| KS               | 3  | n   |   |   |   |   |   |   | Year 8  |  |  |  |  | Year 9  |  |  |  |  |   | GCSE and   | Year 10  |  |  |   |  |  | Year 11   |  |   |  |  |  |   |
|------------------|--|---|---|---|---|---|---|---|---|--|--|--|--|---|--|--|--|--|---|------------|--|--|--|---|--|--|---|--|---|--|--|--|---|
| Curriculum       |  | AUTUMN HT1 AUTUMN HT2 SPRING HT1 SPRING HT2   |   |   |   | SUMMER HT1 SUMMER HT2   |   | AUTUMN HT1  | AUTUMN HT2  | SPRING HT1   | SPRING HT1 SPRING HT2  |  | SUMMER HT1 SUMMER HT2  |   | AUTUMN HT1 AUTUMN HT2                                  |  | SPRING HT1 SPRING HT2  |  | SUMMER HT1 SUMMER HT2   |            | Vocational<br>Subjects   | AUTUMN HT1 AUTUMN HT2 SPRING HT1   |  | SPRING HT1  | SPRING HT2 SUMMER HT   |  | SUMMER HT2 AUTUMN I   |  | AUTUMN HT2  | SPRING HT1 SPRING HT2  |  | 2 SUMMER HT1 SUMMER HT2  |   |
| E                | nglish   |   | Book: The<br>Gothic Genre   | Diversity Poetry                                      | Recount Writing   | Shakespeare-<br>The Tempest   | Rhetoric  | Stone Cold  | Survival  | Disturbed<br>Voices-Poetry   | Shakespeare- A<br>Midsummer  | Short Stories  | Conflict in Action   | Conflict Poetry S   | Shakespeare-<br>Othello                                | Pygmalion-<br>Writing focus  | Pygmalion-<br>Reading focus  | Author Study:<br>Dickens                                 | An Inspector<br>Calls & Spoken  |            | English  | A Christmas Caro   | A Christmas Carol  | Writers' Viewpoints<br>and Perspectives-<br>Paper 2   | An Inspector Calls   | Power and<br>Conflict Poetry   | Power and Conflict<br>Poetry & Unseen Poetry<br>& Spoken Language   | Language Paper<br>2 and Macbeth  | Macbeth   | Power & Conflict<br>Poetry and Unseen  | Revision   | Revision   | Revision                                      |
|                  |  | Family &<br>Leadership  | Family &<br>Leadership  |   |   | me rempesi  |   |   |   | Voices-1 deliy   | Night's Dream  |  | Action   | Companson   | Cirieso  | Willing locus  | Reduing locus  | DICKEIS  | Language  |            | Media Studies  | Introduction to<br>Media Theory  | Media Theory   | Advertising   | Online Media   | Media production   | Media production  | Advertising  | Radio Solving equations.  | Video Games  | Print Media  | Revision   | Revision                                      |
|                  | Aaths  | Sequences<br>Algebraic<br>notation  |   | number.<br>Fractions &<br>Percentages of su           | Directed<br>number.<br>Addition &                             | Lines & angles.<br>Geometric  | number sense.   | Ratio & Scale.<br>Multiply &                                    | Working in the<br>Cartesian<br>Plane.   | Brackets,<br>equations &<br>Inequalities.  | Fractions &<br>Percentages,  | Angles in<br>Parallel lines &<br>Polygons. Area<br>of frapezia &   | Data handling  | Straight line<br>graphs. Forming<br>and solving   |  | Numbers. Using<br>percentages.<br>Maths and<br>money.  | Deduction.<br>Rotation and<br>translation.   | Enlargement<br>and similarity.<br>Solving ratio          | Probability.<br>Algebraic<br>representation.  |            | Maths<br>(Foundation)  | Rounding and<br>Error Intervals<br>Percentages   | Ratio and proportion. Perimeter and area. Statistics.                                    | Volume and<br>surface area.<br>Angles and<br>bearings.  | Drawing graphs.<br>Transformations.  | Straight line<br>graphs.<br>Compound<br>measures.  | Probability. Addressing gaps.   | Stem and leaf<br>diagrams. Factors<br>and multiples.<br>Algebraic<br>manipulation.   | Indices and<br>standard form.<br>Area, perimeter<br>and right angled<br>triangles.  | Exam Technique /<br>Revision   | Exam Technique /<br>Revision   | Exam Technique /<br>Revision   | Exam Technique /<br>Revision                  |
