

KEY STAGE 3 ART, DESIGN AND TECHNOLOGY CURRICULUM MAP- YEAR 7

Term:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Theme:	RECYCLE RECLAIM		COLOUR SCHEME		FUNCTIONALITY	
ART Assessment- Creative Process Grades 9-4 EOY EXAM 1hr	Observation & Tone 1 'Henry Moore Sea Chalk' <i>CP1- Artist Analysis</i> <i>CP2- Experiment with Media; Graphite, Charcoal, Black and White paint</i> <i>Formal Elements- Line, Tone, Texture, Shape and Form</i>	Observation & Tone 2 'Henry Moore Sea Chalk' <i>CP3- Draw a sphere, draw sea chalk in 3D showing effects of light. Step out and go Big- A2 Charcoal drawings</i> <i>Introduce Brush skills using black and white paint</i> <i>CP4- A2 Outcome Sea Chalk in Landscape scape setting- more brush skills.</i> <i>Formal Elements- Line, Tone, Texture, Shape and Form</i>	Abstract & Colour 1 'Hundertwasser Faces and Places' <i>CP1- Artist Analysis</i> <i>CP3- A4 Drawing the face in correct proportion using Tone</i> <i>Formal Elements- Line, Tone, Shape and Form</i>	Abstract & Colour 2 'Hundertwasser Faces and Places' <i>CP2- Colour theory, paint application, more brush skills. Abstract self-portrait.</i> <i>CP4- Scale up A4 portrait to A3 Abstract Portrait painting with background.</i> <i>Formal Elements- Line, Colour, Shape and Pattern, Scale</i>	Imagination & 3D 1 'Madelynn De La Rosa' Fake Cake Bakery Window Display' <i>CP1- Artist Analysis</i> <i>CP3- Drawing cakes in pencil and paint</i> <i>Formal Elements- Line, Tone, Colour, Shape and Form</i>	Imagination & 3D 2 'Madelynn De La Rosa' Fake Cake Bakery Window Display' <i>CP2- Clay techniques, modelling cakes in clay</i> <i>CP4- Fully finished and glazed cake- group photoshoot- cakes in rows</i> <i>Formal Elements- Form, Texture, Colour and Shape</i>
TEXTILES Assessment- Creative Process Grades 9-4 <i>Underpinned by NC and ACCESSFM</i> EOY EXAM 1hr	Learn to sew <i>CP2- Sewing equipment and safety</i> <i>Threading a needle</i> <i>Basic stitches</i> <i>Tacking</i> <i>Sew on a button</i>	Sea Creature Toy 1 <i>CP1- Textile Artist reference Eira Teufel</i> <i>CP3- Analysing a Brief, Observational Drawing of Sea Creature, Pattern design, pinning and cutting.</i>	Sea Creature Toy 2 <i>CP2- Developing hand stitching, applique and embellishments</i>	Sea Creature Toy 3 <i>CP4- Making Sea Creature Toy</i> Tote Bag 1 <i>Sewing Machine Licence</i> <i>CP1- Artist analysis Beverly Fishman</i>	Tote Bag 2 <i>CP3- Observational drawing of appropriate images for a print inspired by artist and Colour Scheme theme</i> <i>CP2- Record idea for Tote bag Motif design and experiment with stitches.</i>	Tote Bag 3 <i>CP4- Designing, pinning and stitching, Machine sewing. Sublimation Printing, Making of Tote Bag.</i>
FOOD PREP & NUTRITION Assessment- Creative Process Grades 9-4 EOY EXAM 1hr	BQ: Do I know about Health, Safety and Hygiene? Fruit Kebabs Oaty Biscuits	BQ: Do I know how to use The Eatwell Guide? Pitta pockets Christmas chocolate twists	BQ: Do I know what Nutrients are? Pasta bake Tortilla toasties	BQ: Do I know about basic baking and Heat Transfer? Jammy buns Sausage rolls	BQ: Do I know about Basic Baking? Cup cakes Bread rolls	EOY Theory EXAM Scones Muffins

