

KS4 ADT

Head of Department: Ms Gaskell

SERVICE OPPORTUNITY ASPIRATION REWARD

Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

How do all KS4 Art lessons start? (Ready to Learn)

ADT	ART	Date: / /26
LO: I can produce an accurate transcription of an artwork I can present a personal response to research		

1. The secondary colours are green, orange and blue

- ☐ True
- ☐ False

2. Texture in the hair has been created by:

- ☐ Using tone to mirror the movement of the hair
- ☐ Using directional lines in curves to mirror the movement of the hair
- ☐ Using directional lines and tone to mirror the movement of the hair

3. The scale, angle and placement of the face relates to which formal element?

4. Explain what you admire about the art work:



Lucian Freud

Y10 Art

Year 11

Reining ideas:

Developing practice through analysis and experimentation

Working it out:

Planning outcomes based upon research

Artist research:

Analysing and interpreting related artists work and making links

Personal response:

Realising intentions

Refining ideas:

Developing practice through analysis

Combining skills:

Creating mixed media portraits

Identity

Recording:

Collating source material through photoshoots, drawings, mind maps and mood boards

AP2

Working it out:

Planning outcomes based upon practice

AP1

Personal response:

Realising intentions

Personal response:

Realising intentions

Developing skills:

Practicing applying printing techniques

Planning:

Planning an outcome based on research

Acquiring understanding:

Researching printing methods

Developing skills:

Applying knowledge of tone to colour

Artist research:

Analysing related artists work and making links

Recording:

Collating source material through photoshoots, drawings, mind maps and mood boards

Natural Forms

Developing

understanding: Applying and developing skills around the formal elements

How is your attainment measured in Year 10 in Autumn term?

AO1 Develop ideas through investigations, demonstrating critical understanding of sources	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
AO3 Record ideas, observations and insights relevant to intentions as work progresses	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Autumn: HT1	
Assessment of entire project with a focus on:	
AO3	Recording ideas: Digitally (photoshoot) Application of formal elements (tonal drawings)
AO2	Refining application of formal elements (tonal drawings using alternative materials)
Autumn: HT2	
Assessment of entire project with a focus on:	
AO1	Artist research page
AO4	AP1: Personal response to artist research

Assessment Point 1		
What is assessed?	% of course	Why?
Entire body of work to date including all assessment objectives	Course work accounts for 60% of GCSE - assessed work will contribute to this	The course is cumulative

How is your attainment measured in Year 10 in Autumn term?

Emerging

Achieving

Excelling

AO1: Develop and Research

- I can select some words and images that relate to a theme
- I can describe the work of an artist

- I can collate and display appropriate words and images to represent a theme
- I can research an artist and evaluate their work

- I can explore a theme in detail using relevant and thoughtful words and images
- I can critically evaluate and artists work and articulate how the work inspires my own work

AO2: Experiment and Refine

- I can apply tone to 3D forms
- I can apply some tone to an image
- I can use marks to create texture using a pen and pencil
- I can define some aspects of colour theory
- I can use apply materials selecting the appropriate colours

- I can apply 10 levels of tone
- I can apply tone to an image using primary source material
- I can create realistic tone and texture using a variety of materials
- I can define most aspects of colour theory and apply it with some competence
- I can use colour to create tone and record the process

- I can create realistic depth and contrast using tone
- I refine my application of tone to make an object look realistic
- I can create realistic form and contrast by applying refined texture and tone
- I can accurately apply and refine colour theory
- I can independently refine colour application and record the process in detail

AO3: Record Ideas

- I can digitally record images
- I can copy an artists work
- I can plan an idea

- I can digitally record relevant images relating to a theme
- I can produce an accurate transcription of an artist's work
- I can plan an idea informed by research

- I can digitally manipulate images as necessary
- I can refine techniques independently to produce a highly accurate transcription
- I can skilfully communicate an idea making clear links to research

AO4: Final Outcomes

- I can complete an outcome demonstrating some skill

- I can complete high-quality outcomes demonstrating a good level of skill

- I can complete highly refined outcomes demonstrating exceptional levels of skill

Topic: Natural Forms

Autumn Term 1&2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
1 Tone	Emerging: Be able to apply tone to 3D form Achieving: Be able to skilfully apply 10 levels of tone Excelling: Be able to create depth and contrast using tone	Tone chart Tonal drawing of a sphere using pencil
2 Recording	Emerging: Be able to digitally record images Achieving: Be able to digitally record images Excelling: Be able to manipulate images as necessary appropriate to a theme	Photoshoot recording natural forms Experiments using digital software
3 Applying tone	Emerging: Be able to apply some tone to an image Achieving: Be able to apply tone to an image using primary source material Excelling: Create depth and contrast within an image	Observational study from photoshoot using pencil
4 Applying tone and texture	Emerging: Be able to use marks to create texture using pen Achieving: Be able to create realistic tone and texture using pen Excelling: Be able to create form and contrast using texture and tone	Pen mark making chart Pen drawing from photoshoot
5 Colour theory	Emerging: Be able to define some aspects of colour theory Achieving: Be able to define most aspects and apply colour theory Excelling: Be able to accurately apply and refine colour theory	Painted colour wheel Information page detailing colour theory
6 Recording: mind maps and mood boards	Emerging: Be able to select some work and images that relate to a theme Achieving: Be able to collate and display appropriate words and images to represent a theme Excelling: Be able to explore a theme in detail using relevant and thoughtful words and images	Natural Forms mind map Natural Forms mood board
7 Artist research	Emerging: Be able to describe the work of an artist Achieving: Be able to research an artist and evaluate their work Excelling: Be able to articulate how the work of artists inspires your own work	Artist research page
8 Colour pencil technique	Emerging: Be able to apply coloured pencils selecting appropriate colours Achieving: Be able to use coloured pencils to create tone Excelling: Be able to refine technique independent and record process	Colour pencil techniques with analysis
9 Transcription	Emerging: Be able to copy an artist's work Achieving: Be able to produce an accurate transcription of an artist's work Excelling: Be able to refine technique independent and record process	Transcription of artist's work using coloured pencils Analysis of outcome

Lesson Title	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
10 Planning a personal response	Emerging: Be able to plan an idea Achieving: Be able to plan an idea informed by research Excelling: Be able to clearly communicate an idea and links to research	Initial ideas planned and analysed
11 Personal response AP1	Emerging: Be able to complete an outcome demonstrating some skill Achieving: Be able to complete high-quality outcomes demonstrating a good level of skill Excelling: Be able to complete a highly refined outcome demonstrating exceptional levels of skill	Personal response

How is your attainment measured in Year 10 in Spring term?

A01 Develop ideas through investigations, demonstrating critical understanding of sources	A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
A03 Record ideas, observations and insights relevant to intentions as work progresses	A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Spring: HT1 Assessment of entire project with a focus on:	
A02	Experimenting with printing techniques
A03	Recording and evaluating processes and outcomes

Spring: HT2 Assessment of entire project with a focus on:	
A03	Planning a process
A04	Final outcome

How is your attainment measured in Year 10 in Spring term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
• I can present some key information of a process • I can develop some ideas through investigation	• I can research and present relevant information about a technique and/process • I can develop ideas through creative and purposeful investigations	• I can critically evaluate a technique and/or process • I can effectively develop ideas through creative and purposeful investigations
AO2: Experiment and Refine		
• I can produce a range of prints (mono, lino, etching, cyanotype, gelli) • I can experiment with materials, processes and techniques	• I can produce a range of effective prints (mono, lino, etching, cyanotype, gelli) • I can purposefully experiment with appropriate materials, process and techniques	• I can produce a range of highly refined prints (mono, lino, etching, cyanotype, gelli) • I can effectively select and purposefully experiment with appropriate materials, process and techniques
AO3: Record Ideas		
• I can plan a process • I can record some ideas, observations and insights through drawing and annotation as my work progresses	• I can plan and document a process • I can skillfully record most ideas, observations and insights through drawing and annotation as my work progresses	• I can plan a process and document modifications as they arise • I can skillfully and rigorously record ideas, observations and insights through drawing and annotation as my work progresses
AO4: Final Outcomes		
• I can complete an outcome demonstrating some skill • I can demonstrate a basic ability to exhibit understanding of visual language	• I can complete high-quality outcomes demonstrating a good level of skill • I can demonstrate a good ability to exhibit understanding of visual language	• I can complete highly refined outcomes demonstrating exceptional levels of skill • I can demonstrate a highly developed ability to exhibit understanding of visual language

Topic: Natural Forms

Spring Term 1&2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
1 Printing research	Emerging: Be able to present understanding of a process using some information Achieving: Be able to research and present relevant information about a technique and process Excelling: Be able to critically evaluate a technique and process	Research page detailing printing techniques (mono, etching, lino, cyanotype, Gelli)
2 Mono printing	Emerging: Be able to produce a mono print Achieving: Be able to produce and evaluate mono prints in response to research Excelling: Be able to produce highly refined mono prints	A series of mono prints (carbon paper, ink, pastel) with evaluation
3 Lino print planning	Emerging: Be able to plan a process Achieving: Be able to Plan and document a process Excelling: Be able to plan and adapt a process as required	Annotated initial ideas and plan
4 Lino printing	Emerging: Be able to produce a lino print Achieving: Be able to produce and evaluate lino prints in response to research Excelling: Be able to produce highly refined lino prints	A 2 colour lino print with evaluation
5 Etching planning	Emerging: Be able to plan a process Achieving: Be able to Plan and document a process Excelling: Be able to plan and adapt a process as required	Annotated initial ideas and plan
6 Etching	Emerging: Be able to produce an etching Achieving: Be able to produce and evaluate an etching in response to research Excelling: Be able to produce a highly refined etching	Etching with evaluation
7 Cyanotype	Emerging: Be able to produce a cyanotype Achieving: Be able to produce and evaluate cyanotype prints in response to research Excelling: Be able to produce highly refined cyanotype prints	A series of cyanotypes with evaluation
8 Gelli printing	Emerging: Be able to produce a gelli print Achieving: Be able to produce and evaluate gelli prints in response to research Excelling: Be able to produce highly refined gelli prints	A series of gelli prints with evaluation

Lesson Title	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
9 Planning a personal response	Emerging: Be able to plan an idea Achieving: Be able to plan an idea informed by research Excelling: Be able to clearly communicate an idea and links to research	Initial ideas planned and analysed
10 Personal response AP	Emerging: Be able to complete an outcome demonstrating some skill Achieving: Be able to complete high-quality outcomes demonstrating a good level of skill Excelling: Be able to complete a highly refined outcome demonstrating exceptional levels of skill	Personal response

How is your attainment measured in Year 10 in Summer term?

