creatures Final Piece creature construction . Mock Exam. Continuation of Final piece follow up tasks to improve creature and complete. Project evaluation.</p>			
KS3 Art	year 9	<p>Natural Forms project: Pupils will develop their skills in observational. working in a variety of medias and techniques around the project theme of Natural Forms. Students are introduced to the work of Georgia O'Keefe and gain knowledge and understanding of her work along with forming a personal opinion on her paintings and how she may influence their own work.</p>	<p>Natural Forms project Further development of observational skills and introduction to the art media of Acrylic paint and how to successfully use this in a painting.</p>	<p>Natural Forms project Production of final outcome based on knowledge gained during Autum term of observational skills and the use of different art medias.</p>	<p>Portraits project Introduction of facial proportions and how to effectively produce a portrait in both tonal pencil and Biro.</p>	<p>Portraits project Students are introduced to the work of Hattie Steward and gain knowledge and understanding of her work along with forming a personal opinion on her doodle bombing and how she may influence their own work.</p>	<p>Portraits project Production of final outcome based on knowledge gained during the project on portrait, proportions, biro application and Hattie Stewards doodle bombing.</p>			
KS4 Art	year 10	<p>Observational skills. Students work from primary sources developing their skills in observation and media experimentation.</p>	<p>Main coursework portfolio project. Students select a theme from a range of starting points to base their project on. They produce observational studies linked to this.</p>	<p>Main coursework portfolio. Students begin research, producing reproductions and responses linked to their chosen theme.</p>	<p>Main coursework portfolio. Students continue research, producing reproductions and responses linked to their chosen theme.</p>	<p>Main coursework portfolio. Students continue research, producing reproductions and responses linked to their chosen theme.</p>	<p>Main coursework portfolio. Students develop an idea for a larger scale outcome, showing links to their research. This is produced in the mock exam 5 hour time.</p>			

KS4 Art	year 11	Main coursework portfolio. Students have opportunity to improve elements of coursework and then move on to developing their final idea informed by their research and experimentation.	Final outcome production. This is completed in the hour mock exam time and the main coursework project is handed in when student leave for the Christmas break.	Externally set task. Exam board release a selection of starting points. Students select one and begin research.	Externally set task project. Students continue research, producing reproductions and responses linked to this and their chosen theme.	Externally set task project. Final idea development. Students produce final outcome for the externally set task in 10 hour controlled time.	Re-visit main coursework project to ensure ready for moderation process.			
KS4 Food preparation and nutrition	year 10	The theory of the relationships between diet and health. Nutritional and dietary needs for specific groups. Macro and Micro nutrients. The theory is preparation for the GCSE written exam. Practical skills of a high level -Butchery, Fish filleting, Meringues and different pastry work. The practical skills are in preparation for the Practical GCSE exam.	The theory of food provenance, source, production and supply. Technological developments and the impact upon food. Food security and the development of culinary traditions. The theory is preparation for the GCSE written exam. Practical skills of a high level. The practical skills are in preparation for the Practical GCSE exam.	The theory of food safety. Knife skills, cooking methods, heat transference and techniques. The theory is preparation for the GCSE written exam. Practical skills of a high level -including an element of presentationh styles and techniques. The practical skills are in preparation for the Practical GCSE exam.	The launch and completion of MOCK NEA 1 - (15% of GCSE) Investigation task.	The launch of MOCK NEA 2 - (35% of GCSE) Food Preparation - Practical exam task	The completion of MOCK NEA 2 - (35% of GCSE) Food Preparation task - Practical exam.	OCR Food, preparation and nutrition revision guide. Google classrooms. BNF. Foodafactof life.	https://www.ocr.org.uk/subjects/food-preparation-and-nutrition	
KS4 Food preparation and nutrition	year 11	Nea 1 - Launch and completion. Food investigation task. 15% GCSE.	NEA 2 - Launch. Food preparation task. With a practical exam 3 hour mock falling into this half term. 35% of the GCSE.	NEA 2 - Completion. Food preparation task. With a practical exam 3 hour falling into this half term. 35% of the GCSE	Theory revision accompanied by a vast number of past exam questions. All topics from the recommended OCR documentation covered.	Theory revision accompanied by a vast number of past exam questions. All topics from the recommended OCR documentation covered.	Theory revision accompanied by a vast number of past exam questions. All topics from the recommended OCR documentation covered.	OCR Food, preparation and nutrition revision guide. Google classrooms. BNF. Foodafactof life.	https://www.ocr.org.uk/subjects/food-preparation-and-nutrition	
KS4 Art Textiles	year 10	Observational skills. Students work from primary sources developing their skills in observation and media experimentation.	Main coursework portfolio project. Students select a theme from a range of starting points to base their project on. They produce observational studies linked to this.	Main coursework portfolio. Students begin research, producing reproductions and responses linked to their chosen theme.	Main coursework portfolio. Students continue research, producing reproductions and responses linked to their chosen theme.	Main coursework portfolio. Students continue research, producing reproductions and responses linked to their chosen theme.	Main coursework portfolio. Students develop an idea for a larger scale outcome, showing links to their research. This is produced in the mock exam 5 hour time.			