Cross-Curricular Links	Recycling theme running through Art, Textiles and RM and Food e.g. ART- <i>Reclaiming found objects from the sea, TEXTILES and RM How are plastics and wood recycled, RM artist uses reclaimed materials, using old clothes for sewing.</i> FOOD- <i>Composting of Food waste</i>	Recycling theme running through Art, Textiles and RM and Food e.g. ART- <i>Reclaiming found objects from the sea, TEXTILES and RM How are plastics and wood recycled, RM artist uses reclaimed materials, using old clothes for sewing..</i> FOOD- <i>Composting of Food waste</i>	Colour Scheme theme running through Art, Textiles and RM and Food e.g. ART- <i>Colour theory, TEXTILES- Colour threads felt, RM-Colour selection for Easter Egg Box decoration and FOOD- Colours of the Eatwell plate.</i>	Colour Scheme theme running through Art, Textiles and RM and Food e.g. ART- <i>Colour theory, TEXTILES- Colour threads felt, RM-Colour selection for Easter Egg Box decoration and FOOD- Colours of the Eatwell plate.</i>	Functionality theme running through Art, Textiles and RM and Food e.g. ART- <i>Drawing Cakes for a bakery display, TEXTILES- Designing and making a useable Tote Bag. RM- Designing and making a Light Panel, FPN- Making Cakes and Pastries</i>	Functionality theme running through Art, Textiles and RM and Food e.g. ART- <i>Making ceramic cakes for a bakery display, TEXTILES- Designing and making a useable Tote Bag. RM- Designing and making a Light Panel FPN- Making Cakes and Pastries</i>
Cultural Capital	Environmental Concerns Pride in Coastal Locality Textiles Club	Environmental Concerns Pride in Coastal Locality Christmas Textiles Club	Passover 12th-20th March Textiles Club	Textiles Club	May 15th Mental Health Day- USE GREEN IN LESSONS Well Being Textiles Club	‘National Fruit and Vegetables Month’ Sports Day Banner Club Textiles Club

KEY STAGE 3 ART, DESIGN AND TECHNOLOGY CURRICUULM MAP- YEAR 8

Term:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Theme:	RECYCLE RECLAIM		COLOUR SCHEME		FUNCTIONALITY	
ART Assessment- Creative Process Grades 9-4 EOY EXAM 1hr	<u>Print Making 1</u> 'Collagraph Aliens' <i>CP1- Artist Analysis- Ernst Haeckel</i> <i>CP3- Observational drawing Beach finds Flotsam and Jepsam.</i> Formal Elements- Line, Tone, Texture, Shape, Pattern and Form	<u>Print Making 2</u> 'Collagraph Aliens' <i>CP2- Developing ideas for alien, prepare A4 collagraph.</i> <i>CP4- Alien print mounted and presented. Extension- place alien in situ- e.g. space ship, other planet.</i> Formal Elements- Line, Tone, Texture, Shape, Pattern and Form	<u>Other Cultures 1</u> 'Day of the Dead Skateboards' <i>CP1- Artist Analysis</i> <i>CP3- A4 Observational drawing of skull</i> Formal Elements- Colour, Line, Tone, Scale, Pattern and Form	<u>Other Cultures 2</u> 'Day of the Dead Skateboards' <i>CP2- Further brush skills, application of paint, build on colour theory. Decorate skull with symbolic imagery.</i> <i>CP4- A2 Painting</i> Formal Elements- Colour, Line, Tone, Scale, Pattern and Form	<u>Natural Forms 1</u> 'Yasmin Falahat' Fruity Pots' <i>CP1- Artist Analysis</i> <i>CP3- Observational drawings of fruits</i> Formal Elements- Shape, Texture, Form and Colour	<u>Natural Forms 2</u> 'Yasmin Falahat Fruity Pots' <i>CP2- Modelling, Joining, Pinch Pot, Glazing with clay</i> <i>CP4- 3D Pot</i> Formal Elements- Shape, Texture, Form and Colour
RESISTANT MATERIALS Assessment- Creative Process Grades 9-4 <i>Underpinned by NC and ACCESSFM</i> EOY EXAM 1hr	<u>Hilary Pfeifer for Oxfam Christmas Decoration 1</u> <i>CP1- Analysis of the brief and Hilary Pfeifer wood carvings</i> <i>CP3- Draw Xmas shape- print template to draw onto wood</i>	<u>Hilary Pfeifer for Oxfam Christmas Decoration 2</u> <i>CP2- Learn about properties of wood and how wood is recycled, saw Christmas shape wood (Ply), drill hole for ribbon. Sand and Smooth.</i> <i>CP4- Assemble and paint and hanging ribbon.</i>	<u>Emma Bridgewater for Tesco Easter Egg 1</u> <i>CP1- Analysis of Emma Bridgewater Easter themed designs- focus on colour and pattern</i> <i>CP3- Isometric drawing and Orthographic drawing using 2D Design.</i> <i>CP2- Easter Egg Box and Surface design considering colour options</i>	<u>Emma Bridgewater for Tesco Easter Egg 2</u> <i>CP2- Easter Egg Box and Surface design considering colour options, card construction Box net</i> <i>CP4- Pine Egg Cup- with option to decorate with patterns</i> <i>CP4- Decorate and assemble Laser cut Card Easter Egg Box- add chocolate egg.</i>	<u>Light Panel STEM Beatrix Potter</u> <i>CP1- Analysis of Beatrix Potter Characters</i> <i>CP2- learn about different types of wood and simple Led circuit, soldering. Prepare wooden base (Ply). Light reflecting Perspex</i>	<u>Light Panel STEM Beatrix Potter</u> <i>CP3- Draw ideas in books. Free draw/vectorise an image in 2D Design to be laser etched into light reflecting Perspex.</i> <i>CP4- Assemble Light panel</i>
FOOD PREP & NUTRITION Assessment- Creative Process Grades 9-4 EOY EXAM 1hr	BQ: Do I know the Dietary Guidelines? Fajitas Cinnamon swirls	BQ: Do I know what the Macro and Micronutrients are? Dutch apple cake Pain au chocolate	BQ: Do I know about nutrients? Parmesan chicken nuggets Chocolate crinkle biscuits	BQ: What are the belief and life choices that people make? Sweet and sour chicken Shortbread	BQ: What are food allergens and intolerances? Curry in a hurry Mini pizza	BQ: EOY Theory Exam Bread sticks Choc chip cookies