AO1 Develop ideas through investigations, demonstrating critical understanding of sources	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
AO3 Record ideas, observations and insights relevant to intentions as work progresses	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Summer: HT1	
Assessment of entire project with a focus on:	
AO1	Artist research and links to personal responses and development
AO2	Experimentation and application of materials

Summer: HT2	
Assessment of entire project with a focus on:	
AO4	Personal response
AO3	Refinements of personal responses

Assessment Point 2		
What is assessed?	% of course	Why?
Entire body of work to date including all assessment objectives	Course work accounts for 60% of GCSE - assessed work will contribute to this	The course is cumulative

How is your attainment measured in Year 10 in Summer term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
• I can select some words and images that relate to a theme • I can describe the work of an artist	• I can collate and display appropriate words and images to represent a theme • I can research an artist and evaluate their work	• I can explore a theme in detail using relevant and thoughtful words and images • I can critically evaluate an artist's work and articulate how the work inspires my own responses
AO2: Experiment and Refine		
• I can use some of the formal elements to create an image • I can combine some materials and techniques to produce mixed media outcomes • I can develop and refine an idea	• I can effectively apply the formal elements to produce realistic outcomes • I can combine materials and techniques to produce effective mixed media outcomes • I can thoughtfully develop an idea based on analysis	• I can refine my application of the formal elements to create highly developed images • I can refine my use of materials to produce highly developed outcomes • I can produce highly refined outcomes based on in-depth analysis
AO3: Record Ideas		
• I can plan a process • I can record some ideas, observations and insights through drawing and annotation as my work progresses	• I can plan and document a process • I can skilfully record most ideas, observations and insights through drawing and annotation as my work progresses	• I can plan a process and document modifications as they arise • I can skilfully and rigorously record ideas, observations and insights through drawing and annotation as my work progresses
AO4: Final Outcomes		
• I can complete an outcome demonstrating some skill • I can demonstrate a basic ability to exhibit understanding of visual language	• I can complete high-quality outcomes demonstrating a good level of skill • I can demonstrate a good ability to exhibit understanding of visual language	• I can complete highly refined outcomes demonstrating exceptional levels of skill • I can demonstrate a highly developed ability to exhibit understanding of visual language

Topic: Identity

Summer Term 1&2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
1 Recording: mind maps and mood boards	Emerging: Be able to select some work and images that relate to a theme Achieving: Be able to collate and display appropriate words and images to represent a theme Excelling: Be able to explore a theme in detail using relevant and thoughtful words and images	Identity mind map Identity mood board
2 Portrait	Emerging: Be able to use some of the formal elements to create a self portrait Achieving: Be able to effectively use the formal elements to produce a life like self-portrait produce Excelling: Be able to refine my application of the formal elements to create a highly developed portrait	A self portrait
3 Mixed media self portrait	Emerging: Be able to combine some materials and techniques to create a mixed media outcome Achieving: Be able to combine materials and techniques to produce effective mixed media outcomes Excelling: Be able to produce highly refined mixed media outcomes	A mixed media self portrait
4 Artist research	Emerging: Be able to describe the work of an artist Achieving: Be able to research an artist and evaluate their work Excelling: Be able to articulate how the work of artists inspires your own work	Artist research page
5 Planning a personal response	Emerging: Be able to plan an idea Achieving: Be able to plan an idea informed by research Excelling: Be able to clearly communicate an idea and links to research	Initial ideas planned and analysed
6 Personal response	Emerging: Be able to complete an outcome demonstrating skill Achieving: Be able to complete high-quality outcomes demonstrating a good level of skill Excelling: Be able to complete a highly refined outcome demonstrating exceptional levels of skill	Personal response
7 Refine	Emerging: Be able to develop and refine an idea Achieving: Be able to thoughtfully develop an idea based on analysis Excelling: Be able to produce highly refined outcomes based on in-depth analysis	Developed idea with analysis

Lesson Title	Golden Nugget (tested through hinge questions)	Work Hard (independent work checked via live marking)
8 Artist research	Emerging: Be able to describe the work of an artist Achieving: Be able to research an artist and evaluate their work Excelling: Be able to articulate how the work of artists inspires your own work	Artist research page
9 Planning a personal response	Emerging: Be able to plan an idea Achieving: Be able to plan an idea informed by research Excelling: Be able to clearly communicate an idea and links to research	Initial ideas planned and analysed
10 Personal response	Emerging: Be able to complete an outcome demonstrating some skill Achieving: Be able to complete high-quality outcomes demonstrating a good level of skill Excelling: Be able to complete a highly refined outcome demonstrating exceptional levels of skill	Personal response
11 Refine	Emerging: Be able to develop and refine an idea Achieving: Be able to thoughtfully develop an idea based on analysis Excelling: Be able to produce highly refined outcomes based on in-depth analysis	Developed idea with analysis

Y11 Art

GCSE EXAMS

Personal response:
Realising intentions

Working it out:
Planning outcomes
based upon
research

Refining ideas:
Developing practice
through analysis and
experimentation

Artist research:
Analysing and interpreting
related artists work and
making links

Recording:
Collating
source
material
through
photoshoots,
drawings,
mind
maps and mo
od boards

AP2

Personal response:
Realising intentions

AP1

ESA
**Developing
understanding:**
Exploring the 7
exam board themes

Refining ideas:
Developing practice
through analysis and
experimentation

Working it out:
Planning outcomes
based upon
research

Personal response:
Realising intentions

Artist research:
Analysing and interpreting
related artists work and
making links

Identity
Refining ideas:
Developing practice through
analysis and experimentation

How is your attainment measured at GCSE in Autumn term?

AO1 Develop ideas through investigations, demonstrating critical understanding of sources	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
AO3 Record ideas, observations and insights relevant to intentions as work progresses	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Autumn: HT1 Assessment of entire project with a focus on:	
AO1	• Artist research and links to personal responses and development
AO2	• Refinement and development of ideas

Autumn: HT2 Assessment of entire project with a focus on:	
AO1	• Artist research and links to personal responses and development
AO2	• Refinement and development of ideas
AO3	• Recording through analysis and evaluation, digital images and drawing
AO4	• Outcome

Assessment Point 1		
What is assessed?	% of course	Why?
Entire body of work to date including all assessment objectives	Course work accounts for 60% of GCSE - assessed work will contribute to this	The course is cumulative

How is your attainment measured in Year 11 in Autumn term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
• I can select some words and images that relate to a theme • I can describe the work of an artist	• I can collate and display appropriate words and images to represent a theme • I can research an artist and evaluate their work	• I can explore a theme in detail using relevant and thoughtful words and images • I can critically evaluate an artist's work and articulate how the work inspires my own responses
AO2: Experiment and Refine		
• I can use some of the formal elements to create an image • I can combine some materials and techniques to produce mixed media outcomes • I can develop and refine an idea	• I can effectively apply the formal elements to produce realistic outcomes • I can combine materials and techniques to produce effective mixed media outcomes • I can thoughtfully develop an idea based on analysis	• I can refine my application of the formal elements to create highly developed images • I can refine my use of materials to produce highly developed outcomes • I can produce highly refined outcomes based on in-depth analysis
AO3: Record Ideas		
• I can plan a process • I can record some ideas, observations and insights through drawing and annotation as my work progresses	• I can plan and document a process • I can skilfully record most ideas, observations and insights through drawing and annotation as my work progresses	• I can plan a process and document modifications as they arise • I can skilfully and rigorously record ideas, observations and insights through drawing and annotation as my work progresses
AO4: Final Outcomes		
• I can complete an outcome demonstrating some skill • I can demonstrate a basic ability to exhibit understanding of visual language	• I can complete high-quality outcomes demonstrating a good level of skill • I can demonstrate a good ability to exhibit understanding of visual language	• I can complete highly refined outcomes demonstrating exceptional levels of skill • I can demonstrate a highly developed ability to exhibit understanding of visual language

Topic: Identity

Autumn Term 1& 2 Golden Nuggets and Work Hard
(all students will follow a personal plan, below is for guidance only)

Lesson Title	Golden Nugget	Work Hard
1 Refine	Emerging: Be able to develop and refine an idea Achieving: Be able to thoughtfully develop an idea based on analysis Excelling: Be able to produce highly refined outcomes based on in-depth analysis	Developed idea with analysis
2 Experimenting	Emerging: Be able to experiment with materials and process Achieving: Be able to experiment with a range of materials and processes to realise an idea/outcome Excelling: Be able to refine processes and techniques to develop an idea/outcome	A range of experiments dependent on personal plan
3 Artist research	Emerging: Be able to describe the work of an artist Achieving: Be able to research an artist and evaluate their work Excelling: Be able to articulate how the work of artists inspires your own work	Artist research page
4 Planning a personal response	Emerging: Be able to plan an idea Achieving: Be able to plan an idea informed by research Excelling: Be able to clearly communicate an idea and links to research	Initial ideas planned and analysed
5 Personal response	Emerging: Be able to complete an outcome demonstrating some skill Achieving: Be able to complete high-quality outcomes demonstrating a good level of skill Excelling: Be able to complete a highly refined outcome demonstrating exceptional levels of skill	Personal response
6 Refine	Emerging: Be able to develop and refine an idea Achieving: Be able to thoughtfully develop an idea based on analysis Excelling: Be able to produce highly refined outcomes based on in-depth analysis	Developed idea with analysis
7 Planning a final personal response	Emerging: Be able to plan an idea Achieving: Be able to plan an idea informed by research Excelling: Be able to clearly communicate an idea and links to research	Initial ideas planned and analysed
8 Personal response	Emerging: Be able to complete an outcome demonstrating some skill Achieving: Be able to complete high-quality outcomes demonstrating a good level of skill Excelling: Be able to complete a highly refined outcome demonstrating exceptional levels of skill	Personal response

How is your attainment measured at GCSE in Spring term?

AO1 Develop ideas through investigations, demonstrating critical understanding of sources	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
AO3 Record ideas, observations and insights relevant to intentions as work progresses	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Spring: HT1 Assessment of entire project with a focus on:	
AO1	• Artist research and links to personal responses and development
AO2	• Refinement and development of ideas
AO3	• Recording through analysis and evaluation, digital images and drawing

Spring: HT2 Assessment of entire project with a focus on:	
AO1	• Artist research and links to personal responses and development
AO2	• Refinement and development of ideas
AO3	• Recording through analysis and evaluation, digital images and drawing
AO4	• Outcomes

Assessment Point 2		
What is assessed?	% of course	Why?
Entire body of work to date including all assessment objectives	Course work accounts for 60% of GCSE and ESA accounts for 40% of GCSE- assessed work will contribute to this	The course is cumulative

How is your attainment measured in Year 11 in Spring term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
- I can develop some ideas through purposeful investigations - I can demonstrate some critical understanding of sources	- I can consistently develop ideas effectively through purposeful investigations. - I can consistently demonstrate a critical understanding of sources	- I can effectively develop highly developed ideas through creative and purposeful investigations - I can demonstrate highly developed critical understanding of sources
AO2: Experiment and Refine		
- I can refine some ideas - I can select and experiment with some appropriate media, materials, techniques and processes	- I can consistently and thoughtfully refine ideas. - I can consistently select and purposefully experiment with appropriate media, materials, techniques and process in an effective way	- I can thoughtfully refine highly developed ideas - I can effectively select and purposefully experiment with appropriate media, materials, techniques and process to a highly developed standard
AO3: Record Ideas		
I can record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to my intentions as my work progresses	I can consistently and skilfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to my intentions as my work progresses	I can skilfully record highly developed ideas, observations and insights through drawing and annotation and any other appropriate means relevant to my intentions as my work progresses
AO4: Final Outcomes		
I can present a somewhat personal and meaningful response and realise my intentions	- I can consistently and competently present personal and meaningful responses and realise my intentions - I can demonstrate a consistent ability understand and apply visual language	- I can consistently present highly developed, personal and meaningful responses and realise my intentions with confidence and conviction - I can demonstrate an exceptional ability understand and apply visual language

Topic: ESA (Externally Set Assignment)

*Spring Term 1&2 Golden Nuggets and Work Hard
(all students will follow a personal plan, below is for guidance only)*

Lesson Title	Golden Nugget	Work Hard
1 ESA	Emerging: Be able to collectively mind map ideas appropriate to some themes Achieving: Be able to generate and record appropriate ideas around a range of themes Excelling: Be able to explore theme in detail contributing relevant and thoughtful ideas Be able to explore a theme in detail using relevant and thoughtful words and images	Discussion around themes Initial group mind maps
2 Recording: mind maps and mood boards	Emerging: Be able to select some work and images that relate to a theme Achieving: Be able to collate and display appropriate words and images to represent a theme Excelling: Be able to explore a theme in detail using relevant and thoughtful words and images	Identity mind map Identity mood board
3 Recording: observation	Emerging: Be able to apply some of the formal elements accurately to visually describe from observation Achieving: Be able to skilfully apply the formal elements accurately to visually describe from observation Excelling: Be able to complete highly refined observational drawings	Observational drawings
4 Artist research	Emerging: Be able to describe the work of an artist Achieving: Be able to research an artist and evaluate their work Excelling: Be able to articulate how the work of artists inspires your own work	Artist research page
5 Personal response	Emerging: Be able to complete an outcome demonstrating some skill Achieving: Be able to complete high-quality outcomes demonstrating a good level of skill Excelling: Be able to complete a highly refined outcome demonstrating exceptional levels of skill	Personal response
6 Artist research	Emerging: Be able to describe the work of an artist Achieving: Be able to research an artist and evaluate their work Excelling: Be able to articulate how the work of artists inspires your own work	Artist research page
7 Personal response	Emerging: Be able to complete an outcome demonstrating some skill Achieving: Be able to complete high-quality outcomes demonstrating a good level of skill Excelling: Be able to complete a highly refined outcome demonstrating exceptional levels of skill	Personal response

Lesson Title	Golden Nugget	Work Hard
8 Experimentation and refinement	Emerging: Be able to develop and refine an idea Achieving: Be able to thoughtfully develop an idea based on analysis Excelling: Be able to produce highly refined outcomes based on in-depth analysis	Developed idea with analysis Dependent upon personal learning plan
9 Planning a personal response	Emerging: Be able to plan an idea Achieving: Be able to plan an idea informed by research Excelling: Be able to clearly communicate an idea and links to research	Initial ideas planned and analysed
10 Personal response	Emerging: Be able to complete an outcome demonstrating some skill Achieving: Be able to complete high-quality outcomes demonstrating a good level of skill Excelling: Be able to complete a highly refined outcome demonstrating exceptional levels of skill	Personal response

How do all KS4 3D Design lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **Art** look like this:

GCSE 3D DESIGN: ARTIST RESPONSE

Do Now . . .