KS4 Art Textiles	year 11	Main coursework portfolio. Students have opportunity to improve elements of coursework and then move on to developing their final idea informed by their research and experimentation.	Final outcome production. This is completed in the hour mock exam time and the main coursework project is handed in when student leave for the Christmas break.	Externally set task. Exam board release a selection of starting points. Students select one and begin research.	Externally set task project. Students continue research, producing reproductions and responses linked to this and their chosen theme.	Externally set task project. Final idea development. Students produce final outcome for the externally set task in 10 hour controlled time.	Externally set task project. Final idea development. Students produce final outcome for the externally set task in 10 hour controlled time.			
KS4 Art Three Dimensional design	year 10	Cardboard Sculptures Project & Jewellery Design: Design Brief Common trends/Artist research Sample Making Design ideas for Final Piece Modelling Techniques Final Piece Present and evaluate	Jewellery Design & Art Deco Clock Project: Design Brief Common trends/Artist research Sample Making Design ideas for Final Piece Modelling Techniques Final Piece Present and evaluate	Main coursework project. Students continue research, producing reproductions and design responses linked to this and their chosen brief.	Main coursework project. Students continue research, producing reproductions and design responses linked to this and their chosen brief.	Main coursework project. Students continue research, producing reproductions and design responses linked to this and their chosen brief.	Main coursework project. Students continue research, producing reproductions and design responses linked to this and their chosen brief.	www.pinterest.co.uk/	https://www.wjec.co.uk/qualifications/food-science-and-nutrition/	
KS4 Art Three Dimensional design	year 11	Complete designer research and produce design ideas and 3D experiments for a final product or outcome.	Final outcome production. This is completed in the hour mock exam time and the main coursework project is handed in when student leave for the Christmas break.	Externally set task. Exam board release a selection of starting points. Students select one and begin research.	Externally set task project. Students continue research, producing reproductions and responses linked to this and their chosen theme.	Externally set task project. Final idea development. Students produce final outcome for the externally set task in 10 hour controlled time.	Re-visit main coursework project to ensure ready for moderation process.	www.pinterest.co.uk/		
KS4 Graphic Communication	year 10	Festival poster design. Students design and create poster to advertise a festival of their choice. Character design brief. Students create a design a character which is rendered using photoshop.	Design for print. Students design an image linked to an animal which could be used on a variety of products. Main coursework project introduction. Students select from a list of starting points their desired brief and begin researching work linked to this.	Main coursework project. Students continue research, producing reproductions and design responses linked to this and their chosen brief.	Main coursework project. Students continue research, producing reproductions and design responses linked to this and their chosen brief.	Main coursework project. Students continue research, producing reproductions and design responses linked to this and their chosen brief.	Main coursework project. Students continue research, producing reproductions and design responses linked to this and their chosen brief.	www.pinterest.co.uk/	https://www.aqa.org.uk/subjects/art-and-design/gcse	
KS4 Graphic Communication	year 11	Main coursework project. final idea development.	Main coursework project. Produce final idea. Mock exam time used to aid completion of this. Main coursework project handed in at Christmas.	Externally set task. Exam board release a selection of starting points. Students select one and begin research.	Externally set task project. Students continue research, producing reproductions and design responses linked to this and their chosen brief.	Externally set task project. Final idea development. Students produce final outcome for the externally set task in 10 hour controlled time.	Re-visit main coursework project to ensure ready for moderation process.	www.pinterest.co.uk/	https://www.aqa.org.uk/subjects/art-and-design/gcse	