| U                | idiii3   | Equality and equivalence  |   |   |   |   | Probability.<br>Primes & Proof                                    | divide fractions  | Representing<br>data. Tables &<br>Probability   | Sequences.<br>Indices  | Standard form.<br>Number sense   | circles  | of location  | Testing   |  |  | Pythagoras'<br>Theorem   | and proportion<br>problems.<br>Rates.                    |   |            | Maths (Higher)   | Surds and indices<br>Drawing graphs<br>and graphing<br>inequalities.   | quadratics. Arcs   | Statistics. Similarity and congruence.  | Complex<br>transformations of<br>shapes.<br>Conditional<br>probability.<br>Volume and<br>algebra.  | Bounds and<br>compound<br>measures. Graphs<br>of circles.  | quadratic<br>simultaneous<br>equations.<br>Histograms,<br>cumulative<br>frequency and   | Statistics.<br>Functions and<br>iteration.<br>Transforming<br>graphs.  | Advanced trigonometry. Vectors.   | Real life graphs<br>and rates of<br>change.<br>Algebraic proof.  | Exam Technique /<br>Revision   | Exam Technique /<br>Revision   | Exam Technique /<br>Revision                  |
| EBAC See         | cience   | Introduction to<br>Science.   | Particles.<br>Living things.  | Digestion.<br>Energy.                                 | Energy. Acids<br>and alkalis.                                 | Reproduction.<br>Ecology.   | . Space.<br>Forces.   | Disease.<br>Respiration.  | Electricity.<br>Atmosphere.   | Electricity.<br>Photosynthesis.  | Variation and inheritance. Exothermic and endothermic reactions.                                   | Sound and<br>light. Eco<br>project.  | Eco project.<br>Science skills.  | Atoms and the periodic table. Cells.  | periodic table.  |  | Organisation.<br>Electricity.  | Electricity.<br>Bonding,<br>structure and<br>properties. | Atmosphere.   |            | Combined<br>Science  | Bioenergetics.<br>Infection and<br>response.   | Chemical<br>changes. Atomic<br>structure and<br>radiation. Energy<br>changes.            | Forces. Organic chemistry.  | Forces.<br>Atmosphere.   | Using resources.<br>Waves.   | Homeostasis.  | Inheritance.<br>Atomic structure<br>and radiation.<br>Magnetism and<br>electromagnetism.   | Inheritance.<br>Chemical<br>analysis.   | Chemical<br>changes.<br>Quantitative<br>chemistry.   | Atmosphere.<br>Waves.  | Exam Technique /<br>Revision   | Exam Technique /<br>Revision                  |
| H                | listory  | Introduction /<br>Skills Unit   | Who were the<br>Anglo-Saxons<br>and how was<br>England<br>formed?                   | Normans   | What was life<br>like in Medieval<br>England?                 | a pandemic in   |   |   | Why was there<br>and English Civil<br>War?  | What were the<br>consequences<br>of the<br>Transatlantic<br>Slave Trade?   | Was the<br>Industrial<br>Revolution a<br>time of<br>progress?                                      | What was life<br>like for people<br>in the Industrial<br>Revolution?   | tie of change  | the 'Great War's  | Why were the<br>Nazis defeated<br>during WW2?          | What is the<br>Holocaust and<br>why did it<br>happen?  | Why did<br>persecution<br>lead to<br>genocide in the<br>20th century?  | Why did India<br>gain<br>Independence<br>after 1947?     | Were the years<br>1945-present a<br>time of<br>revolution in<br>Britain?                        |            | History  | Elizabethan<br>England   | Elizabethan<br>England   | Crime and<br>Punishment   | Crime and<br>Punishment  | Crime and<br>Punishment  | Crime and<br>Punishment   | Weimar and Nazi<br>Germany   | Weimar and Nazi<br>Germany  | Weimar and Nazi<br>Germany   | Cold War   | Exam Technique /<br>Revision   |   |
|                  |  |   |   |   | The significance  |   | Risky rivers -<br>how can rivers<br>be a blessing<br>and a curse? | How does  | Development -   | t - India's  | TNC or not TNC;<br>that is the   | How water  |  | Our shifting  | Ching -  | source of life   |  | support the  | Resource<br>management -  |            | Geography  | Urban issues and challenges  |  | Challenges of<br>natural hazards  | Physical<br>landscapes in the<br>UK  | Physical<br>landscapes in the<br>UK  | Fieldwork and<br>geographical skills  | Distinctive<br>Landscapes -<br>Coasts  | Global Hazards -<br>Tectonics   | Dynamic<br>Development   | Climate Change   | Global Hazards -<br>Climatic   | Exam Technique /<br>Revision                  |