What colour line engraves?	
What colour line cuts?	
What is the first step when importing an image from the internet?	
What type of images should you use?	
Name 3 materials available to you in the workshop?	

Y10 3D Design

Year 11

AP2

Making

Utilising all making skills developed across KS3 and Y10 so far to make final product.

Testing and Experimenting

Testing and experimenting with a range of techniques, materials and processes to support development process.

Modelling

Developing ideas further through drawing skills and 3D modelling.

AP1

Development

Utilising research as inspiration for a range of design ideas.

Research

Developing research skills and identifying artists and designers as inspiration for project.

Research

Identifying key themes within the project and critically selecting images.

Introduction to GCSE Coursework

Introduction to the project and expectations of the GCSE.,

Project 4: Ugo Rondinone Sculpture

Introduction to sculpture and using armatures and modelling materials and techniques to form complex shapes.

Project 2: Tealight Holder

Developing CAD and CAM skills from KS3 and introducing the idea of using heat to bend and shape materials.

Introduction

Introduction to the course and the skills and knowledge.

Project 3: Pencil Holder

Developing understanding of complex joints and working with hard and soft woods.

Project 1: Memphis Box

Developing key practical skills from Y9, researching the Memphis design movement and using this as a source of inspiration for a box.

How is your attainment measured in Year 10 in Autumn term?

AO1 Develop ideas through investigations, demonstrating critical understanding of sources

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 Record ideas, observations and insights relevant to intentions as work progresses

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Autumn: HT1

Assessment of project so far with a focus on:

AO3	• Recording through analysis and evaluation, 3D modelling and drawing
AO4	• Final outcomes

Autumn: HT2

Assessment of project so far with a focus on:

AO1	• Artist research and links to personal responses and development
AO2	• Refinement and development of ideas
AO3	• Recording through analysis and evaluation, 3D modelling and drawing
AO4	• Final outcomes

Assessment Point 1

What is assessed?	% of course	Why?
Entire body of work to date including all assessment objectives	Course work accounts for 60% of GCSE - assessed work will contribute to this	The course is cumulative

How is your attainment measured in Year 10 in Autumn term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
- I can name the Memphis Movement, recycled plastic, and my chosen artist, and identify a basic feature of each. - I can sketch a simple holder idea and label the material (pine softwood, dowel joint). - I can name two features of Rondinone's sculptural style and find two images of my artist's work.	- I can describe Memphis design features and link them to my box design, explaining the environmental benefit of recycled bottle tops. - I can design a holder considering function, light through acrylic, and explain why pine suits the project compared to other joints. - I can describe Rondinone's key ideas (form, colour, concept) and my own artist's style, linking both to my own work.	- I can analyse a named Memphis designer and link recycled materials to a sustainable design movement, explaining how these shaped my decisions. - I can show how existing acrylic products informed my design, and justify material and joint choices by comparing alternatives. - I can critically analyse Rondinone's themes and a specific artist's work, linking their ideas to my personal design intent.
AO2: Experiment and Refine		
- I can draw a basic box in 2D Design and glue two panels together. - I can make a plastic sheet, drill a hole, laser cut acrylic and make one bend, all with help. - I can mark out and roughly cut timber, and build a wire armature with Mod Roc, with guidance.	- I can draw all panels with finger joints in 2D Design and assemble the box neatly. - I can make recycled plastic, drill a clean hole, vacuum form, laser cut, line bend and heat mould accurately. - I can measure, cut, drill and assemble my holder with dowels and PVA, and build a stable armature with even Mod Roc and bold paint.	- I can produce a precise, laser-ready file and explain why finger joints are stronger than butt joints. - I can apply quality control at each stage and explain how thermoplastic properties and temperature affect forming and bending. - I can work precisely and independently, applying a two-coat finish and constructing a complex armature that conveys mood with clear artistic intent.
AO3: Record Ideas		
- I can photograph my box and write one sentence about it. - I can photograph two stages of making and write a sentence about each. - I can photograph my sculpture and write one sentence linking it to Rondinone	- I can annotate two making stages, saying what went well and what I'd change. - I can annotate key stages and identify decisions, difficulties and what I learned. - I can annotate key stages and compare my work to Rondinone's, saying what I achieved.	- I can keep a visual record with annotations that explain my material and design choices. - I can maintain a making log with photos and reflections showing critical quality control thinking. - I can keep a visual and written record from research to final piece with critical reflections at each stage.
AO4: Final Outcomes		
- I can make a holder that stands up and holds a tea light. - I can make a holder that stands and has a wood finish applied. - I can make a 3D sculpture covered in Mod Roc and painted in two or more colours.	- I can make a holder that is structurally sound with a neat line bend and moulded top. - I can make a square, well-jointed holder with a neat, even finish. - I can make a sculpture with a clear form and painted surface that reflects Rondinone's approach.	- I can present a holder that shows skill and intent, and explain what makes it successful. - I can present a holder that demonstrates precision and professionalism at every stage. - I can present a sculpture that communicates a personal concept and explain how my choices support it.

MINI PROJECT: MEMPHIS INSPIRED BOX

Autumn Term 1 Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
1	Emerging (catching up): Memphis design uses bold colours, geometric shapes and patterns.	Design/research sheet
	Achieving (keeping up): Memphis design (1980s, Ettore Sottsass) rejected minimalism using clashing colours, bold geometry and decorative pattern.	
	Excelling (going beyond): Memphis design was a deliberate reaction against 'good taste'.	
2	Emerging (catching up): 2D Design software lets me draw shapes that the laser cutter will follow. I need to use the correct line colour for cut and engrave.	Digital designs with accurate measurements and detail
	Achieving (keeping up): In 2D Design I can draw box panels with accurate dimensions, add finger joints and set line colours correctly for the laser cutter.	
	Excelling (going beyond): Accurate CAD drawing requires understanding material thickness and joint tolerances, small errors in the drawing create ill-fitting joints	
3	Emerging (catching up): The laser cutter follows my drawing to cut the wood.	Record of making
	Achieving (keeping up): The laser cutter uses a focused beam of light to cut and engrave. Correct power and speed settings depend on material thickness, wrong settings cause burning or incomplete cuts.	
	Excelling (going beyond): Laser cutting is a subtractive CAM process. Material thickness, power, speed and focus all interact.	
4	Emerging (catching up): A hole saw cuts a hole in materials. I need to clamp my work and drill slowly.	Assembled box
	Achieving (keeping up): A hole saw cuts a large, clean hole. Speed must be low (around 500rpm) to prevent burning and splintering.	
	Excelling (going beyond): Hole saws cut large holes in materials, too high a speed generates heat and scorches wood.	
5	Emerging (catching up): Vacuum forming uses heat and suction to pull plastic over a mould to make a 3D shape.	Vacuum formed pieces. Completed box
	Achieving (keeping up): Vacuum forming heats a thermoplastic sheet until it is pliable, then air is sucked out to pull it tightly over a mould. The mould must have bevel edges to allow removal.	
	Excelling (going beyond): The depth and detail of a vacuum form depends on the mould design, sheet thickness and heating time. Undercuts trap the plastic on the mould.	

MINI PROJECT: TEALIGHT HOLDER

6	Emerging (catching up): Acrylic bends when heated along a line.	Design page Risk assessment for line bender
	Achieving (keeping up): Line bending uses a strip heater to heat acrylic along a precise line until pliable, the angle is set and held while it cools.	
	Excelling (going beyond): The bend radius and angle depend on acrylic thickness and heating time. Over-heating causes bubbling and discolouration; under-heating causes cracking on the bend.	
7	Emerging (catching up): Heat acrylic on the strip heater until it is soft, then bend it to the angle required and hold it still while it cools.	Product using line bender
	Achieving (keeping up): Acrylic softens at around 160°C, the strip heater heats a narrow line so only that section bends. Hold the bend at the correct angle against a jig or right angle until the acrylic cools and holds its shape	
	Excelling (going beyond): Consistent bend quality comes from even heat distribution and immediate shaping before the plastic cools. Bubble = overheated, crack = underheated	
8	Emerging (catching up): Know how to soften acrylic over a former or by hand to create a curved shape that holds the tea light in place.	Completed tea light holder
	Achieving (keeping up): Heat moulding allows acrylic to be shaped over a 3D form, the material takes the shape of the former as it cools.	
	Excelling (going beyond): The quality of a heat-moulded piece depends on even heating across the whole section, working quickly before the acrylic cools, and the accuracy of the former.	

Lesson	Golden Nugget	Work Hard
MINI PROJECT: PENCIL HOLDER		
9	Emerging (catching up): Pine is a softwood that is easy to cut and shape. A dowel joint uses a wooden peg to join two pieces of wood together.	Design page with accurate measurements
	Achieving (keeping up): Dowel joints are a strong, hidden joint, the dowel adds mechanical strength to a butt joint. Accurate marking out is critical: a misaligned dowel hole means the joint will not pull together square.	
	Excelling (going beyond): The strength of a dowel joint depends on grain direction, dowel diameter relative to timber thickness, and glue coverage. Pine's open grain makes it easy to work with hand tools but also means it needs a suitable finish to prevent moisture absorption.	
10	Emerging (catching up):To measure and mark out timber accurately, a tri square and steel rule should be used.	Marked out and cut/finished wood
	Achieving (keeping up): Accurate marking out uses a try square to ensure lines are 90° to the face edge, a marking gauge for consistent width lines, and a bench hook to hold timber when sawing.	
	Excelling (going beyond): Measurement error is a major cause of poor-fitting joints, measuring each piece independently from a face, rather than from the last piece, prevents errors.	
11	Emerging (catching up):PVA is applied to both surfaces of the joint and the pieces are clamped together while the glue dries.	Assembled pencil holder
	Achieving (keeping up): Wood glue (PVA) works by penetrating the grain of both surfaces, applying to both and clamping under even pressure gives the strongest bond. Excess glue should be wiped away before it dries.	
	Excelling (going beyond): Over-gluing squeezes glue into the wood grain and prevents a finish taking evenly.	
12	Emerging (catching up): Sanding wood smooth before applying chosen finishes makes it neater and look more professional.	Completed pencil holder with high quality finish
	Achieving (keeping up): Surface preparation (sanding through a range of grits) removes tool marks and opens the grain for better finish absorption. A quality finish protects the wood and improves appearance.	
	Excelling (going beyond): Different finishes suit different contexts, Danish oil penetrates the grain for a natural feel; varnish forms a protective film; wax gives a soft sheen but less durability.	
MINI PROJECT: UGO RONDINONE SCULPTURE		
13	Emerging (catching up): Ugo Rondinone makes large, colourful sculptures of human figures from stone or other materials. His work feels still and peaceful.	Design/research page
	Achieving (keeping up): Ugo Rondinone's work explores the human body in states of stillness, balance and thought. He uses bold, simple forms and often monochrome surfaces to create emotional impact.	
	Excelling (going beyond): Rondinone's sculptural language strips the human figure back to simplified, forms, he uses ancient sculpture as inspiration while remaining very modern.	
14	Emerging (catching up): An armature from wire or newspaper can be constructed to give a sculpture its basic shape before adding mod roc/paper mâché on top.	Armature for sculpture
	Achieving (keeping up): An armature is the internal skeleton of a sculpture, it gives structural support so the outer material (mod roc, paper mâché) does not collapse.	
	Excelling (going beyond): The armature's proportions and pose determine the final sculpture's success. It is important to plan out body proportions and use foil/newspaper to bulk out the form before applying Modroc or paper mâché.	
15	Emerging (catching up): Adding more layers of mod roc and paper mâché make the sculpture stronger and allows you to build up the shape.	Mod roc/papier mache applied to sculpture
	Achieving (keeping up): Multiple thin layers build structural strength without adding too much weight, each must dry before the next is added to prevent trapping moisture. Paper mâché can be used to add surface detail and texture that mod roc cannot.	
	Excelling (going beyond): Surface quality in mixed-media sculpture comes from controlling each material's properties, mod roc sets quickly and is rigid; paper mâché is slower but allows finer detail. They can be combined - using mod roc for structure and paper mâché for surface detail.	

