

Subject curriculum; Food Preparation and Nutrition

Serviam; Developing our gifts and talents for the good of others.



Academic Year	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<u>Year; 7</u>			
Rationale	No food in year 7		
Autumn A			
Autumn B			
Spring A			
Spring B			
Summer A			
Summer B			



Academic Year	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<b>Year: 8</b>			
<b>Autumn A / Spring B</b>	Eat well guide Fajita practical Risotto practical and planning Chilli con carne / Bolognese planning and practical Macro nutrients – proteins, fats, carbohydrates Numeracy task – set by maths	Knife skills- bridge and claw method, weighing and measuring – liquids and solids, food, kitchen and personal hygiene rules, how to test temperatures. Calculating and evaluating the nutritional value of a product made. Recognise that improvements can be made once an evaluation has been carried out. Know how to safely use equipment – including electrical appliances, understanding the benefits. Be apply to apply skills from maths to complete numeracy task homework's x 1. How to analyse the nutritional content of a dish. Subject specific terminology.	Knife skills – visual grade Practical skills – throughout practical lesson and from photo evidence Planning – detail of planning (model given) Extended writing – healthy eating Numeracy task - 1 Sensory analysis – risotto <a href="#">Oracy – healthy eating</a>
<b>Autumn B/ Summer A</b>	Swiss roll practical and planning Food Provenance Roux sauce practical and planning Adapting a recipe to make it healthier	Know how to safely use equipment – including electrical appliances, understanding the benefits. Recognise and understand seasonality and food provenance, and be able to adapt a recipe accordingly. Recognise that ingredients can be swapped for a healthier alternative – e.g. vegetable fats instead of butter, vegetable proteins instead of meat. Be apply to apply skills from maths to complete numeracy task homework's x 1. Being able to calculate the nutritional value. Subject specific terminology.	Practical skills – throughout practical lesson and from photo evidence Planning – detail of planning (model given) Extended writing – food provenance <a href="#">Oracy – food provenance</a>
<b>Spring A/summer B</b>	Thai Curry practical and planning Spelling test – most commonly misspelt words Alternative proteins taste testing Seasonal food practical	Weighing and measuring. Being able to experience alternatives to animal proteins and make judgements about their place in our diet. Comparing the nutritional benefits of a range of animal / vegetable proteins. Understand the importance of knowing where food comes from and seasonality, making environmentally sound judgements as a result. Subject specific terminology. Calculating the nutritional value.	Practical skills – throughout practical lesson and from photo evidence Planning – detail of planning (model given) Numeracy task – 2 <a href="#">Oracy – seasonal and environmental</a> Formal end of unit test.

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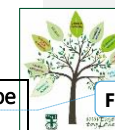
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Academic Year	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Year 9			
Autumn A	Healthy Eating and the Eat well guide Nutrients – proteins, fats, Carbohydrates and energy chow Mein / stir fry Mexican Quesadilla / enchiladas Sensory analysis Fats practical Taste testing low fat foods Oat cookies practical Carbohydrates Taste testing alternatives to sugars Vegetable cakes	Apply knowledge of the eatwell guide, micro and macro nutrients when planning and making a product. Apply kitchen, personal and food hygiene principles to practical lessons. Recognise the detail needed when planning the making of a product. Apply sensory and nutritional knowledge when making judgements about food products. Evaluate pre-made foods for purpose. Recognise the makes are graded basic level of skill/ medium level of skills and complex skills by the exam board. Subject specific terminology. Being able to calculate the nutritional content using the nutrients programme. Subject specific terminology. AQA skills: General practical skills, Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, cooking methods, raising agents, setting mixtures.	Extended writing – healthy eating  Making: Planning – stages, timing and equipment, practical outcome. Evaluation of quesadillas Macro nutrients test  Planning – stages, timing & equipment  Extended writing  Oracy – nutrients.
Autumn B	Fat vitamins A, D E & K, Spanish omelette practical Water soluble Vits B & C Minerals: calcium, iron, sodium (salt), fluoride, iodine and phosphorus Bread & butter pudding practical Locally produced seasonal foods Diet related health issues Seasonal foods practical Taste testing adapted recipe Adapted recipe practical Food investigation – NEA1 trial	Apply kitchen, personal and food hygiene principles to practical lessons. Recognise the impact of not using seasonal foods and locally produced foods. Apply knowledge of nutritional and scientific principles when planning work, be able to calculate the nutritional value and analyse it. Evaluate the choice of cooking methods. Make decisions of ingredient use based on moral, environmental and ethical use. Use subject specific terminology. Be able to understand the advantages and disadvantages of locally produced foods. NEA1 – trial based on last year’s title.	Making: Planning – stages, timing and equipment, practical outcome.  Extended writing – veganism and how to meet their nutritional requirements.  NEA1 – graded as per the AQA mark scheme.  Oracy – environmental concerns.