| Ged              |  | Our World at<br>different scales  |   | Contrasting<br>cultures                               | of the Middle<br>East to the<br>world                         |   |   |   | understanding<br>of the world<br>wrong?   |  | question. The<br>benefits and<br>problems of<br>globalisation                                      | shapes our<br>landscapes -<br>coasts   | Climate<br>Change  | planet - C  | Challenges and opportunities                           |  | Dark tourism - is<br>it ever ok?   |  | how do we<br>support the<br>people of our<br>planet?  |            | Travel and<br>Tourism  | Travel and Tourism<br>Organisations and<br>Destinations  | n Travel and Tourism<br>d Organisations and<br>Destinations                              | Travel and Tourism<br>Organisations and<br>Destinations   | Travel and Tourism<br>Organisations and<br>Destinations<br>PSA   | Customer Needs<br>in Travel and<br>Tourism   | Customer Needs<br>in Travel and<br>Tourism  | Customer Needs<br>in Travel and<br>Tourism   | Customer Needs<br>in Travel and<br>Tourism<br>PSA   | Influences on<br>Global Travel and<br>Tourism  | Influences on<br>Global Travel and<br>Tourism  | Influences on<br>Global Travel and<br>Tourism                                | Exam Technique /<br>Revision<br>External Exam |
| Sı               | oanish   | Greetings / introductions   | Personal detail   | Family/ friends/<br>pets                              | School  | Free fime   | Town/ city  | Sports and free<br>time   | TV/ Films and<br>music  | Food and drink   | Local area and festivals   | Healthy living   | Shopping and clothes   |   | Social media /<br>echnology and<br>free time           | Healthy living /<br>Food   | Festivals and celebrations   | Study/ jobs and<br>work                                  | Holidays  |            | Languages  | Family relationships   | School   | Free Time   | Festivals and celebrations   | Study/ jobs and<br>work  | Local area  | Environment<br>problems / global<br>issues   | Review My life<br>and holidays  | Review School<br>and jobs  | Review Festivals,<br>food and local<br>area  | Speaking exams<br>prep/revision  | Exam Technique /<br>Revision                  |
|                  | RE   | Namian Virtues  | s Christian Value   | s Story of Religion                                   | Story of Religion   | God's Chosen<br>People-<br>Judaism  | An introduction to Islam  | Journey of Life   | Journey of Life   | Introduction to<br>Sikhism   | Rules for Living   | Archbishop<br>Award- Action  | Archbishop<br>Award- Faith<br>and Hope   | Local and<br>Global Conflict  | he Life of Jesus                                       | What is<br>Morality?   | Prejudice and<br>Discrimination  | Perceptions of<br>Religion                               | Buddhism  |            | Core RE<br>GCSE RE   | Religion, Peace<br>and Conflict<br>Religion and life   | and Conflict   | Religion, Peace<br>and Conflict<br>Islamic Practices  | Relationships and<br>Families<br>Christian Beliefs   | Families   | Relationships and<br>Families<br>Christian Practices  | Islamic Beliefs  Marriage and the  |   | Donne and  | Christian Beliefs Religion-revision  | Revision   |   |
|                  |  |   |   |   |   | Joddisiii   |   |   |   |  |  |  | Mahila   | Online Safety   | ty Python<br>Advanced                                  | ICT in the World of Work   |  | Project<br>Management                                    |   | <b>u</b> n | Digital IT   | Exploring User   | Factors affecting<br>the choice of user<br>interface and                                 | Characteristics of  | Data processing<br>methods  Advanced<br>manipulation   |  | Why modern<br>technologies are<br>used by<br>organisations and<br>stakeholders  | Effective Digital<br>Working Practices   | Defining  | Conflict  Cyber Security & The wider implications  | Planning and communication in digital systems  | Exam techniques  Exam Revision Revisit- Recall - Revise                      |   |