Lesson	Golden Nugget	Work Hard
16	Emerging (catching up): Rondinone uses bold colours to create mood and unity.	Surface decoration applied to sculpture
	Achieving (keeping up): Rondinone often uses monochrome or limited colour palettes to draw attention to the form rather. Colour choice should be a carefully considered decision linked to meaning, not just personal preference.	
	Excelling (going beyond): Surface finish in sculpture is a conceptual and aesthetic decision. These decisions should be fully justified and reference the emotional effect I am aiming to create.	
17	Emerging (catching up): Students choose their artist and begin to identify what makes their work distinctive.	Artist research page
	Achieving (keeping up): Describe key features of their chosen artist's style and begin to connect these to their own design thinking.	
	Excelling (going beyond): Students critically analyse a specific artwork, drawing direct links between the artist's choices and their own design intentions.	
18	Emerging (catching up): Students write at least one sentence about what they notice in their artist's work.	Analysis of artists work with links to own work identified
	Achieving (keeping up): Students annotate their artist images with short notes explaining what they see and how it might connect to a desk tidy design.	
	Excelling (going beyond): Students write critical annotations linking the artist's formal qualities — form, material, process — to specific design intentions for a desk tidy.	
19	Emerging (catching up): Students produce at least two rough desk tidy sketches, labelling the material for each.	Annotated design ideas
	Achieving (keeping up): Students produce 3 varied initial design ideas with labels for material, process and form. Each showing a genuinely different direction.	
	Excelling (going beyond): Students produce 3+ varied initial ideas that each explore a different formal or material direction, with clear references to their artist and to skills from the term	

How is your attainment measured in Year 10 in Spring term?

AO1 Develop ideas through investigations, demonstrating critical understanding of sources	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
AO3 Record ideas, observations and insights relevant to intentions as work progresses	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Spring: HT1 Assessment of entire project with a focus on:	
AO1	Develop ideas through investigations, demonstrating critical understanding of sources
AO3	Record ideas, observations and insights relevant to intentions as work progresses

Spring: HT2 Assessment of entire project with a focus on:	
AO1	Develop ideas through investigations, demonstrating critical understanding of sources
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
AO3	Record ideas, observations and insights relevant to intentions as work progresses

Coursework: Lamps and Lighting

Spring Term 1&2 Golden Nuggets and Work Hard

Emerging

Achieving

Excelling

AO1: Develop and Research

- I can present some key information of a process
- I can develop some ideas through investigation

- I can research and present relevant information about a technique and/process
- I can develop ideas through creative and purposeful investigations

- I can critically evaluate a technique and/or process
- I can effectively develop ideas through creative and purposeful investigations

AO2: Experiment and Refine

- I can produce a range of design ideas
- I can produce simple 3D models
- I can experiment with materials, processes and techniques

- I can produce a range of effective design ideas linked to the theme
- I can produce a range of 3D models linked to my design ideas and theme
- I can experiment with a range of materials, processes and techniques linked to my design ideas

- I can produce a range of highly refined design ideas
- I can effectively select and purposefully experiment with appropriate materials, process and techniques

AO3: Record Ideas

- I can plan a process
- I can record some ideas, observations and insights through drawing and annotation as my work progresses

- I can plan and document a process
- I can skillfully record most ideas, observations and insights through drawing and annotation as my work progresses

- I can plan a process and document modifications as they arise
- I can skillfully and rigorously record ideas, observations and insights through drawing and annotation as my work progresses

Coursework Project: Lamps and Lighting

Spring Term 1 and 2 Golden Nuggets and Work Hard

Lesson	Golden Nugget	Work Hard
1 - 2	Emerging (catching up): Artists who work with light use it as a material not just a by-product.	Create mind map based on theme of Lamps and Lighting.
	Achieving (keeping up): A strong mindmap shows personal connections between your identity, your artist and the design brief, not just facts.	
	Excelling (going beyond): The most powerful research comes from understanding why an artist makes choices, not just what those choices are.	
3 - 4	Emerging (catching up): Artists are chosen for a reason, knowing what an artist believes, not just what they make, gives your design a concept .	Artist Research page.
	Achieving (keeping up): Good artist research explains the connection between an artist's ideas, materials and process and links these to your own design intentions.	
	Excelling (going beyond): Critical analysis means understanding an artist's cultural context, conceptual intent and decisions, not just describing what you see.	
5 - 6	Emerging (catching up): Artists and designers approach making differently, understanding both gives your work a stronger foundation.	Designer Research page.
	Achieving (keeping up): Comparing an artist and a designer reveals how the same idea (light, colour, form) can be explored in different ways for different reasons.	
	Excelling (going beyond): The best designers use multiple sources, analysing the differences and similarities between artists and designers to develop an original concept.	
7 - 8	Emerging (catching up): An artist link is only valuable if it changes a design decision, vague visual similarity is not a genuine link.	Artist and designer links page.
	Achieving (keeping up): Strong artist links show exactly which element of an artist's work (a colour, a material, a structural idea) has directly influenced a part of your design.	
	Excelling (going beyond): The best artist links pages show that research is an active process that shapes design decisions, not a box to tick before making starts.	
9 - 10	Emerging (catching up): Primary research means looking at real things yourself, it gives you observations that no secondary source can provide.	Primary research page.
	Achieving (keeping up): Annotating primary research means going beyond description, analysing what you see and asking what it means for your design.	
	Excelling (going beyond): The best primary research makes direct critical connections between observed objects and specific design ideas.	
11 - 13	Emerging (catching up): Initial ideas should explore different possibilities, repeating the same idea five times is not designing.	Initial design ideas.
	Achieving (keeping up): Strong initial ideas show variety of form , material and approach, each one is genuinely different, not a variation of the same design.	
	Excelling (going beyond): The purpose of initial ideas is to open up the design thinking, the best designers use this to take risks and explore ideas they might not end up using.	
14 - 15	Emerging (catching up): Choosing the best idea requires evaluating ideas against criteria, personal preference alone is not enough.	Initial design ideas.
	Achieving (keeping up): A design rationale explains not just which idea you chose but why, measured against your research.	
	Excelling (going beyond): Critical designers evaluate every idea against multiple criteria before developing further and can articulate exactly why one design is stronger than another.	
16 - 18	Emerging (catching up): A developed design is not the same as a neater initial idea, it shows progression and deeper thinking.	Developed design ideas.
	Achieving (keeping up): Development means testing your idea against your research and changing it as a result, not just adding more detail.	
	Excelling (going beyond): The best development work shows a clear design journey, you can see exactly how and why the idea has evolved since the initial sketch.	

Lesson	Golden Nugget	Work Hard
19 - 20	Emerging (catching up): A 3D model reveals things about form and scale that a drawing cannot, it is a thinking tool, not just a presentation piece.	3D Model page
	Achieving (keeping up): Making a model is part of the design process, what you learn from it should change your design.	
	Excelling (going beyond): The most effective modelling is <u>iterative</u> , each model tests a specific question about form, material or structure and the answer feeds back into the design.	
21 - 22	Emerging (catching up): How light behaves with a material is something you can only really understand by testing it, not by looking at a drawing.	Testing and Experimenting
	Achieving (keeping up): Testing light with a physical model gives you evidence to make decisions about material, translucency and form.	
	Excelling (going beyond): The best material testing is systematic, each test asks a specific question and the findings are used to make a change to the design.	
22 - 23	Emerging (catching up): A final design is a communication tool that someone else should be able to make your lamp without asking you any questions.	Testing and Experimenting
	Achieving (keeping up): A strong final design includes all views, accurate dimensions, material specifications and construction details, annotation explains the why behind every decision.	
	Excelling (going beyond): A truly resolved final design demonstrates that every choice (form, material, joint, finish) has been made deliberately and can be justified linking back to the research.	

How is your attainment measured in Year 10 in Summer term?

AO1 Develop ideas through investigations, demonstrating critical understanding of sources	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
AO3 Record ideas, observations and insights relevant to intentions as work progresses	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Summer: HT1	
Assessment of entire project with a focus on:	
AO1	Artist research and links to personal responses and development
AO2	Experimentation and application of materials

Summer: HT2	
Assessment of entire project with a focus on:	
AO4	Personal response
AO3	Refinements of personal responses

Assessment Point 2		
What is assessed?	% of course	Why?
Entire body of work to date including all assessment objectives	Course work accounts for 60% of GCSE - assessed work will contribute to this	The course is cumulative

How is your attainment measured in Year 10 in Summer term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
- I can select some words and images that relate to a theme - I can describe the work of an artist	- I can collate and display appropriate words and images to represent a theme - I can research an artist and evaluate their work	- I can explore a theme in detail using relevant and thoughtful words and images - I can critically evaluate an artist's work and articulate how the work inspires my own responses
AO2: Experiment and Refine		
- I can use some techniques and processes to create a design - I can combine some materials and techniques to produce mixed outcomes - I can develop and refine an idea	- I can effectively use techniques and processes to produce a range of designs - I can combine materials and techniques to produce effective outcomes - I can thoughtfully develop an idea based on analysis	- I can refine my application of techniques and processes to produce a range of highly developed designs - I can refine my use of materials to produce highly developed outcomes - I can produce highly refined outcomes based on in-depth analysis
AO3: Record Ideas		
- I can plan a process - I can record some ideas, observations and insights through drawing and annotation as my work progresses	- I can plan and document a process - I can skilfully record most ideas, observations and insights through drawing, modelling and annotation as my work progresses	- I can plan a process and document modifications as they arise - I can skilfully and rigorously record ideas, observations and insights through drawing, modelling and annotation as my work progresses
AO4: Final Outcomes		
- I can complete an outcome demonstrating some skill - I can demonstrate a basic ability to exhibit understanding of visual language	- I can complete high-quality outcomes demonstrating a good level of skill - I can demonstrate a good ability to exhibit understanding of visual language	- I can complete highly refined outcomes demonstrating exceptional levels of skill - I can demonstrate a highly developed ability to exhibit understanding of visual language

Coursework: Lamps and Lighting

Summer Term

Summer Term:

In the summer term, students work independently on personal projects shaped by their individual learning plans, each with targets tailored to their own progress towards a final outcome. Students refine their work through biweekly marking and feedback, using this dialogue to identify strengths and areas for improvement. Alongside this, they engage in modelling and testing, experimenting with materials and techniques to refine their making processes. This iterative approach allows students to justify the decisions behind their final product, ensuring each choice is grounded in evidence and reflection rather than guesswork.

YEAR 11 GCSE 3D DESIGN: PERSONAL LEARNING PLAN			Name:
PAGE	COMPLETE	NOTES	Use the help guide booklet for each of the pages that need a bit of work.
MINDMAP (LAMPS AND LIGHTING)			
ARTIST RESEARCH			
ARTIST RESPONSE			
DESIGNER RESEARCH			
DESIGNER RESPONSE			
PRIMARY RESEARCH (HAEGUE YANG)			
INITIAL DESIGN IDEAS X8			
DEVELOPED DESIGN IDEAS X4			
MODELLING THE DESIGNS IN 3D X2			
TESTING AND EXPERIMENTING X10			
FINAL DESIGN			

INTERVENTION:

PROJECT DEADLINE (with completed final product):

Comments:

Presentation:

How do all KS4 3D Design lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **3D Design** look like this:

GCSE 3D DESIGN: ARTIST RESPONSE

Do Now . . .

What colour line engraves?	
What colour line cuts?	
What is the first step when importing an image from the internet?	
What type of images should you use?	
Name 3 materials available to you in the workshop?	

Y11 3D Design

GCSE EXAMS

ESA Practical exam prep

ESA Practical exam prep

ESA Practical exam prep

ESA Practical exam prep

ESA Modelling in 3D

ESA Final design

ESA Developed design ideas

AP2

ESA Developing designs

ESA Initial design ideas

ESA: Artist response

Coursework : Making final product

Coursework : Making final product

ESA :Moodboard and artist research

ESA: Choose ESA starting point and produce a mind map.

Coursework : Making final product

Coursework : Making final product

Coursework : Making final product

Coursework : Making final product

Coursework : Making final product

Coursework : Making final product

Coursework: Testing and Experimenting

Coursework: Cutting lists and manufacturing specifications

How is your attainment measured in Year 11 in Autumn term?

