

REMOTE LEARNING MODULE

Subject: GCSE food preparation and nutrition

Author: NLO

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Updated:



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| Subject: | GCSE food preparation and nutrition | Teacher (if applicable): | NLO | | |
| Year: | Year 11 | Ability/Class (if applicable): | Mixed | | |
| Module title: | NEA 2 | | | | |
| Duration: | 2 weeks <input type="checkbox"/> | 4 weeks <input checked="" type="checkbox"/> | 6 weeks <input type="checkbox"/> | 8 weeks <input type="checkbox"/> | Other: |

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?

Students will be applying knowledge they have gained over y10 to an AQA set design task. Other than the D&T curriculum skills this requires planning, creativity and resilience to overcome challenges which are all valuable life skills.

Aims - what do you want pupils to be able to know and do by the time they finish this module?

To have a thorough understanding of the design task with appropriate research carried out.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

Ambitious – students are encouraged to strive to produce products which are of the highest quality and push their creativity and skills.

Brave – Students are required to be brave when undertaking tasks which require the use of new and interesting tools, equipment and processes in the kitchen

Kind –The end user of the product being designed is always considered and the impact on the wider community has to be taken into account.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

Investigating the initial task

Carrying out detailed and relevant research

Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

The ability to plan and be creative. Resilience to overcome challenges and adapt their work when reflecting on research findings and the needs of others. Producing dishes to a high standard by overcoming problems as they arise.

Implementation

KEY CONCEPTS

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| Key Concepts – what are the key concepts being taught? | Progression – how will studying these key concepts support progression to the next academic year, or key stage? |
| Planning, research and identifying dishes Analysing data and research findings | This is their NEA project and makes up 35% of the final GCSE grade. |

LEARNING

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| Synchronous – what are the synchronous aspects of the module, including new material taught? | Asynchronous – what are the asynchronous aspects of the module, including deliberate practice? |
| No new material needs to be taught it is all based on using the knowledge and skills gained in Y10. Synchronous delivery will be needed to guide students through the method of analysing the task | All aspects of research and analysis can be covered asynchronously with students completing tasks and receiving feedback on their work. |

ENGAGEMENT

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| Accessibility – how are you going to ensure students without ICT can engage with this module? | Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported? |
| It is vital that students have ICT for this task and digital resources need to be made available for the Y11 students who do not have access. | The project will have clear deadlines for completion of sections. Students not meeting these will be identified and appropriate contact will be made with progress leader and parents. Additional support in the form of one to one guidance and extra sessions will be put in place if there is still a lack of engagement. |

FEEDBACK

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| End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained? | Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support? |
| The end of module will be completion of the research section of the NEA task. Feedback will be given to state what they | 2 Weeks Feedback is given on each piece of work with reference to what they have achieved from the |

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| have achieved but next steps is not permitted. Students will have to use the specification to identify what they could add to progress. | | marking specification. Students have to check against spec to identify how they can progress with time given to improve work. |
| | 4 Weeks | |
| | 6 Weeks | |
| | 8 Weeks | |
| | Other | |

Delivery (please note - a two week remote learning module may only take one lesson cycle)

| | | 1) Lesson Type (remote or blended) | 2) DNA (Do Now Activity/Reading) | 3) Learning Intentions (what, why & how) | | |
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| 1 | 2 | Remote (live on MS Teams and remote as study) | Set up a PowerPoint presentation using with given information. | What | Investigating the initial task | Synchronous (live) |
| | | Blended (live in classroom and remote as study) | | Why | To understand what research will need to be carried out relating to the brief | |
| | | How | Task analysis completed by explaining the research requirements | | | |
| | Number of lessons in cycle: | | 4) New Material (previous learning/ new material) | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | |
| | | Previous learning – how to analyse a task, picking out the important keywords e.g. cook, plan and present | Targeted questioning | Past NEA examples from different tasks and AQA provided examples. | | |
| | | 7) Deliberate Practice (guided/ independent) | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | Asynchronous (remote) |
| | Students create analysis page | Only limited feedback can be given by identifying what they have achieved and getting students to check success criteria and marking specification | Completed task analysis reviewed at start of next session to identify what research points will need to be actioned. | | | |
| | | 1) Lesson Type (remote or blended) | 2) DNA (Do Now Activity/Reading) | 3) Learning Intentions (what, why & how) | | |
| 2 | 1 | Remote (live on MS Teams and remote as study) | Review of task analysis from first lesson | What | Carrying out research plan | |
| | | Blended (live in classroom and remote as study) | | Why | To be able to make informed choices when selecting dishes | |