| rriculum         | mputing  | Impact of<br>technology –<br>Collaborating<br>online<br>respectfully                                | Using media -<br>Gaining suppor<br>for a cause                                      | rt Modelling data                                     | Networks and<br>Networking                                    | Introduction to programming   | Programming<br>to<br>for computer<br>systems -<br>Hardware        | Programming constructs  |   | Developing in<br>Python  | Representations – from clay to silicon   | Cybersecurity  |  |   |  |  | User Interfaces.   |  | GCSE Ready<br>Skills  | Curricul   | GCSE Business  | Enterprise,<br>entrepreneurs and<br>starting up in<br>business   | Spotting a   | Putting a business<br>idea into practice<br>and making the<br>business effective                                      | influences on  | External influences on business  | Growing the business  | Making marketing decisions   | Making operational decisions  | Business<br>calculations   | Making human<br>resources<br>decisions   | Exam revision (Unit 1 and 2 exam prep)                                       | Exam revision<br>(Unit 1 and 2<br>exam prep)  |
| e 3 Cu           |  |   |   |   |   |   |   |   |   |  |  |  |  |   |  |  |  |  |   | tage 4     | Enterprise   |  |  |   |  |  |   | Planning and<br>delivery of a Pitch  | Product Pitch,<br>Refine and<br>Evaluate  | Entrepreneur<br>Characteristics &<br>Risk<br>Rewards/Finance   |  | Revision & Exam<br>Revision Revisit -<br>Recall & Revise                     |   |
| CORE<br>Key Stag |  | Football  | Rugby<br>Gymnastics<br>Dance  | Gymnastics<br>Dance                                   | Football  |   |   | Football  | Rugby<br>Gymnastics<br>Dance  | Gymnastics<br>Dance  | Football   |  |  | Football  | Rugby<br>Gymnastics<br>Dance                           | Gymnastics<br>Dance  | Football   | Athletics  |   | Key Si     | Core PE  | Football<br>Gymnastics<br>Dance<br>Netball   | Rugby<br>Gymnastics<br>Dance<br>Badminton<br>Netball<br>OAA<br>Handball                  | Gymnastics<br>Dance<br>Badminton<br>Basketball<br>Football<br>Rugby   | Football<br>Rugby<br>Badminton<br>Basketball   | Athletics  | Rounders Cricket  | Invasion game<br>Table Tennis<br>Badminton<br>Dance<br>Gymnastics<br>Fitness   | Invasion game<br>Table Tennis<br>Badminton<br>Dance<br>Gymnastics<br>Fitness  | Invasion game<br>Table Tennis<br>Badminton<br>Dance<br>Gymnastics<br>Fitness   | Invasion game<br>Table Tennis<br>Badminton<br>Dance<br>Gymnastics<br>Fitness   | Invasion game<br>Table Tennis<br>Badminton<br>Dance<br>Gymnastics<br>Fitness |   |
|                  | PE   | Gymnastics<br>Dance<br>Netball  | Badminton<br>Netball<br>OAA<br>Handball   | Badminton<br>Basketball<br>Football<br>Rugby          | Rugby<br>Badminton<br>Basketball                              | Athletics   | Rounders /<br>Cricket   | Gymnastics<br>Dance<br>Netball                                  | Badminton<br>Netball<br>OAA<br>Handball   | Badminton<br>Basketball<br>Football<br>Rugby   | Rugby<br>Badminton<br>Basketball   | Athletics  | Rounders /<br>Cricket  | Gymnastics<br>Dance<br>Netball  | Badminton<br>Netball<br>OAA<br>Handball                | Badminton<br>Basketball<br>Football<br>Rugby   | Rugby<br>Badminton<br>Basketball   |  | Rounders /<br>Cricket   |            | Sport  | Leadership in  | d Performance and<br>Leadership in<br>Sport Activities                                   | Leadership in   | Leadership in  | Leadership in  | Sport and the<br>Media - Media<br>and Coverage of<br>Sport  | Sport and Media -<br>Positive effects<br>Sport and the<br>Media- Negative<br>effects   | Sport and the Media -<br>Negative effects<br>Contemporary Issues in<br>sport - Undestranding<br>issues which affect<br>Sports participation.<br>sporting Values | Contemporary Issues in<br>Sport - The implication<br>of hosting a major<br>sporting event on a<br>country or city<br>The role of NGBS play<br>in the development of<br>their sport | Contemporary<br>Issues in Sport -<br>The role of<br>technology in<br>sport   |  |   |