AO1 Develop ideas through investigations, demonstrating critical understanding of sources

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 Record ideas, observations and insights relevant to intentions as work progresses

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Autumn: HT1

Assessment of entire project with a focus on:

AO1	Artist research and links to personal responses and development
AO2	Experimentation and application of materials
AO3	Refinements of personal responses

Autumn: HT2

Assessment of entire project with a focus on:

AO1	Artist research and links to personal responses and development
AO2	Experimentation and application of materials
AO3	Refinements of personal responses
AO4	Final outcome

Assessment Point 1

What is assessed?	% of course	Why?
Entire body of work to date including all assessment objectives. Final marks for coursework project.	Course work accounts for 60% of GCSE - assessed work will contribute to this	The course is cumulative

How is your attainment measured in Year 11 in Autumn term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
- I can find images and information about an artist, designer or movement linked to my project. - I can say one or two things I like about my research and borrow simple ideas from it. - I can sketch a basic idea for my final piece, based on what I've researched.	- I can research a range of relevant artists, designers or movements and explain what interests me about their work. - I can explain how my research has influenced my own design ideas. - I can develop several design ideas that clearly link back to the sources I've studied.	- I can critically analyse the work of artists, designers or movements, exploring their intentions and context in depth. - I can make clear, thoughtful connections between my research and my own developing ideas. - I can show a personal, well-informed design intent that has grown directly out of my critical research.
AO2: Experiment and Refine		
- I can try out a material, tool or technique with help, and produce a basic piece of work. - I can follow instructions to complete a simple making task safely. - I can make one attempt at a technique without changing or improving it.	- I can experiment with different materials, tools and techniques to see which work best for my idea. - I can practise and improve a technique, making noticeable progress in skill and accuracy. - I can select suitable materials and processes and explain why they suit my design.	- I can confidently explore and combine a range of materials, techniques and processes to refine my ideas. - I can work with precision and control, showing a high level of skill in my making. - I can justify my choice of materials and techniques, comparing alternatives and explaining the impact on quality.
AO3: Record Ideas		
- I can photograph or note down a stage of my work. - I can write a simple sentence describing what I did. - I can say whether I liked a piece of work or not.	- I can record key stages of my work with photos, drawings or notes. - I can annotate my work, explaining decisions I made and problems I solved. - I can reflect on what went well and what I would change next time.	- I can keep a detailed visual and written record that tracks how my ideas developed from research to final piece. - I can critically reflect on my decisions at each stage, showing clear evidence of quality control. - I can evaluate my own progress in depth, linking my reflections back to my original intentions.

Coursework: Lamps and Lighting

Year 11 Autumn Term

Autumn Term:

In the autumn term of Year 11, students move into the making phase of their coursework project, using weekly workshop sessions to produce their final outcome. Students begin by writing cutting lists and manufacturing specifications, planning out the materials, tools and processes needed before starting practical work. Alongside this, they continue to make improvements to their coursework, guided by their personal learning plans, ensuring each student is working towards their own targets as they progress through manufacture.

YEAR 11 GCSE 3D DESIGN: PERSONAL LEARNING PLAN			Name: _____
PAGE	COMPLETE	NOTES	Use the help guide booklet for each of the pages that need a bit of work.
MINDMAP (LAMPS AND LIGHTING)			
ARTIST RESEARCH			
ARTIST RESPONSE			
DESIGNER RESEARCH			
DESIGNER RESPONSE			
PRIMARY RESEARCH (HAEGUE YANG)			
INITIAL DESIGN IDEAS X8			
DEVELOPED DESIGN IDEAS X4			
MODELLING THE DESIGNS IN 3D X2			
TESTING AND EXPERIMENTING X10			
FINAL DESIGN			

INTERVENTION:

PROJECT DEADLINE (with completed final product):

Comments:

Presentation:

How is your attainment measured at GCSE in Spring term?

A01 Develop ideas through investigations, demonstrating critical understanding of sources

A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A03 Record ideas, observations and insights relevant to intentions as work progresses

A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Spring: HT1

A01 Develop ideas through investigations, demonstrating critical understanding of sources

A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A03 Record ideas, observations and insights relevant to intentions as work progresses

Spring: HT2

A01 Develop ideas through investigations, demonstrating critical understanding of sources

A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A03 Record ideas, observations and insights relevant to intentions as work progresses

Final Marks

What is assessed?

Students are assessed via a 2 day practical exam in the spring term. This is where they make their final ESA product. Marks are awarded for sketchbook work (research, designing, modelling, testing and experimenting) prior to the exam and the final outcome itself.

% of course

ESA accounts for 40% of the overall GCSE grade.

Why?

The course is cumulative

How is your attainment measured in Year 11 in Spring term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
- I can find images and information about an artist, designer or movement linked to my project. - I can say one or two things I like about my research and borrow simple ideas from it. - I can sketch a basic idea for my final piece, based on what I've researched.	- I can research a range of relevant artists, designers or movements and explain what interests me about their work. - I can explain how my research has influenced my own design ideas. - I can develop several design ideas that clearly link back to the sources I've studied.	- I can critically analyse the work of artists, designers or movements, exploring their intentions and context in depth. - I can make clear, thoughtful connections between my research and my own developing ideas. - I can show a personal, well-informed design intent that has grown directly out of my critical research.
AO2: Experiment and Refine		
- I can try out a material, tool or technique with help, and produce a basic piece of work. - I can follow instructions to complete a simple making task safely. - I can make one attempt at a technique without changing or improving it.	- I can experiment with different materials, tools and techniques to see which work best for my idea. - I can practise and improve a technique, making noticeable progress in skill and accuracy. - I can select suitable materials and processes and explain why they suit my design.	- I can confidently explore and combine a range of materials, techniques and processes to refine my ideas. - I can work with precision and control, showing a high level of skill in my making. - I can justify my choice of materials and techniques, comparing alternatives and explaining the impact on quality.
AO3: Record Ideas		
- I can photograph or note down a stage of my work. - I can write a simple sentence describing what I did. - I can say whether I liked a piece of work or not.	- I can record key stages of my work with photos, drawings or notes. - I can annotate my work, explaining decisions I made and problems I solved. - I can reflect on what went well and what I would change next time.	- I can keep a detailed visual and written record that tracks how my ideas developed from research to final piece. - I can critically reflect on my decisions at each stage, showing clear evidence of quality control. - I can evaluate my own progress in depth, linking my reflections back to my original intentions.
AO4: Final Outcomes		
- I can produce a final piece that is complete and shows some connection to my ideas. - I can finish my final piece to a basic standard, with some help. - I can say one thing about how my final piece links to my project.	- I can produce a final piece that is well made and clearly connects to my research and ideas. - I can explain how my final piece reflects my intentions and the choices I made along the way. - I can present my finished work to a good standard of skill and care.	- I can present a final piece that is skilfully made and communicates a clear personal intention. - I can confidently explain how every choice I made supports my overall concept and outcome. - I can produce a polished, professional final piece that fully realises my personal and informed response.

Externally Set Assignment (ESA)

Spring Term 1 and 2 Golden Nuggets and Work Hard

Week	Golden Nugget	Work Hard
1	Emerging (catching up): A mindmap is a way of getting all your ideas down on paper, linked together, before you start designing.	Mindmap
	Achieving (keeping up): I know how to build a mindmap that explores different themes, materials and contexts relevant to my project brief.	
	Excelling (going beyond): I can use a mindmap to identify the most promising direction for my project and explain why I've chosen it over the others.	
2	Emerging (catching up): Artist research means finding an artist and collecting images of their work.	Artist Research
	Achieving (keeping up): I can describe an artist's style and explain what techniques or materials they use.	
	Excelling (going beyond): I can critically analyse an artist's intentions and explain how their ideas could shape the direction of my own project.	
3	Emerging (catching up): Designer research means finding a designer and collecting images of their products.	Designer Research
	Achieving (keeping up): I can explain what makes a designer's work distinctive and link it to my own project brief.	
	Excelling (going beyond): I can analyse how a designer's approach to form, function or materials could directly inform decisions in my own design.	
4	Emerging (catching up): An initial design idea is a simple sketch that shows what my final product might look like.	Initial Design Ideas
	Achieving (keeping up): I can sketch several different initial ideas that respond to my research and my design brief.	
	Excelling (going beyond): I can generate a range of initial ideas and briefly evaluate each one's strengths and weaknesses.	
5	Emerging (catching up): A developed idea takes one of my sketches and adds more detail, like materials or measurements.	Developed Design Ideas
	Achieving (keeping up): I can develop an idea further by refining its form, function and suitability for manufacture.	
	Excelling (going beyond): I can justify why I've developed one idea over another, using my research to support my decision.	
AP2: Modelling / Testing and Experimenting		
7	Emerging (catching up): A 3D model is a quick, rough version of my idea made to see what it looks like in real life.	3D Modelling
	Achieving (keeping up): I can produce an accurate 3D model that tests the scale, proportions and form of my idea.	
	Excelling (going beyond): I can use a 3D model to identify design flaws and explain how I'll modify my final idea as a result.	
8	Emerging (catching up): Testing and experimenting means trying out a material or technique to see if it works.	Testing and Experimenting
	Achieving (keeping up): I can test different materials, tools or techniques and record which ones are most suitable for my final product.	
	Excelling (going beyond): I can evaluate the results of my testing and use them to justify the final material and technique choices for my product.	
9	Emerging (catching up): Testing and experimenting means trying out a material or technique to see if it works.	Testing and Experimenting
	Achieving (keeping up): I can test different materials, tools or techniques and record which ones are most suitable for my final product.	
	Excelling (going beyond): I can evaluate the results of my testing and use them to justify the final material and technique choices for my product.	
10	Emerging (catching up): Testing and experimenting means trying out a material or technique to see if it works.	Testing and Experimenting
	Achieving (keeping up): I can test different materials, tools or techniques and record which ones are most suitable for my final product.	
	Excelling (going beyond): I can evaluate the results of my testing and use them to justify the final material and technique choices for my product.	
11	Emerging (catching up): Testing and experimenting means trying out a material or technique to see if it works.	Testing and Experimenting
	Achieving (keeping up): I can test different materials, tools or techniques and record which ones are most suitable for my final product.	
	Excelling (going beyond): I can evaluate the results of my testing and use them to justify the final material and technique choices for my product.	
FINAL PRACTICAL EXAM (2 DAYS)		

How do all KS4 Hospitality and Catering lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

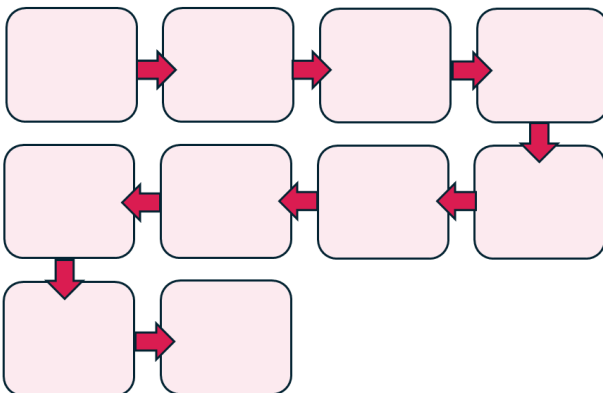
Ready to learn activities in **Hospitality and Catering** look like this:

1.3.2 Food safety

Hazard Analysis and Critical Control Points – Hazards

Do Now -

Place the stages of food preparation in the correct order of production.



Year 11

Y10 Hospitality and Catering

EHO & food hygiene

Role of the Environmental Health Officer and safe working practices.

Practical skill building

Preparation, cooking, knife skills, presentation and reflective evaluation.

Food safety & HACCP

Critical control points, corrective actions and food-safety records.

Food-induced ill health

Allergies, intolerances, bacteria, symptoms and preventative controls.

Customer requirements

Needs, rights, inclusion, equality, expectations and demographics.

Health & safety

Key legislation, risks, accident forms, risk assessments and staff training.

AP2

Successful provision

Costs, profit, economy, sustainability, technology and media.

AP1

How providers operate

Front/back of house workflow, equipment, documentation and dress codes.

Working in the industry

Job roles, responsibilities, attributes, qualifications and experience.

Working conditions

Contracts, working hours, pay, benefits and fluctuating staffing needs.

Course introduction

Industry overview, expectations and practical kitchen routines.

Hospitality provision

Commercial/non-commercial providers; residential/non-residential services.

How is your attainment measured in Year 10 in Autumn term?

AO1: Demonstrate knowledge and understanding from across the specification.

AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions.

Autumn: HT1

AO1	Hospitality providers: commercial/non-commercial; residential/non-residential; food and residential services.
AO1 / AO2	Industry roles, responsibilities, attributes, qualifications, experience and working conditions.
AO3	Apply knowledge to hospitality scenarios and explain suitable provision, roles and success factors.