Cross-Curricular Links	Recycling theme running through Art, Textiles and RM and Food e.g. ART- Reclaiming found objects from the sea, TEXTILES and RM How are plastics and wood recycled, RM artist uses reclaimed materials, using old clothes for sewing. FOOD- Composting of Food waste	Recycling theme running through Art, Textiles and RM and Food e.g. ART- Reclaiming found objects from the sea, TEXTILES and RM How are plastics and wood recycled, RM artist uses reclaimed materials, using old clothes for sewing. FOOD- Composting of Food waste	Colour Scheme theme running through Art, DT, Textiles and Food e.g. ART- Colour theory, TEXTILES- Colour threads felt, DT-Colour selection for acrylic phone stand and FOOD- Colours of the Eatwell plate.	Colour Scheme theme running through Art, DT, Textiles and Food e.g. ART- Colour theory and symbolism, TEXTILES- Colour threads and felt. DT- Colour selection for acrylic phone Stand and FOOD- Eatwell plate. ART- ‘Other Cultures’ and FOOD- International Cuisine.	Functionality theme running through Art, DT Textiles and Food e.g. ART- Drawing Cakes for a bakery display, TEXTILES- Designing and making a useable Tote Bag. DT- Function of Wood, designing and making a functional Phone Stand-Making Cakes and Pastries	Functionality theme running through Art, DT Textiles and Food e.g. ART- Designing and making a useful pot, TEXTILES- Designing and making a useable Tote Bag. DT- Designing and making a functional Phone Stand and FOOD- Cooking with Fruits and Vegetables TEXTILES- link to Printmaking covered in Art Terms 1 and 2
Cultural Capital	Environmental Concerns Pride in Coastal Locality Textiles Club	Environmental Concerns Pride in Coastal Locality Y8 RM Christmas- option to gift Christmas decoration Textiles Club	Passover 12 th -20 th March Textiles Club	Textiles Club	May 15 th Mental Health Day- USE GREEN IN LESSONS Well Being Textiles Club	‘National Fruit and Vegetables Month’ Textiles Club
Design and technology programmes of study: key stage 3 National curriculum in England –						
1.Design 2. Make 3. Evaluate 4. Technical knowledge <i>CP1, CP3- Design / CP4- Make / CP3- Evaluate / CP2- Technical Knowledge</i>						
The national curriculum for art and design aims to ensure that all pupils:						
♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques. ♣ evaluate and analyse creative works using the language of art, craft and design. ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms						
<i>CP1= Others work, CP2= Materials, Experimenting, Refining, CP3= Drawing, CP4= Outcome</i>						

KEY STAGE 4 CURRICULUM- ADT FACULTY

GCSE ART AND DESIGN

Fine Art and Photography

Year 9- 'Persistence and Resilience'- Developing skills learned in KS3 in more depth and breadth

Year 10- 'Altruism and the Community'- Developing awareness of how Art links to the wider community.