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Academic Year Year: 9	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Spring A	3.2.3.1 – making informed choices for a varied & balanced diet 3.4.2.2 – Preparing & serving food 3.2.1.1 – proteins - nutrition 3.3.2.1 – functional properties of proteins	Being able to adapt a menu for a specialist diet. Being able to design using a range of protein meals, including the use of complementation. Use of subject specific terminology. Understanding and knowing how to use the functional properties of proteins. Practicals include coagulation (quiche / custard tart), gluten formation (pasta), foam formation (meringues) Being able to identify HBVs and LBVs and use when planning a meal. AQA General practical skills covered: Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, Setting mixtures (skills depending on practical chosen)	AQA past questions – importance of breakfast. (10 marks) Making: Planning – stages, timing and equipment, practical outcome. Evaluation of meal planned for specialist diet. Oracy – specialist diets, nutritional needs, foods to avoid and foods to eat. AQA past questions – proteins. AQA pasty questions – denaturation of proteins Extended writing – food safety and introducing new staff to a food establishment-
Spring B	3.5.3 – sensory evaluation 3.4.2.1 – principles of food safety (hwks) 3.2.1.2 - fats - nutrition 3.3.2.3 – functional properties of fats	Understanding and being able to apply the principles of sensory analysis to a practical and be able to comment on improvements or changes. Use of subject specific terminology. Knowledge of the importance of fat in the diet. Understanding and knowing how to use the functional properties of fats. Practicals include shortening (pasties and shortbread), modifying a recipe to reduce the fat content, aeration (creamed sponge), emulsions(mayonnaise) AQA General practical skills covered: Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, Setting mixtures (skills depending on practical chosen)	AQA past questions - sensory Making: Planning – stages, timing and equipment, practical outcome. AQA past questions: fats Oracy – functional properties and science behind ingredients.

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Academic Year Year; 9	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Summer A	3.2.1.3 – carbohydrates 3.3.2.2. – functional properties of carbs 3.3.2.5 – raising agents 3.2.3.3 - diet, nutrition and health	Calculating the nutritional content of a product and analysing it  Understanding and applying the nutritional content and functions properties of carbohydrates – sugar, starch and fibre Practicals include gelatinisation (custard), dextrinization (bread), gelatinisation (starch based sauces), caramalisation (vegetables) Being able to adapt a recipe to increase the fibre content. Use the nutritional analysis programme. Use of subject specific terminology. Making sensory judgements depending on the type of cooking process. Being able to discuss the different methods of raising agents, and apply to a practical situation (steam – choux pastry and whisking – roulade) Practical experiment – cakes using a range of raising agents, identifying the best raising agent to use. <a href="#">Carrying out a taste testing identifying foods for a specific group.</a> AQA General practical skills covered: Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, Setting mixtures (skills depending on practical chosen)	Extended writing – sugar tax AQA past questions – carbohydrates Making: Planning – stages, timing and equipment, practical outcome. Investigation work – looking at the function of ingredients. AQA stretch and challenge -investigating a range of products made with choux
Summer B	3.2.2.1 – fat soluble vitamins 3.2.2.1 – water soluble vitamins 3.2.2.1 – antioxidant function of vitamins 3.3.1.1 – cooking and heat transfer	<a href="#">Understand the function, sources, excesses and deficiencies of fat-soluble vitamins. Knife skills – bridge and claw method, understanding which knife is used for which job</a> <a href="#">Understand the function, sources, excesses and deficiencies of water-soluble vitamins. Being able to design using anti-oxidants and calculating the nutritional value of a dish,</a>	<a href="#">Past AQA questions – vitamins</a> <a href="#">Making: Planning – stages, timing and equipment, practical outcome.</a> <a href="#">Extended writing preparation – anti-oxidants.</a> <a href="#">AQA stretch and challenge task.</a> <a href="#">Vitamin and anti-oxidant test.</a> <a href="#">AQA past questions – heat transfer.</a>