Autumn: HT2

AO1	Costs/profit, economy, sustainability, technology and media
AO1 / AO2	Front/back of house operation, equipment, documentation and customer requirements.
AO2 / AO3	Apply learning to provider scenarios and justify how specific customer needs can be met.

Assessment Point 1

What is assessed?	% of course	Why?
Unit 1 knowledge and application from the Autumn term	40%	Identifies strengths and gaps before health, safety and food-safety content.

How is your attainment measured in Year 10 in Autumn term?

Emerging	Achieving	Excelling
AO1: Demonstrate knowledge and understanding from across the specification.		
•I can identify different types of hospitality and catering providers. •I can identify different job roles within the hospitality and catering industry I can identify the main costs involved in running a hospitality business.	•I can explain the differences between hospitality and catering providers. •I can describe the responsibilities of different job roles. •I can explain how labour, materials and overheads affect business costs.	•I can justify why different hospitality providers meet different customer needs. •I can explain why different job roles are important to the success of a hospitality business. •I can analyse how controlling business costs improves profitability.
AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.		
•I can classify hospitality businesses into the correct sectors. •I can complete simple gross and net profit calculations •I can recognise sustainable practices used in hospitality businesses.	•I can apply my knowledge to identify suitable hospitality providers for different customers. •I can use calculations to explain business performance •I can apply sustainable practices to improve a hospitality business.	•I can justify why my chosen hospitality provider best meets customer needs. •I can apply calculations to recommend ways to improve profitability. •I can justify why sustainable practices benefit both the business and the environment.
AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions.		
•I can identify factors that contribute to the success of a hospitality business •I can identify customer expectations. •I can identify the impact of media on hospitality businesses.	•I can explain how these factors affect business success. •I can explain how hospitality businesses meet customer expectations. •I can explain how media influences customer decisions.	•I can evaluate which factors are most important and justify my reasoning. •I can evaluate how meeting customer expectations contributes to business success. I can evaluate how businesses can use media to improve their reputation.

Topic:

Autumn Term 1 & 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): Know commercial and non-commercial hospitality providers. Achieving (keeping up): Explain and apply commercial and non-commercial hospitality providers. Excelling (going beyond): Analyse/evaluate commercial and non-commercial hospitality providers in hospitality and catering scenarios.	Complete an independent activity on commercial and non-commercial hospitality providers.
2	Emerging (catching up): Know residential and non-residential provision. Achieving (keeping up): Explain and apply residential and non-residential provision. Excelling (going beyond): Analyse/evaluate residential and non-residential provision in hospitality and catering scenarios.	Complete an independent activity on residential and non-residential provision.
3	Emerging (catching up): Know food service styles. Achieving (keeping up): Explain and apply food service styles. Excelling (going beyond): Analyse/evaluate food service styles in hospitality and catering scenarios.	Complete an independent activity on food service styles.
4	Emerging (catching up): Know customer service. Achieving (keeping up): Explain and apply customer service. Excelling (going beyond): Analyse/evaluate customer service in hospitality and catering scenarios.	Complete an independent activity on customer service.
5	Emerging (catching up): Know front and back of house roles. Achieving (keeping up): Explain and apply front and back of house roles. Excelling (going beyond): Analyse/evaluate front and back of house roles in hospitality and catering scenarios.	Complete an independent activity on front and back of house roles.
6	Emerging (catching up): Know kitchen brigade. Achieving (keeping up): Explain and apply kitchen brigade. Excelling (going beyond): Analyse/evaluate kitchen brigade in hospitality and catering scenarios.	Complete an independent activity on kitchen brigade.
7	Emerging (catching up): Know employment skills. Achieving (keeping up): Explain and apply employment skills. Excelling (going beyond): Analyse/evaluate employment skills in hospitality and catering scenarios.	Complete an independent activity on employment skills.
8	Emerging (catching up): Know employment contracts. Achieving (keeping up): Explain and apply employment contracts. Excelling (going beyond): Analyse/evaluate employment contracts in hospitality and catering scenarios.	Complete an independent activity on employment contracts.

Lesson Title	Golden Nugget	Work Hard
9	Emerging (catching up): Know working conditions. Achieving (keeping up): Explain and apply working conditions. Excelling (going beyond): Analyse/evaluate working conditions in hospitality and catering scenarios.	Complete an independent activity on working conditions.
10	Emerging (catching up): Know labour, material and overhead costs. Achieving (keeping up): Explain and apply labour, material and overhead costs. Excelling (going beyond): Analyse/evaluate labour, material and overhead costs in hospitality and catering scenarios.	Complete an independent activity on labour, material and overhead costs.
11	Emerging (catching up): Know gross and net profit. Achieving (keeping up): Explain and apply gross and net profit. Excelling (going beyond): Analyse/evaluate gross and net profit in hospitality and catering scenarios.	Complete an independent activity on gross and net profit.
12	Emerging (catching up): Know technology in hospitality. Achieving (keeping up): Explain and apply technology in hospitality. Excelling (going beyond): Analyse/evaluate technology in hospitality in hospitality and catering scenarios.	Complete an independent activity on technology in hospitality.
13	Emerging (catching up): Know sustainability and environmental impact. Achieving (keeping up): Explain and apply sustainability and environmental impact. Excelling (going beyond): Analyse/evaluate	Complete an independent activity on sustainability and environmental

How is your attainment measured in Year 10 in Spring term?

AO1: Demonstrate knowledge and understanding from across the specification.

AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions.

Spring: HT1

A01	Health & safety legislation and employer/employee responsibilities.
A02	Identify hazards and risks; complete risk assessments and accident documentation.
A03	Analyse hospitality scenarios and recommend appropriate control measures.

Spring: HT12

A01	HACCP; food-induced ill health; allergies, intolerances and food-poisoning bacteria.
A02	Preventative controls: cross-contamination, correct temperatures and physical contamination.
A03	EHO responsibilities and reasoned responses to food-safety scenarios.

Assessment Point 2

What is assessed?	% of course	Why?
Unit 1 health & safety and food-safety knowledge and application	40%	Measures readiness for full Unit 1 exam-style questions and strengthens AO2/AO3.

How is your attainment measured in Year 10 in Spring term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
• I can identify key Health & Safety legislation used in hospitality and catering. • I can identify common hazards found in hospitality and catering environments. • I can identify the principles of HACCP. I can identify the main causes of food poisoning and food-induced ill health. I can identify the role of the Environmental Health Officer (EHO).	• I can explain the purpose of Health & Safety legislation in hospitality and catering • I can explain the risks associated with common workplace hazards • I can explain how HACCP helps maintain food safety. • I can explain how bacteria, allergens and poor hygiene cause food-induced illness I can explain the responsibilities of an Environmental Health Officer.	• I can justify why Health & Safety legislation is essential for protecting staff and customers • I can evaluate how hazards can be controlled to create a safe working environment.. • I can justify how HACCP reduces the risk of food contamination. • I can analyse how food safety procedures prevent food poisoning. • I can evaluate how Environmental Health Officers help maintain food safety standards
AO2: Experiment and Refine		
• I can identify hazards in a hospitality environment. • I can identify safe food handling practices. • I can identify Critical Control Points in a food preparation task. • I can identify food allergens on food labels. • I can identify poor hygiene practices.	• I can complete a simple risk assessment for a hospitality setting. • I can apply safe food handling procedures during food preparation. • I can apply HACCP principles during food preparation. • I can apply allergen information when preparing food for different customers. • I can demonstrate good personal hygiene and food safety practices.	• I can recommend appropriate control measures to reduce identified risks. I can justify why these procedures reduce the risk of contamination. I can recommend improvements to ensure food safety standards are maintained. I can justify suitable menu adaptations for customers with allergies or intolerances. I can apply food safety knowledge to realistic hospitality scenarios and explain my decisions
AO3: Record Ideas		
• I can identify risks within a hospitality environment. • I can identify the causes of food contamination. • I can identify the consequences of poor food hygiene. • I can identify strengths and weaknesses in food safety procedures. • I can identify why Health & Safety is important in hospitality and catering.	• I can explain how these risks could affect staff and customers. • I can explain how contamination can occur during food preparation • I can explain how poor food hygiene affects businesses and customers. • I can explain how food safety procedures could be improved. • I can explain how following legislation benefits hospitality businesses.	• I can evaluate the effectiveness of different methods used to reduce workplace risks. • I can evaluate the most effective methods for preventing contamination. • I can evaluate the long-term impact of poor food hygiene on a hospitality business. • I can justify the most effective improvements using evidence from a hospitality scenario. • I can evaluate the importance of Health & Safety and food safety in ensuring the success and reputation of hospitality businesses.

Topic:

Spring 1 & 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): Know front and back of house operations. Achieving (keeping up): Explain and apply front and back of house operations. Excelling (going beyond): Analyse/evaluate front and back of house operations in hospitality and catering scenarios.	Complete an independent activity on front and back of house operations.
2	Emerging (catching up): Know kitchen workflow. Achieving (keeping up): Explain and apply kitchen workflow. Excelling (going beyond): Analyse/evaluate kitchen workflow in hospitality and catering scenarios.	Complete an independent activity on kitchen workflow.
3	Emerging (catching up): Know equipment and utensils. Achieving (keeping up): Explain and apply equipment and utensils. Excelling (going beyond): Analyse/evaluate equipment and utensils in hospitality and catering scenarios.	Complete an independent activity on equipment and utensils.
4	Emerging (catching up): Know stock control. Achieving (keeping up): Explain and apply stock control. Excelling (going beyond): Analyse/evaluate stock control in hospitality and catering scenarios.	Complete an independent activity on stock control.
5	Emerging (catching up): Know documentation. Achieving (keeping up): Explain and apply documentation. Excelling (going beyond): Analyse/evaluate documentation in hospitality and catering scenarios.	Complete an independent activity on documentation
6	Emerging (catching up): Know customer needs. Achieving (keeping up): Explain and apply customer needs. Excelling (going beyond): Analyse/evaluate customer needs in hospitality and catering scenarios.	Complete an independent activity on customer needs.

Lesson Title	Golden Nugget	Work Hard
7	Emerging (catching up): Know customer rights. Achieving (keeping up): Explain and apply customer rights. Excelling (going beyond): Analyse/evaluate customer rights in hospitality and catering scenarios.	Complete an independent activity on customer rights.
8	Emerging (catching up): Know equality and inclusion. Achieving (keeping up): Explain and apply equality and inclusion. Excelling (going beyond): Analyse/evaluate equality and inclusion in hospitality and catering scenarios.	Complete an independent activity on equality and inclusion.
9	Emerging (catching up): Know special requirements. Achieving (keeping up): Explain and apply special requirements. Excelling (going beyond): Analyse/evaluate special requirements in hospitality and catering scenarios.	Complete an independent activity on special requirements.
10	Emerging (catching up): Know customer demographics. Achieving (keeping up): Explain and apply customer demographics. Excelling (going beyond): Analyse/evaluate customer demographics in hospitality and catering scenarios.	Complete an independent activity on customer demographics.
11	Emerging (catching up): Know customer expectations. Achieving (keeping up): Explain and apply customer expectations. Excelling (going beyond): Analyse/evaluate customer expectations in hospitality and catering scenarios.	Complete an independent activity on customer expectations.
12	Emerging (catching up): Know service evaluation. Achieving (keeping up): Explain and apply service evaluation. Excelling (going beyond): Analyse/evaluate service evaluation in hospitality and catering scenarios.	Complete an independent activity on service evaluation.
13	Emerging (catching up): Know end of unit assessment. Achieving (keeping up): Explain and apply end of unit assessment. Excelling (going beyond): Analyse/evaluate end of unit assessment in hospitality and catering scenarios.	Complete an independent activity on end of unit assessment.

How is your attainment measured in Year 10 in Summer term?

A01: Demonstrate knowledge and understanding from across the specification.

A02: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

A03: Analyse and evaluate information, making reasoned judgements and presenting conclusions.

Summer: HT1

A01	Nutrition: macro/micronutrients, fibre, water and balanced/varied diets.
A02	Apply nutrition to life stages, energy needs and special dietary requirements.
A03	Explain how different cooking methods can affect nutritional value.

Summer: HT2

A02	Menu planning and production plans: equipment, timing, sequencing and mise en place.
A02	Preparation, knife, cooking and presentation skills demonstrated safely and hygienically.
A03	Review dishes and own performance: organoleptic qualities, presentation, improvements and time management.