Year 11- 'Leadership'- Taking ownership of the development of their own work.

Cultural Capital

Year 9 Art and Photography Spring Gallery Trip
Year 10 Photography Brogdale Farm Trip
Autumn/Winter Community Art exhibition
End of Year Y11 Art and Photography Show
EKST Workshops

WJEC LEVEL 1/2 HOSPITALITY AND CATERING

Year 9- 'Persistence and Resilience'- Developing skills learned in KS3 in more depth and breadth

Year 10- 'Altruism and the Community'- Learning skills which they could then pass on to others.

Year 11- 'Leadership'- Taking ownership of the development of their own work.

Cultural Capital

EKST- Bake off
Wagamama's lunch- visit front and back of house

YEAR 9	YEAR 9-11 PATHWAYS FOR ART AND DESIGN	
TERM	GCSE Fine Art	GCSE Photography
1	<u>Drawing and Printmaking 1</u> AO1- Artist Analysis German Expressionist Portraits AO3- A3 Drawing Self Portrait, Annotation	<u>Introduction to Photography AO3</u> <i>Genres in Photography, The DSLR functions, Photographic Vocabulary, Formal Elements and Principles of Photography and Composition.</i>
2	<u>Drawing and Printmaking 2</u> AO2- Experiment and refine abstract portraits using Lino. AO4- A4 Lino Print	<u>Alphabet Project AO1, AO3, AO2 AO4</u> <i>Contextual sources, Camera functions, Basic Photo Shop tools- contact sheet, crop, edit in black and white etc. Developing ideas</i>
3	<u>Drawing and Painting 1</u> AO1- Artist Analysis 'Claude Monet' AO3- Drawing sections of cathedrals; further development of drawing and brush skills, Annotation	<u>Abstract Project AO1, AO3, AO2 AO4</u> <i>Composition and lighting techniques, Using the camera in Macro. Building on previous techniques. Additional Photo Shop tools- Image rotation, Blur tool, brightness and contrast blending etc. starting to build layers and presenting final pieces</i>
4	<u>Drawing and Painting 2</u> AO2- Experiment with wet media, deeper colour theory and brush skills, using watercolour and acrylic techniques and processes. AO4- Outcome in paint	<u>Travelling Cars AO1, AO3, AO2 AO4</u> <i>Composition and viewpoints, developing further camera skills working the camera on semi-automatic. Further building of Photo Shop skills- tilt shift, blending modes, brightens and contrast and vignette tool.</i>
5 EOY EXAM 1hr	<u>Drawing and Sculpture 1</u> AO1- Artist Analysis e.g. Claes Oldenburg AO3- Drawings of food Items, Annotation	<u>Reflections AO1, AO3, AO2 AO4</u> <i>Developing ideas linked to photographer's visual language, Selecting Photo Shop techniques to refine ideas.</i>
6	<u>Drawing and Sculpture</u> AO2- Make 3D models extending clays skills, and creative cardboard construction. AO4- Outcome in 3D- presented using ICT	<u>Ordinary to Extraordinary-Objects AO1, AO3, AO2 AO4</u> <i>Developing ideas linked to photographer's visual language, selecting appropriate photo shop techniques. Understanding the characteristics of 'Flat Lay' photography. Develop the Joiner concept.</i>