|                  | ersonal<br>elopment  | Living in the<br>Wider World<br>House heros, school<br>values and transition<br>to secondary school | Personal safety in an<br>outside school,  | Self-worth, romance                                   | Diversity<br>Diversity, prejudice,<br>and bullying            | Health and puberty<br>Healthy routines,<br>influences on health<br>puberty, unwanted<br>contact |   | Living in the<br>Wider World<br>British Values (Rule of<br>Law) | Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | Emotional<br>wellbeing<br>Mental health and<br>emotional wellbeing,<br>including body image<br>and coping strategies | Living in the<br>Wider World<br>Careers  | Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception | Drugs and<br>alcohol<br>Alcohol and drug<br>misuse and pressures<br>relating to drug use | Respectful<br>relationships<br>Families and<br>parenting, healthy<br>relationships, conflict<br>resolution, and<br>relationship changes | Living in the<br>Wider World<br>character and conflict | Intimate relationships Relationships and sox education including consent, contraception, the risks of STR, and attitudes to pornography (revenge porn) | Peer influence,<br>substance use and<br>gangs<br>Healthy and<br>unhealthy friendships,<br>assertiveness,<br>substance misuse, and<br>gang exploitation | Living in the<br>Wider World<br>Careers                  | Healthy lifestyle<br>Diet, exercise, lifestyle<br>balance and healthy<br>choices, and first aid |            | PSHCE  | Living in the Wide<br>World<br>Financial Decision Making   | Addressing extremism and radicalisation Communities, belonging and challenging extremism | Exploring influence The influence and impact of drugs, gangs, role models and the media                               | Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  | Living in the Wider<br>World<br>Careers  | Relationships and<br>sex expectations<br>Myths, pleasure and<br>challenges, including the<br>impact of the media and<br>pornography | Living in the Wider<br>World<br>Careers  | Fornilies Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships                                  |  | Mental health<br>Mental health and ill<br>health, stigma,<br>safeguarding health,<br>including during periods<br>of transition or change |  |   |
| ,                | Music  | Building Bricks<br>of Music<br>(Exploring the<br>elements of<br>music)                              | Keyboard Skill:<br>(Exploring<br>effective<br>keyboard<br>performance<br>technique) | l've Got Rhythm<br>(Exploring<br>Rhythm and<br>Pulse) | Form and<br>Structure<br>(Exploring<br>musical<br>structures) | Sonority City<br>(Exploring<br>Instruments of<br>the Orchestra)                                 | Harmony and   | Form and<br>structure<br>(Exploring<br>musical<br>structures)   | Sonority City<br>(Exploring<br>instruments of<br>the orchestra)   | Folk Music<br>(Exploring<br>harmony and<br>accompanime<br>nfs)   | Hooks and riffs<br>(Exploring<br>repeated<br>musical<br>patterns, hooks,<br>riffs and<br>ostinato) | Offbeat<br>(Exploring<br>reggae and<br>syncopation)  | Variations<br>(Exploring ways<br>to develop<br>musical ideas)                            | Variations<br>(Exploring ways<br>to develop<br>musical ideas)   | All That jazz<br>(Exploring jazz<br>and blues)         | All About the<br>Bass (Exploring<br>bass clef<br>reading and<br>notation, and<br>bassline musical<br>patterns)   | Dance Music (<br>Exploring<br>rhythm, chords<br>and metre in<br>music for<br>dance)  | Soundtracks<br>(Exploring film<br>music)                 | What Makes a<br>Good Song?<br>(Exploring  |            | Music  | Introduction to<br>area of study 1:<br>musical forms and<br>devices.<br>Performing   | Introduction to<br>area of study 4:<br>popular music.<br>Appraisal                       | Introduction to<br>area of study 2:<br>music for<br>ensemble.<br>Performing and<br>Composing                          | Introduction to<br>area of study 3: film<br>music  | Consolidation of<br>Compositi  | all areas of study,<br>ion project.   | Area of study 1:<br>musical forms and<br>devices - advanced<br>topics and practical<br>content. Rehearse<br>performance<br>assessment pieces | Area of study 4:<br>popular music -<br>advanced topics and<br>practical content.<br>Complete set<br>composition<br>assessment piece.                            | practical content.   | Area of study 3: film<br>music - advanced<br>topics and practical<br>content. Complete<br>free composition and<br>all performances.      |  |   |