Assessment Point 2

What is assessed?	% of course	Why?
Cumulative Year 10 learning plus introductory Unit 2 knowledge and practical skills.	Formative; Unit 2 = 60% when formally assessed	Builds a secure starting point for Year 11 controlled assessment and Unit 1 exam preparation.

How is your attainment measured in Year 10 in Summer term?

AO1: Demonstrate knowledge and understanding from across the specification.

AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions.

Spring: HT1

A01	Health & safety legislation and employer/employee responsibilities.
A02	Identify hazards and risks; complete risk assessments and accident documentation.
A03	Analyse hospitality scenarios and recommend appropriate control measures.

Spring: HT12

A01	HACCP; food-induced ill health; allergies, intolerances and food-poisoning bacteria.
A02	Preventative controls: cross-contamination, correct temperatures and physical contamination.
A03	EHO responsibilities and reasoned responses to food-safety scenarios.

Assessment Point 2

What is assessed?	% of course	Why?
Unit 1 health & safety and food-safety knowledge and application	40%	Measures readiness for full Unit 1 exam-style questions and strengthens AO2/AO3.

How is your attainment measured in Year 10 in Summer term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
• I can identify key Health & Safety legislation used in hospitality and catering. • I can identify common hazards found in hospitality and catering environments. • I can identify the principles of HACCP. I can identify the main causes of food poisoning and food-induced ill health. I can identify the role of the Environmental Health Officer (EHO).	• I can explain the purpose of Health & Safety legislation in hospitality and catering • I can explain the risks associated with common workplace hazards • I can explain how HACCP helps maintain food safety. • I can explain how bacteria, allergens and poor hygiene cause food-induced illness I can explain the responsibilities of an Environmental Health Officer.	• I can justify why Health & Safety legislation is essential for protecting staff and customers • I can evaluate how hazards can be controlled to create a safe working environment.. • I can justify how HACCP reduces the risk of food contamination. • I can analyse how food safety procedures prevent food poisoning. • I can evaluate how Environmental Health Officers help maintain food safety standards
AO2: Experiment and Refine		
• I can identify hazards in a hospitality environment. • I can identify safe food handling practices. • I can identify Critical Control Points in a food preparation task. • I can identify food allergens on food labels. • I can identify poor hygiene practices.	• I can complete a simple risk assessment for a hospitality setting. • I can apply safe food handling procedures during food preparation. • I can apply HACCP principles during food preparation. • I can apply allergen information when preparing food for different customers. • I can demonstrate good personal hygiene and food safety practices.	• I can recommend appropriate control measures to reduce identified risks. I can justify why these procedures reduce the risk of contamination. I can recommend improvements to ensure food safety standards are maintained. I can justify suitable menu adaptations for customers with allergies or intolerances. I can apply food safety knowledge to realistic hospitality scenarios and explain my decisions
AO3: Record Ideas		
• I can identify risks within a hospitality environment. • I can identify the causes of food contamination. • I can identify the consequences of poor food hygiene. • I can identify strengths and weaknesses in food safety procedures. • I can identify why Health & Safety is important in hospitality and catering.	• I can explain how these risks could affect staff and customers. • I can explain how contamination can occur during food preparation • I can explain how poor food hygiene affects businesses and customers. • I can explain how food safety procedures could be improved. • I can explain how following legislation benefits hospitality businesses.	• I can evaluate the effectiveness of different methods used to reduce workplace risks. • I can evaluate the most effective methods for preventing contamination. • I can evaluate the long-term impact of poor food hygiene on a hospitality business. • I can justify the most effective improvements using evidence from a hospitality scenario. • I can evaluate the importance of Health & Safety and food safety in ensuring the success and reputation of hospitality businesses.

Topic:

Summer 1 & 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): Know health and safety legislation. Achieving (keeping up): Explain and apply health and safety legislation. Excelling (going beyond): Analyse/evaluate health and safety legislation in hospitality and catering scenarios.	Complete an independent activity on health and safety legislation.
2	Emerging (catching up): Know COSHH. Achieving (keeping up): Explain and apply COSHH. Excelling (going beyond): Analyse/evaluate COSHH in hospitality and catering scenarios.	Complete an independent activity on COSHH.
3	Emerging (catching up): Know RIDDOR. Achieving (keeping up): Explain and apply RIDDOR. Excelling (going beyond): Analyse/evaluate RIDDOR in hospitality and catering scenarios.	Complete an independent activity on RIDDOR.
4	Emerging (catching up): Know PPE. Achieving (keeping up): Explain and apply PPE. Excelling (going beyond): Analyse/evaluate PPE in hospitality and catering scenarios.	Complete an independent activity on PPE.
5	Emerging (catching up): Know manual handling. Achieving (keeping up): Explain and apply manual handling. Excelling (going beyond): Analyse/evaluate manual handling in hospitality and catering scenarios.	Complete an independent activity on manual handling

Lesson Title	Golden Nugget	Work Hard
6	Emerging (catching up): Know HACCP. Achieving (keeping up): Explain and apply HACCP. Excelling (going beyond): Analyse/evaluate HACCP in hospitality and catering scenarios.	Complete an independent activity on HACCP.
7	Emerging (catching up): Know food hygiene. Achieving (keeping up): Explain and apply food hygiene. Excelling (going beyond): Analyse/evaluate food hygiene in hospitality and catering scenarios	Complete an independent activity on food hygiene
8	Emerging (catching up): Know food poisoning bacteria. Achieving (keeping up): Explain and apply food poisoning bacteria. Excelling (going beyond): Analyse/evaluate food poisoning bacteria in hospitality and catering scenarios.	Complete an independent activity on food poisoning bacteria.
9	Emerging (catching up): Know food allergens. Achieving (keeping up): Explain and apply food allergens. Excelling (going beyond): Analyse/evaluate food allergens in hospitality and catering scenarios.	Complete an independent activity on food allergens.
10	Emerging (catching up): Know food intolerances. Achieving (keeping up): Explain and apply food intolerances. Excelling (going beyond): Analyse/evaluate food intolerances in hospitality and catering scenarios.	Complete an independent activity on food intolerances.

Lesson Title	Golden Nugget	Work Hard
11	Emerging (catching up): Know Environmental Health Officer. Achieving (keeping up): Explain and apply Environmental Health Officer. Excelling (going beyond): Analyse/evaluate Environmental Health Officer in hospitality and catering scenarios.	Complete an independent activity on Environmental Health Officer.
12	Emerging (catching up): Know mock assessment. Achieving (keeping up): Explain and apply mock assessment. Excelling (going beyond): Analyse/evaluate mock assessment in hospitality and catering scenarios.	Complete an independent activity on mock assessment.

How do all KS4 Hospitality and Catering lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **Hospitality and Catering** look like this:

DO NOW — Unit 2 – Task 1A

5 minutes • No notes

1. What does the command word ANALYSE mean?
2. What does ASSESS mean?
3. Name the THREE macronutrients.
4. Name FOUR micronutrients.
5. What is an accompaniment?
6. Why should your dish choice link to the customer rather than simply being a dish you like?

GCSE EXAMS

Y11 Hospitality and Catering

Reviewing performance

Strengths, weaknesses, decision making, organisation, planning and time management.

Unit 1 exam preparation

Applied questions, stimulus material, short/extended answers and final revision.

Reviewing dishes

Evaluate production, selection, safety, hygiene, organoleptic qualities and waste.

Unit 2 controlled assessment

Apply nutrition, planning, preparation, cooking and presentation to the WJEC brief.

AP2

Presentation & safety

Creativity, garnish, portion control, accompaniments and safe hygienic practice.

Skill selection

Choose dishes showing suitable basic, medium and complex preparation/cooking skills.

AP1

Production planning

Commodity/equipment lists, timing, sequencing, mise en place and contingencies.

Menu planning

Cost, portion control, nutrition, customers, equipment, chef skills and seasonality.

Cooking & nutrition

How boiling, frying, grilling, poaching, roasting, steaming and baking affect food.

Dietary needs

Life stages, energy needs, medical, religious and lifestyle requirements.

Nutrition

Macro/micronutrients, fibre, water and balanced/varied diets.

How is your attainment measured at GCSE in Autumn term?

AO1: Demonstrate knowledge and understanding from across the specification.

AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions.

Autumn: HT1

AO1 / AO2	Unit 2 nutrition: nutrients, balanced diets, life stages, special dietary needs and the effect of cooking methods on nutritional value.
AO2	Menu planning: cost, portion control, customers, equipment, chef skills, time, sustainability, seasonality and organoleptic qualities.
AO2 / AO3	Apply research and nutritional knowledge to the WJEC assignment scenario and make justified menu choices.

Autumn: HT2

AO2	Production planning: commodity/equipment lists, health & safety, hygiene, quality points, sequencing, timing, mise en place and contingencies
AO2	Prepare, cook and present dishes using an appropriate range of skills and safe food practices.
AO3	Review dishes and performance, including presentation, organoleptic qualities, improvements, organisation and time management.

Assessment Point 1

What is assessed?	% of course	Why?
Unit 2 controlled assessment / NEA work based on the WJEC assignment brief.	60%	This is the internally assessed unit and requires students to apply knowledge and practical skills

How is your attainment measured in Year 11 in Autumm term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
•I can identify the main nutrients needed by the body. •I can identify factors that affect people's nutritional needs. •I can identify different cooking methods. •I can identify factors that should be considered when planning a menu. •I can identify the qualities of a successful dish.	•I can explain the functions and sources of different nutrients. •I can explain how age, lifestyle and health affect nutritional needs. •I can explain how cooking methods affect food and nutrients. •I can explain how factors such as cost, seasonality, customer needs and nutrition influence menu planning. •I can explain how taste, texture, aroma, appearance and nutrition affect the quality of a dish.	•I can explain how nutrient requirements vary between different groups of people. •I can justify how dishes can be adapted to meet specific nutritional needs •I can justify the most appropriate cooking methods for different dishes and nutritional needs. •I can justify menu choices by considering a range of customer and nutritional requirements. •I can justify how these qualities should influence dish selection and menu planning.
AO2: Experiment and Refine		
•I can select dishes that meet basic customer needs. •I can make basic changes to improve the nutritional value of a dish. •I can produce a basic plan for preparing and cooking dishes. •I can demonstrate appropriate food preparation and cooking skills. - I can present a completed dish appropriately.	•I can plan dishes that meet specific nutritional requirements. •I can adapt ingredients and cooking methods to improve nutritional value. •I can produce a logical time plan showing preparation, cooking and presentation •I can independently apply a range of preparation and cooking techniques. •I can use presentation techniques to improve the appearance of my dishes.	•I can select and justify dishes that successfully meet the needs of a given customer or scenario. •I can justify my adaptations using my knowledge of nutrition and customer needs. •I can produce a detailed and realistic time plan that demonstrates effective sequencing and dovetailing. •I can confidently demonstrate a range of complex skills with accuracy, control and independence. •I can produce well-presented dishes that demonstrate accuracy, creativity and a high standard of finish.
AO3: Record Ideas		
•1. I can give a reason for choosing a particular dish. •I can identify strengths in my menu choices. •I can identify strengths in my menu choices. •I can describe the sensory qualities of my dishes. •I can identify changes that could improve a dish.	•I can explain how my chosen dish meets the requirements of the brief. •I can explain the strengths and weaknesses of my menu choices. •I can explain what was successful and what could be improved. •I can analyse my dishes using taste, texture, aroma and appearance. •I can explain how changes would improve the dish.	•I can fully justify my dish choice using nutritional, practical and customer considerations. •I can evaluate the suitability of my menu and make reasoned judgements about its effectiveness. •I can evaluate my practical performance and suggest justified improvements. •I can evaluate the overall sensory quality of my dishes and justify improvements. •I can justify improvements using evidence from nutritional analysis, sensory results and practical outcomes.

Topic:

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): Know macronutrients. Achieving (keeping up): Explain and apply macronutrients. Excelling (going beyond): Analyse/evaluate macronutrients in hospitality and catering scenarios.	Complete an independent activity on macronutrients
2	Emerging (catching up): Know micronutrients. Achieving (keeping up): Explain and apply micronutrients. Excelling (going beyond): Analyse/evaluate micronutrients in hospitality and catering scenarios.	Complete an independent activity on micronutrient
3	Emerging (catching up): Know Eatwell Guide. Achieving (keeping up): Explain and apply Eatwell Guide. Excelling (going beyond): Analyse/evaluate Eatwell Guide in hospitality and catering scenarios.	Complete an independent activity on Eatwell Guid
4	Emerging (catching up): Know special diets. Achieving (keeping up): Explain and apply special diets. Excelling (going beyond): Analyse/evaluate special diets in hospitality and catering scenarios.	Complete an independent activity on special diets.