YEAR 10	YEAR 9-11 PATHWAYS FOR ART AND DESIGN	
TERM	GCSE Fine Art	GCSE Photography
1	Structures 1 AO1- Artist Analysis Peter Rendell Page, Desmond Morris, Paul Nash and Jeff Lowe Think Pair Share	Conceal and Reveal Macro Students will combine all skills learned in Year 9 scaffolding the design process in preparation for the end of year exam. Bill Mangold and Aaron Siskind AO1, 2, 3 & 4 Understanding the design process, develop awareness of Abstract/Macro Photography, more advanced Photo Shop skills- layers, line, shape, blending modes.
2	Structures 2 AO3- Recording of Natural Forms in 2D/3D. Photoshoot stacking and arranging forms. Drawing- Soluble Graphite, Pen & Wash, White Paint, Mono print, Etching, Carbon Paper. Sepia. Annotation	Conceal and Reveal Kaleidoscope Marc Anderson and Kaleidoscope AO1, 2, 3 & 4 Developing knowledge of Macro Photography and broadening awareness of distortion through Kaleidoscope photography, More advanced Photoshop skills- layers, quick selection tool, transform, line, shape, blending modes etc.
3	Structures 3 AO2- Experiment and refine drawings into Surrealist style compositions, extending of drawing and brush skills- explore dry and wet media, e.g. Pen and wash, paint, Mono print. Totem Stacks, Natural Forms turning into something else. AO4- Surrealist Outcome in 2D/3D	Conceal and Reveal Composites Gilbert Garcin AO1, 2, 3 & 4 Manipulating reality- Creating Alice in Wonderland Drink me inspired scenes, removing background, re sizing, layer masks, blending modes etc.
4	Personal Histories 1 AO1- Artist Analysis Genre focus- Portraiture choice of 4 artists; Alexandra Dillon, Rone, Julia Condon and Antonio Columboni Think Pair Share	Conceal and Reveal Fiction Landscapes 1 Max Ernst and Liesl Pfeffer AO1, 2, 3 & 4 Developing previous ideas and transforming them into surreal landscapes. More advance Photoshop skills- layers, quick selection tool, transform, line, shape, blending modes etc.
5 EOY EXAM 2hrs	Personal Histories 2 AO3- Recording of self-portrait A2, Annotation	Conceal and Reveal Fiction Landscapes 2 Vilde Rolfsen AO1, 2, 3 & 4 Creating fiction landscapes, more advanced P Photoshop skills layers, quick selection tool, transform, line, shape, blending modes etc.
6	Personal Histories 3 AO2- Experiment and refine portrait using a range of 2D media and imagery to convey message and meaning AO4- Portrait Outcome	Conceal and Reveal Fiction Landscapes 3 Brendan Austin AO1, 2, 3 & 4 Creating fiction landscapes, more advanced Photoshop skills layers, quick selection tool, transform, line, shape, blending modes etc.

YEAR 11	YEAR 9-11 PATHWAYS FOR ART AND DESIGN	
TERM	GCSE Fine Art	GCSE Photography
1	<i>Mock exam questions designed to stretch and challenge students to extend 'Structures' and 'Personal Histories'</i> <i>'Human'- Lucian Freud, Francoise Nielly and Kimmy Cantrell</i> <i>'Flora and Fauna'- Ursula Romero, Kausha Ghelani and Becca Thorne.</i>	<u>Portraiture 1 AO1, 2, 3 & 4</u> Nigel Tomm, Mihaela Ivonova, Wes Naman, Frederick Sommer, Rankin Destroy Project <i>Communicating ideas and intentions, using visual photographic language expressing emotions and messages.</i>
2	<i>Internally generated Mock exam questions designed to stretch and challenge students to extend 'Structures' and 'Personal Histories'</i> 5hr Mock Exam	<u>Portraiture 2 AO1, 2, 3 & 4</u> Anna Pantelia, Antonio Mora, Cristoffer Relander <i>Communicating ideas and intentions, using visual/photographic language. Developing Photoshop skills using double exposure.</i> <i>Communicating ideas and intentions, using visual/photographic language. Respond to the characteristics of the photographer. Selecting and using appropriate skills and techniques when developing ideas. Outcomes showing stronger meaning of content/story/visual literature.</i> Final Response AO4 <i>Communicating ideas and intentions, expressing emotions and messages in the conclusion of visual outcomes.</i> 5hr Mock Exam
3	<u>Exam Prep</u>	
4	AO1- Artist Analysis linked to chosen Exam question AO2- Experiment and refine using a range of 2D/3D media, techniques and processes AO3- Recording of images and info relevant to chosen exam question	
5	<u>10 Hour Exam</u>	
	AO4- Personal Response	