|                  | rama   | Introduction to Drama Pantomime Introduction Devising   |   | Introduction to<br>Devising                           | Puppets   | Physical Theatre  | re Musical Theatre  | Exploring Script Devising (Techniques)                          |   | Devising<br>(Techniques)   | Evacuees   | Dramatic styles (melodrama, keystone cops, musicals  |  |   |  | Let Him Have IT'<br>(documentary Blood Bro   |  | Brothers   | others Devising   |            | Drama  | Introduction.<br>Developing<br>acting skills   | Preparation for Component 2  | Component 2   | Exploration of<br>Professional Work  | Component 1<br>Preparation   | Component 3 skills development  | Component 1  | Component 3<br>Preparation  | BTEC C   | omponent 3- Extern   | al Task  |   |
|                  |  |   |   |   |   |   |   |   |   |  | Texture  |  | Photography  |   | theatre) Sculpture                                     |  | Illustrations  |  |   | Art GCSE   | GCSE - Portraits - Project one   |  |  | l .   | GCSE - Landscapes - Project tw   |  | GCSE - Landsca  |  | GCSE - Externally set Exam Scheme   |  |  |  |   |
| PEN              | Art  | Colour Theory   |   | Topography and Letter styles                          |   | Line, shape and pattern   |   | Perspective   |   | Still  |  |  |  |   |  |  |  |  | Life  |            | Photography  | Skills recap Sketch<br>Book work   | Photo Shoot I  | Edit of photoshoot<br>1   | Artist research  | Photoshoot 2   | Old exam  | Old Exam   | Final Completion of Components  | GCSE -   | Externally set Exam S  | cheme  |   |
|                  |  | Introduction to Graphics and CA   |   | CAD: Introduction to Design and                       |   | Introduction to   | Textiles; design and  | Introduction Food: H&S basic skills                             |   |  |  |  |  | Food: develop knov  |  | Design and Tec   | hnology; design  | Textiles: design a                                       | and manufacture   |            | Design<br>Technology   | Design strategies;<br>communicating<br>and developing<br>ideas; 3D CAD<br>CAM  | categories,  | Mini NEA project:<br>Investigation,<br>Research, Design<br>and Development  | Mini NEA Project:<br>Development,<br>Realisation and<br>Evaluation   | New technologies;<br>environmental,<br>social, and<br>economic<br>challenge; energy  | devices; forces and<br>reinforcing<br>materials   | NEA Sections A, B,<br>C and D  | NEA Sections D<br>and E   |  | Exam revision and exam preparation   |  |   |
| Tec              | Technology  Itechnology  Itendicated in Itendicate in Itend |   | of a Technology: manufacture of a desk-   |   | manufacture o   | Introduction to Textilies: design and manufacture of a themed stuffed toy                       |   |   |   | Design and Technology: design<br>and manufacture of a wooden<br>mechanical toy                                       |  | Textiles: design and manufacture of<br>a graffili themed draw-string bag   |  | practical skills & equipment;<br>dough; food science (sugars);<br>nutrition; seasonality.   |  | Design and Technology: design<br>and 30 CAD CAM challenge:<br>electronic peripherals storage   |  | and manufacture<br>orage of small<br>pelangings          |   | Food       | Food nutrition and<br>health; developing<br>a range of<br>technical skills | Food nutrition and<br>health; functional<br>and chemical<br>properties of food;<br>developing a good<br>level of technical<br>practical skills | and quality<br>products with skill   | Diet, nutritional<br>needs, and health;<br>developing team,<br>time, and technical<br>skills , Practise NEA<br>2 task | Functional and<br>chemical<br>properties of food;<br>cooking of food<br>and heat transfer,<br>food spoilage and<br>contamination;<br>technical skills with<br>raising agents | Factors affecting food choice; British and international cuisine; environmental impact and sustainability of food; and research skills | NEA Task 1: Food<br>Investigation   | NEA Task 2: Food<br>Preparation  | NEA Task 2: Food<br>Preparation   | Exam revision and exam preparation   |  |  |   |