KS5 Art	Year 12	Students complete a series of workshops in lessons to re-visit key skills. Sketchbook of research of ideas and observations is introduced.	Students begin "Personal Investigation" project. They work from a starting point, for this they produce research and a range of outcomes in appropriate media	Personal investigation research and development continued.	Year 12 Exam style task introduced. Students produce research and development of ideas linked to this.	Year 12 externally set style task continues. Final development of ideas lead to an outcome being produced over a 15 hour period.	Personal investigation research and development continued.	www.pinterest.co.uk/	https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level	
KS5 Art	Year 13	Personal investigation research and development continued.	Personal investigation. Final development of ideas leads to the production of final outcome. Written study introduced as homework.	Personal investigation. Final outcome completed, 5 hours of year 13 mock used to support this. Written study completed.	Externally set task project. Paper released by exam board. Students select one starting point. Students begin research, producing reproductions and responses linked to this and their chosen theme.	Externally set task project. Students develop final idea linked to contextual research.	Externally set task project. 15 hour controlled time to produce final outcome.	www.pinterest.co.uk/	https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level	
KS5 Graphic Communication	Year 12	Wallpaper project. Student select a room design a wallpaper sample for. Research and reproduction produced.	Project 1: Wallpaper project. Students experiment with dry and wet media before producing a range of ideas. Final idea produced and presented.	Project 2: Year 12 Externally set task style project. Students select create a brief from a selection of starting point. Research, reproductions and design responses are produced,	Project 2: Year 12 Externally set task style project. Students develop final ideas.	Project 2: Year 12 Externally set task style project. Students produce final outcome over a 15 hour period.	Project 3: Students create their design brief for final coursework project. Research and development begins.		https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level	
KS5 Graphic Communication	Year 13	Project 3: Research and development of ideas continues.	Project 3. Final design ideas are developed. Written study introduced.	Project 3. Final outcome produced. Year 13 mock exam time included in the 15 hours dedicated to this.	Externally set task project. Paper released by exam board. Students select one starting point. Students begin research, producing reproductions and responses linked to this and their chosen brief.	Externally set task project. Students develop final design ideas linked to contextual research.	Externally set task project. 15 hour controlled time to produce final outcome.	www.pinterest.co.uk/	https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level	
KS5 Food Science and Nutrition	Year 12	Research into the science and structure of foods, to begin the preparation of the exam at the end of year 12. High level of skills further developing skills gained at GCSE level, again in preparation for the year 12 practical exam.	Further research into nutrition, including functions in the human body, insufficient intake and the health implications, chemical structures. Food safety. Continued high level skill building including presentation techniques. A mock unit 1 brief set and completed in preparation for the	Food Hygiene level 3 certificate, pupils to access the course online and complete all elements to achieve the qualification to aid their progress throughout the course. Exam questions and revision ready for the written exam. Mock practical exam.	Unit 1 begun for internal and external moderation. Timings and structure key factors. High level skills and presentation a main priority this half term in preparation for the practical exam. Pupil interviews completed to finalise the practical exam and the theory element of unit 1.	Unit 1 exam preparation and revision. Unit 1 written exam completed. Unit 1 submitted for external moderation.	Unit 3 preparation. Research and mini investigation tasks. Research and pupil presentations into food safety, linked to preparation for unit 2.	www.pinterest.co.uk/		

KS5 Food Science and Nutrition	Year 13	Unit 3 - Experimenting to solve food production problems	Unit 3 - Experimenting to solve food production problems - Submitted for external moderation by May 15th.	Unit 2 - Ensuring food is safe to eat. Theory and practical work preparation.	Unit 2 - Ensuring food is safe to eat. Theory and practical preparation work - Completed. Unit 1 - Meeting nutritional needs of specific groups exam preparation for retakes if needed.	Unit 2 Ensuring food is safe to eat 8 hour task. Sent for external moderation by June 1st. Unit 1 retakes - June				
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