YEAR 9-11 FOOD PATHWAY- WJEC LEVEL 1/2 HOSPITALITY AND CATERING

TERM	YEAR 9	YEAR 10	YEAR 11
1	General Practical skills- Weighing and measuring, preparation of ingredients and equipment (HATTIE), how long to cook food, testing for flavour and seasoning, presentation and food styling. Knife skills- Safety, types of knives, how to hold and cut fruit and vegetables. <i>Vegetable cuts. Methods of preparing fruit and vegetables.</i> Using the cooker- The hob, grill and oven. Safety. Using electrical equipment- Blender, food processor, hand held mixer. Safety. Cooking methods- Cooking with water, fat, dry heat. Termly Assessment Written and Practical	Hospitality and catering providers- Commercial (residential), Commercial (non-residential Non Commercial (residential), Non Commercial (non-residential), Food Service, Residential service Food Safety Theory and Practices- Could include <i>on-line course such as... 'Level 2 Food Hygiene'</i>	Unit 1 and 2 (Unit 2 Brief released September 1st) Preparing for the NEA Customer requirements How cooking methods can impact on nutritional value Factors affecting Menu planning including people groups Presentation techniques Reviewing dishes Hospitality and catering provision to meet specific requirements
2	Raising agents- Chemical, biological, mechanical Preparing, combining and shaping food- Roll, wrap, skewer, mix, coat, layer. Shaping and binding wet mixtures. Sauce making- Starch based sauces, reduction sauces Preparing, combining and shaping food- Dough, Bread, shortcrust pastry, choux pastry, flaky pastry. Planning for a practical assessment, how to write a time plan. Termly Assessment Written and Practical	Understanding the Importance of Nutrition- Different Life Stages, Special Dietary needs All topics underpinned by- Plan, Prepare and make dishes- Basic, medium, complex Reviewing own performance	Introduction to the Controlled Assessment Analyse the brief Explain the impact of cooking methods on the nutritional value of the chosen dishes. Discuss the factors which affected choice of dishes. Demonstrate knowledge of the factors that affected choice of dishes. NEA BEGINS- 7.5 hrs Theory and 3.5 hrs practical
3	Introduction to the course (Unit 1 and 2) Understanding the Importance of Nutrition- Different Life Stages, Special Dietary needs Food related causes of ill health- Food Allergies, Food Intolerance Symptoms and signs of food-induced ill health How cooking methods can impact on nutritional value Costing food- How to make recipes cheaper Presentation techniques Reviewing dishes. Sensory evaluation, tasting, sensory tests and star profiles. Reviewing own performance Termly Assessment Written and Practical	Food related causes of ill health Symptoms and signs of food-induced ill health How to prepare and make dishes- Basic, medium, complex How to plan production Factors affecting Menu planning Presentation techniques All topics underpinned by- Plan, Prepare and make dishes, Basic, medium, complex, Reviewing own performance	Assess the production of the presented dishes- Typed written report/voice recording Review own performance- Typed written report <u>Unit 1</u> Revision focus Hospitality and catering providers- Commercial (residential), Commercial (non-residential), Non-Commercial (residential), Non-Commercial (non-residential), Food Service, Residential service The operation of front and back of house

			Working in the hospitality and catering industry- <i>Personal attributes, Qualifications and experience</i> 1.5 hour Written Mock
4	Hospitality and catering provision- <i>To meet specific requirements</i> The operation of the front and back of house All remaining topics underpinned by- <i>Reviewing dishes, Reviewing own performance</i> Termly Assessment Written and Practical	How cooking methods can impact on nutritional value Factors affecting Menu planning Presentation techniques Reviewing dishes All topics underpinned by- <i>Plan, Prepare and make dishes- Basic, medium, complex</i> <i>Reviewing own performance</i> <u>Summer Mock Practical Exam</u> Introduction to the Controlled Assessment Analyse the brief Explain the impact of cooking methods on the nutritional value of the chosen dishes. Discuss the factors which affected choice of dishes. Demonstrate knowledge of the factors that affected choice of dishes.	<u>Unit 1 Revision focus</u> Health and safety in hospitality and catering provision for the front of house Health and safety in hospitality and catering provision The Operation of the Front and Back of House The Environmental Health officer (EHO) Customer requirements
5	How to prepare and make dishes- <i>Basic, medium, complex</i> How to plan production Factors affecting Menu planning Presentation techniques All remaining topics underpinned by- <i>Reviewing dishes, Reviewing own performance</i> Termly Assessment Written and Practical EOY EXAM 1hr	MOCK NEA BEGINS- <i>7.5 hrs Theory and 3.5 hrs practical</i>	<u>Unit 1 Revision focus</u> Working in the hospitality and catering industry Working conditions in the hospitality and catering industry Contributing factors to the success of hospitality and catering provision
6	Health and safety in hospitality and catering provision Revision for end of year internal exam <i>Unit 1 style written and mini 3hr NEA style practical (=1hr plan, 1 hr cook, 1 hr eval)</i> All remaining topics underpinned by- <i>Reviewing dishes, Reviewing own performance</i>	Health and safety in hospitality and catering provision 1.3.1 Health and safety in hospitality and catering provision for the front of house The Environmental Health officer (EHO) Customer requirements	