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| | | | | How | Create a clear list of research points with relevant research collated | | | |
| Number of lessons in cycle: | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | | 6) Prepare for Practice (model/ scaffold) | | Synchronous (live) | |
| | New learning – How to set out a research plan | | Checking students research plans to identify if all aspects have been considered | | Past NEA examples from different tasks and AQA provided examples. | | | |
| | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | | 9) Review (daily/monthly) | | Asynchronous (remote) | |
| | Students carry out research plan to state what they are going to find out | | Only limited feedback can be given by identifying what they have achieved and getting students to check success criteria and marking specification | | Review as DNA in next session | | | |
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| 3 | 1) Lesson Type (remote or blended) | | 2) DNA (Do Now Activity/Reading) | | 3) Learning Intentions (what, why & how) | | | |
| | Remote (live on MS Teams and remote as study) | <input checked="" type="checkbox"/> | Review of research plan points | | What | Carrying out research | | |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | | Why | To be able to make informed choices when selecting dishes | | |
| | | | | | How | Present the research and analyse | | |
| | Number of lessons in cycle: | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | | 6) Prepare for Practice (model/ scaffold) | | Synchronous (live) |
| | | Previous learning – research skills | | Targeted questioning (what are we trying to find our research?) | | Past NEA examples from different tasks and AQA provided examples. | | |
| | | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | | 9) Review (daily/monthly) | | Asynchronous (remote) |
| | | Students carry out detailed research from their personal research plan | | Only limited feedback can be given by identifying what they have achieved and getting students to check success criteria and marking specification | | Review as DNA in next session by collating a clear set of findings | | |
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| 4 | 1) Lesson Type (remote or blended) | | 2) DNA (Do Now Activity/Reading) | | 3) Learning Intentions (what, why & how) | | | |
| | Remote (live on MS Teams and remote as study) | <input checked="" type="checkbox"/> | Review of main points found in research task | | What | Analysis of research | | |

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| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | To be able to make informed choices when selecting dishes | | |
| | | | | How | Write an analysis of the research found | | |
| | Number of lessons in cycle: 1 | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | | Synchronous (live) |
| | | Previous learning – analysis of research | | Checking students research to identify if all aspects have been covered | Past NEA examples from different tasks and AQA provided examples | | |
| Number of lessons in cycle: 1 | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | Asynchronous (remote) | |
| | Students to write an analysis of the research that they have found | | Only limited feedback can be given by identifying what they have achieved and getting students to check success criteria and marking specification | Students will review this research whilst choosing their final dishes | | | |
| 5 | 1) Lesson Type (remote or blended) | | 2) DNA (Do Now Activity/Reading) | | 3) Learning Intentions (what, why & how) | | |
| | Remote (live on MS Teams and remote as study) | <input checked="" type="checkbox"/> | List as many different dishes relating to the chosen brief. | What | Identifying a range of dishes | | |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | To be able to make informed choices when selecting dishes | | |
| | | | | How | Collate 15-20 relevant dishes with justifications | | |
| | Number of lessons in cycle: | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | | Synchronous (live) |
| | | Previous learning – presenting information with explanations/ conclusions | | Justifying one dish with whole class review of answers | Past NEA examples from different tasks and AQA provided examples | | |
| | | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | Asynchronous (remote) |
| Students are to collate a range of dishes with justifications relating to the brief | | Only limited feedback can be given by identifying what they have achieved and getting students to check success criteria and marking specification | Students will monitor the success of this section using the specification/ marking scheme | | | | |
| 6 | 1) Lesson Type (remote or blended) | | 2) DNA (Do Now Activity/Reading) | | 3) Learning Intentions (what, why & how) | | |

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| | Remote (live on MS Teams and remote as study) | <input checked="" type="checkbox"/> | | What | | |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | | |
| | Number of lessons in cycle: | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | |
| | | | | | | |
| 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | | |
| | | | | | | |
| | | | | | Synchronous (live) | |
| | | | | | Asynchronous (remote) | |
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| 7 | 1) Lesson Type (remote or blended) | | | 3) Learning Intentions (what, why & how) | | |
| | Remote (live on MS Teams and remote as study) | <input checked="" type="checkbox"/> | | What | | |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | | |
| | Number of lessons in cycle: | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | |
| | | | | | | |
| 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | | |
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| | | | | | Synchronous (live) | |
| | | | | | Asynchronous (remote) | |
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| 8 | 1) Lesson Type (remote or blended) | 2) DNA (Do Now Activity/Reading) | | 3) Learning Intentions (what, why & how) | | |

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| | Remote (live on MS Teams and remote as study) | <input checked="" type="checkbox"/> | | What | | |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | | |
| | Number of lessons in cycle: | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | |
| | | | | | | |
| 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | | |
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| | | | | Synchronous (live) | | |
| | | | | Asynchronous (remote) | | |
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| 9 | 1) Lesson Type (remote or blended) | | | 3) Learning Intentions (what, why & how) | | |
| | Remote (live on MS Teams and remote as study) | <input checked="" type="checkbox"/> | | What | | |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | | |
| | Number of lessons in cycle: | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | |
| | | | | | | |
| 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | | |
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| | | | | Synchronous (live) | | |
| | | | | Asynchronous (remote) | | |
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| 10 | 1) Lesson Type (remote or blended) | | 2) DNA (Do Now Activity/Reading) | | 3) Learning Intentions (what, why & how) | |

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| | Remote (live on MS Teams and remote as study) | <input checked="" type="checkbox"/> | | What | |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | |
| Number of lessons in cycle: | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | |
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| | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | |
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| | | | Synchronous (live) | | |
| | | | Asynchronous (remote) | | |