Lesson Title	Golden Nugget	Work Hard
5	Emerging (catching up): Know menu planning. Achieving (keeping up): Explain and apply menu planning. Excelling (going beyond): Analyse/evaluate menu planning in hospitality and catering scenarios.	Complete an independent activity on menu planning
6	Emerging (catching up): Know recipe adaptation. Achieving (keeping up): Explain and apply recipe adaptation. Excelling (going beyond): Analyse/evaluate recipe adaptation in hospitality and catering scenarios.	Complete an independent activity on recipe adaptation.
7	Emerging (catching up): Know portion sizes. Achieving (keeping up): Explain and apply portion sizes. Excelling (going beyond): Analyse/evaluate portion sizes in hospitality and catering scenarios.	Complete an independent activity on portion sizes.
8	Emerging (catching up): Know food costing. Achieving (keeping up): Explain and apply food costing. Excelling (going beyond): Analyse/evaluate food costing in hospitality and catering scenarios	Complete an independent activity on food costing.
9	Emerging (catching up): Know time plans. Achieving (keeping up): Explain and apply time plans. Excelling (going beyond): Analyse/evaluate time plans in hospitality and catering scenarios	Complete an independent activity on time plans.

Topic:

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): Know presentation. Achieving (keeping up): Explain and apply presentation. Excelling (going beyond): Analyse/evaluate presentation in hospitality and catering scenarios	Complete an independent activity on presentation.
2	Emerging (catching up): Know sensory analysis. Achieving (keeping up): Explain and apply sensory analysis. Excelling (going beyond): Analyse/evaluate sensory analysis in hospitality and catering scenarios	Complete an independent activity on sensory analysis.
3	Emerging (catching up): Know evaluation. Achieving (keeping up): Explain and apply evaluation. Excelling (going beyond): Analyse/evaluate evaluation in hospitality and catering scenarios.	Complete an independent activity on evaluation.
4	Emerging (catching up): Know NEA planning. Achieving (keeping up): Explain and apply NEA planning. Excelling (going beyond): Analyse/evaluate NEA planning in hospitality and catering scenarios	Complete an independent activity on NEA planning.

Lesson Title	Golden Nugget	Work Hard
	Emerging (catching up): Know practical skills. Achieving (keeping up): Explain and apply practical skills. Excelling (going beyond): Analyse/evaluate practical skills in hospitality and catering scenarios	Complete an independent activity on practical skills.
	Emerging (catching up): Know knife skills. Achieving (keeping up): Explain and apply knife skills. Excelling (going beyond): Analyse/evaluate knife skills in hospitality and catering scenarios	Complete an independent activity on knife skills.
	Emerging (catching up): Know high-risk foods. Achieving (keeping up): Explain and apply high-risk foods. Excelling (going beyond): Analyse/evaluate high-risk foods in hospitality and catering scenarios.	Complete an independent activity on high-risk foods.
	Emerging (catching up): Know temperature control. Achieving (keeping up): Explain and apply temperature control. Excelling (going beyond): Analyse/evaluate temperature control in hospitality and catering scenarios	Complete an independent activity on temperature control.
	Emerging (catching up): Know food safety. Achieving (keeping up): Explain and apply food safety. Excelling (going beyond): Analyse/evaluate food safety in hospitality and catering scenarios.	Complete an independent activity on food safety.

Lesson Title	Golden Nugget	Work Hard
5	Emerging (catching up): Know complex dishes. Achieving (keeping up): Explain and apply complex dishes. Excelling (going beyond): Analyse/evaluate complex dishes in hospitality and catering scenario	Complete an independent activity on complex dishes.
6	Emerging (catching up): Know organisation. Achieving (keeping up): Explain and apply organisation. Excelling (going beyond): Analyse/evaluate organisation in hospitality and catering scenarios.	Complete an independent activity on organisation.
7	Emerging (catching up): Know multitasking. Achieving (keeping up): Explain and apply multitasking. Excelling (going beyond): Analyse/evaluate multitasking in hospitality and catering scenarios.	Complete an independent activity on multitasking.
8	Emerging (catching up): Know quality control. Achieving (keeping up): Explain and apply quality control. Excelling (going beyond): Analyse/evaluate quality control in hospitality and catering scenarios.	Complete an independent activity on quality control.
9	Emerging (catching up): Know evaluation. Achieving (keeping up): Explain and apply evaluation. Excelling (going beyond): Analyse/evaluate evaluation in hospitality and catering scenarios.	Complete an independent activity on evaluation.

Lesson Title	Golden Nugget	Work Hard
10	Emerging (catching up): Know improvements. Achieving (keeping up): Explain and apply improvements. Excelling (going beyond): Analyse/evaluate improvements in hospitality and catering scenarios.	Complete an independent activity on improvements.
11	Emerging (catching up): Know controlled assessment. Achieving (keeping up): Explain and apply controlled assessment. Excelling (going beyond): Analyse/evaluate controlled assessment in hospitality and catering scenarios.	Complete an independent activity on controlled assessment.
12	Emerging (catching up): Know teacher feedback. Achieving (keeping up): Explain and apply teacher feedback. Excelling (going beyond): Analyse/evaluate teacher feedback in hospitality and catering scenarios.	Complete an independent activity on teacher feedback.

How is your attainment measured at GCSE in Spring term?

AO1: Demonstrate knowledge and understanding from across the specification.

AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions.

Spring: HT1

AO1 / AO2	Unit 2 nutrition: nutrients, balanced diets, life stages, special dietary needs and the effect of cooking methods on nutritional value.
AO2	Menu planning: cost, portion control, customers, equipment, chef skills, time, sustainability, seasonality and organoleptic qualities.
AO2 / AO3	Apply research and nutritional knowledge to the WJEC assignment scenario and make justified menu choices.

Assessment Point 2

What is assessed?	% of course	Why?
Unit 1: The Hospitality and Catering Industry – final written examination.	40%	The external exam is 1 hour 20 minutes, 80 marks, and completes the qualification alongside Unit 2.

Spring: HT2

AO2	Production planning: commodity/equipment lists, health & safety, hygiene, quality points, sequencing, timing, mise en place and contingencies.
AO2	Prepare, cook and present dishes using an appropriate range of skills and safe food practices.
AO3	Review dishes and performance, including presentation, organoleptic qualities, improvements, organisation and time management.

How is your attainment measured in Year 11 in Spring term?

Emerging	Achieving	Excelling
AO1: Develop and Research		
• I can recall different types of hospitality and catering provision. • I can recall different hospitality job roles and working conditions. • I can recall key Health & Safety and food safety requirements. • I can identify causes and symptoms of food-induced ill health. • I can identify factors affecting the success of hospitality businesses.	• I can explain how different hospitality and catering providers operate. • I can explain the responsibilities and working conditions of different job roles. • I can explain how legislation, risk assessments and HACCP protect staff and customers. • I can explain how food poisoning, allergies and intolerances can be controlled. • I can explain how costs, technology, media, customer needs and the environment affect businesses.	• I can explain in detail how different provisions meet the needs of their customers. • I can explain how staffing, skills and working conditions contribute to successful hospitality provision. • I can explain the consequences for a hospitality business of failing to follow Health & Safety and food safety requirements. • I can explain how effective food safety controls reduce the risk of food-induced ill health. • I can explain how several factors can combine to influence the success of hospitality provision.
AO2: Experiment and Refine		
• I can use my knowledge to answer straightforward hospitality questions. • I can identify hazards within a hospitality scenario. • I can identify customer requirements from a scenario. • I can complete basic hospitality business calculations. • I can answer questions using information provided in a source.	• I can apply my knowledge to hospitality scenarios. • I can recommend appropriate actions to reduce identified risks. • I can recommend ways a hospitality provider could meet customer requirements. • I can apply cost and profit calculations to a business scenario. • I can apply information from stimulus material to support my answers.	• I can select and apply relevant knowledge accurately to unfamiliar hospitality scenarios • I can apply Health & Safety knowledge to justify the most appropriate control measures. • I can justify recommendations by linking them directly to the customer's needs and circumstances • I can use calculations and scenario information to make justified business recommendations. • I can combine stimulus information with my own knowledge to construct detailed examination responses.
AO3: Record Ideas		
• I can identify advantages and disadvantages from a hospitality scenario. • I can identify factors affecting a hospitality business. • I can identify strengths and weaknesses in a hospitality provider • I can identify information relevant to an extended examination question • I can identify areas of my examination performance that need improvement.	• I can explain the advantages and disadvantages of different options. • I can explain how these factors could positively or negatively affect the business. • I can explain how these strengths and weaknesses affect its performance • I can develop explanations using evidence from the scenario. • I can explain how I can improve my responses using feedback and mark schemes	• I can evaluate the options and reach a justified conclusion about which is most suitable • I can analyse which factors would have the greatest impact and justify my judgement. • I can evaluate the provider's performance and recommend justified improvements. • I can construct a balanced extended response that analyses evidence and reaches a reasoned conclusion. • I can evaluate my performance and independently improve answers to meet higher-level assessment criteria.

Topic:

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1	Emerging (catching up): Know Unit 1 revision. Achieving (keeping up): Explain and apply Unit 1 revision. Excelling (going beyond): Analyse/evaluate Unit 1 revision in hospitality and catering scenarios	Complete an independent activity on Unit 1 revision.
2	Emerging (catching up): Know past papers. Achieving (keeping up): Explain and apply past papers. Excelling (going beyond): Analyse/evaluate past papers in hospitality and catering scenarios.	Complete an independent activity on past papers
3	Emerging (catching up): Know exam command words. Achieving (keeping up): Explain and apply exam command words. Excelling (going beyond): Analyse/evaluate exam command words in hospitality and catering scenarios.	Complete an independent activity on exam command words.
4	Emerging (catching up): Know extended responses. Achieving (keeping up): Explain and apply extended responses. Excelling (going beyond): Analyse/evaluate extended responses in hospitality and catering scenarios.	Complete an independent activity on extended responses.

Lesson Title	Golden Nugget	Work Hard
5	Emerging (catching up): Know case studies. Achieving (keeping up): Explain and apply case studies. Excelling (going beyond): Analyse/evaluate case studies in hospitality and catering scenarios.	Complete an independent activity on case studies.
6	Emerging (catching up): Know hospitality scenarios. Achieving (keeping up): Explain and apply hospitality scenarios. Excelling (going beyond): Analyse/evaluate hospitality scenarios in hospitality and catering scenarios.	Complete an independent activity on hospitality scenarios.
7	Emerging (catching up): Know food safety recap. Achieving (keeping up): Explain and apply food safety recap. Excelling (going beyond): Analyse/evaluate food safety recap in hospitality and catering scenarios.	Complete an independent activity on food safety recap.
8	Emerging (catching up): Know nutrition recap. Achieving (keeping up): Explain and apply nutrition recap. Excelling (going beyond): Analyse/evaluate nutrition recap in hospitality and catering scenarios.	Complete an independent activity on nutrition recap.
9	Emerging (catching up): Know profit calculations. Achieving (keeping up): Explain and apply profit calculations. Excelling (going beyond): Analyse/evaluate profit calculations in hospitality and catering scenarios.	Complete an independent activity on profit calculations.

Lesson Title	Golden Nugget	Work Hard
10	Emerging (catching up): Know customer service recap. Achieving (keeping up): Explain and apply customer service recap. Excelling (going beyond): Analyse/evaluate customer service recap in hospitality and catering scenarios.	Complete an independent activity on customer service recap.
11	Emerging (catching up): Know revision techniques. Achieving (keeping up): Explain and apply revision techniques. Excelling (going beyond): Analyse/evaluate revision techniques in hospitality and catering scenarios.	Complete an independent activity on revision techniques.
12	Emerging (catching up): Know mock exam. Achieving (keeping up): Explain and apply mock exam. Excelling (going beyond): Analyse/evaluate mock exam in hospitality and catering scenarios.	Complete an independent activity on mock exam.
13	Emerging (catching up): Know exam readiness. Achieving (keeping up): Explain and apply exam readiness. Excelling (going beyond): Analyse/evaluate exam readiness in hospitality and catering scenarios.	Complete an independent activity on exam readiness.