

## 6N - Navigator Curriculum – Food /lessons

	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
Year 12,13,14  Life skills	<p><b>Topic:</b> <u>Food safety and storage L1</u></p> <p>To be accredited in 2023</p> <p><u>Suggested Key Questions:</u></p> <p><u>Key Skills and Knowledge:</u></p> <p>Students will start collecting more information and resources to present in sketchbooks. Questioning, shape and material manipulation. Students will continue to learn from the works of famous artists. Students will become more confident using a range of media and techniques already learned to create 3d models.</p>	<p><b>Topic:</b> <u>Food safety and storage L1</u></p> <p>To be accredited in 2023</p> <p><u>Suggested Key Questions:</u></p> <p><u>Key Skills and Knowledge:</u></p> <p>Students will start collecting more information and resources to present in sketchbooks. Students will continue to learn from the works of famous artists. Manipulation of material. Students will become more confident using a range of media and techniques already learned to create 3d models.</p>	<p><b>Topic:</b> <u>Food safety and storage L1</u></p> <p>To be accredited in 2023</p> <p><u>Suggested Key Questions:</u></p> <p><u>Key Skills and Knowledge:</u></p> <p>Students will start collecting more information and resources to present in sketchbooks. Students will continue to learn from the works of famous artists. Exploring materials With support, students will practise and share their learning and skills with others, giving and receiving feedback. Students will become more confident using a range of media and techniques already learned to create 3d models.</p>	<p><b>Topic:</b> <u>Food safety and storage L1</u></p> <p>To be accredited in 2023</p> <p><u>Suggested Key Questions:</u></p> <p><u>Key Skills and Knowledge:</u></p> <p>Questioning and presentation Students will start collecting more information and resources to present in sketchbooks. Students will continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. With support students comment on the work of famous artists and name their pieces of work with support. Students will share their experience with staff and peers.</p>	<p><b>Topic:</b> <u>Cooking L1</u></p> <p><u>Suggested Key Questions:</u></p> <p><u>Key Skills and Knowledge:</u></p> <p>Questioning and presentation Students will start collecting more information and resources to present in sketchbooks. Students will continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. With support students comment on the work of famous artists and name their pieces of work with support. Students will share their experience with staff and peers.</p>	<p><b>Topic:</b> <u>Cooking L1</u></p> <p><u>Suggested Key Questions:</u></p> <p><u>Key Skills and Knowledge:</u></p> <p>Questioning and presentation Students expand their knowledge by looking at a range of more famous artists. student can give observations about notable artists’ and designers’ work and their lives; With support students will use their observations to review and revisit ideas. Will discuss their ideas with a peer and teacher. Can explain the main features of the artist and their work, what they like about it and how it inspires the student to want to create or have a go at something.</p>

<p>Gatsby Bench mark:</p>	<p>6. Experiences of the workplaces, galleries. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in a joinery workshop/ building site/ artist's studio; conditions, environment, skill set, organization- personnel. Customer/Designer/Maker: CAD Design in various industries.</p>	<p>3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers jewellery and fashion. Express themselves through individual fashion, style, design. Students work to their ability: Explore what they can do and build on those skills. Experiment and experience new skills. Designers and designing for fashion: form and function. 6. Experiences of workplaces: jewellery design, art, sculpture.</p>	<p>3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in workshop: conditions, environment, skill set, organisation. Designer: CAD Design in various industries.</p>	<p>4. Linking curriculum learning to careers. 3. Addressing the needs of each pupil. Working in a metal workshop: conditions, environment, skill set, organization-personnel. Express themselves through individual fashion, style, design. Students work to their ability: Explore what they can do and build on those skills. Experiment and experience new skills.</p>	<p>6. Experiences of workplaces. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in an engineering workshop: conditions, environment, skill set, organisation. Paper Modelling in a variety of industries: Architecture, car design, product design Designer: CAD Design in various industries.</p>	<p>6. Experiences of workplaces. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in an engineering workshop: conditions, environment, skill set, organisation. Paper Modelling in a variety of industries: Architecture, product design Designer: CAD Design in various industries.</p>
---------------------------	--	--	--	---	---	---