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		<p>analyse the nutritional content. <a href="#">Understand the science and principles behind cooking methods.</a> Use of subject specific terminology. <a href="#">AQA General practical skills covered: Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, Setting mixtures (skills depending on practical chosen)</a></p>	<p><a href="#">Oracy – role of vitamins in the diet</a></p>
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Academic Year Year; 10	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Autumn A	<p>3.3.1.2 – selecting appropriate cooking methods</p> <p>3.3.2.4 – fruit and vegetables</p> <p>3.2.2.2- minerals</p>	<p>Students will <u>focus</u> on all of the skills with a stronger emphasis on using more medium levels of skill and complex skills as determined by AQA. <u>Students will be able to justify choice of cooking method, relating to preserving vitamins. Make judgements about food safety and hygiene. Recognise that people choose food depending on a range of factors. Be able to apply knowledge of food production and manufacture to food supply.</u></p> <p><u>Understand how cooking methods can alter the texture / nutritional content of a product and justify the choice of method</u></p> <p><u>Know how enzymic browning happens and how it can be prevented. Writing up experiments in a scientific way.</u></p> <p><u>Be able to apply the correct ingredients when designing using a mineral rich food.</u> Calculating the nutritional value. Use of subject specific terminology.</p> <p><u>AQA General practical skills covered: Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, Setting mixtures (skills depending on practical chosen)</u></p>	<p><u>AQA stretch and challenge activity.</u></p> <p><u>AQA past questions – cooking methods Making: Planning – stages, timing and equipment, practical outcome.</u></p> <p><u>AQA – past questions – minerals</u></p> <p><u>Oracy – role of minerals in the diet</u></p>
Autumn B	<p>3.2.3.2 – energy</p> <p>3.2.2.3 - water</p> <p>3.4.1.1 – micro-organisms and enzymes</p> <p>3.4.1.2 – signs of food spoilage</p>	<p><u>Students will be able calculate energy usage and understand BMI PAL. Know why water is important and where to get it from. Make judgements about food safety and hygiene, and apply these to practicals.</u></p> <p>Subject specific terminology.</p> <p><u>AQA General practical skills covered: Knife skills,</u></p>	<p><u>AQA past question on energy (10 marks)</u></p> <p><u>AQA past questions – water</u></p> <p><u>AQA past questions on micro-organisms</u></p> <p><u>AQA past questions on food spoilage</u></p>

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	3.4.1.3 – micro-organisms in food production	<a href="#">preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, Setting mixtures (skills depending on practical chosen)</a>	<a href="#">Oracy – micro-organisms</a>
<b>Academic Year</b> <b>Year; 10</b>	<b>Content.</b> <b>Unit title and brief outline of content.</b>	<b>Skills taught in each unit.</b>	<b>Assessment – what knowledge and skills will be assessed and how?</b>
<b>Spring A</b>	3.4.1.4 - bacterial contamination 3.4.2.1 - buying & storing foods 3.5.1.1 – factors affecting food choice 3.5.1.2 – food choices 3.5.2 – British & International cuisine 3.5.1.3 – food labelling	Students will be able to recognise that people <a href="#">choose food depending on a range of factors. Be able to apply knowledge of food production and manufacture to food supply.</a> Use of subject specific terminology. AQA General practical skills covered: <a href="#">Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, Setting mixtures (skills depending on practical chosen)</a>	<a href="#">AQA past questions buying and storing foods.</a>  <a href="#">Making: Planning – stages, timing and equipment, practical outcome.</a>  <a href="#">Oracy – British / International cuisine</a>
<b>Spring B</b>	3.6.1.1 – food sources 3.6.1.2 – food & the environment 3.6.1.3 – sustainability of food	<a href="#">Recognise that there are a number of ways in which food is produced for human consumption. Be aware of the environmental impact of food production, and understand how food is produced sustainably. Be able to make decision of food choice based on knowledge.</a> Use of subject specific terminology. AQA General practical skills covered: <a href="#">Knife skills, preparing fruits and vegetables, use of the cooker,</a>	AQA past questions – food and the environment AQA past questions – sustainability  <a href="#">Making: Planning – stages, timing and equipment, practical outcome.</a>  Oracy - sustainability

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Academic Year Year; 10	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Summer A	<p>3.6.2.1 – food production</p> <p>3.6.2.2 – technological developments associated with better health &amp; food production</p> <p>Practise NEA 1 (4 weeks)</p>	<p>Understand the difference between primary and secondary produced foods. Be able to identify the use of fortification and additives and the reasons behind their usage.</p> <p>Subject specific terminology.</p> <p><u>AQA General practical skills covered: Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, setting mixtures (skills depending on practical chosen)</u></p> <p>NEA1 Food investigation – title from previous year. Students to develop skills through writing up using research, experiments and analysis.</p>	<p>AQA past questions – food production</p> <p><u>Making: Planning – stages, timing and equipment, practical outcome.</u></p> <p>Oracy – food developments</p> <p>NEA1 assessed as per AQA mark scheme</p>
Summer B	<p>Practise NEA 2 (8 weeks)</p>	<p>NEA2 – food preparation task – title from previous year. Students to develop practical skills, and understand what the AQA require in terms of the 5 sections of the project.</p> <p>Subject specific terminology.</p> <p><u>AQA General practical skills covered: Knife skills, preparing fruits and vegetables, use of the cooker, use</u></p>	<p>NEA2 assessed as per AQA mark scheme</p> <p><u>Making: Planning – stages, timing and equipment, practical outcome.</u></p>

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Academic Year	Content and rationale. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – how will the knowledge and skills be assessed?
<b>Year 11</b>			
<b>Autumn A</b>	NEA 1 – The food investigation (10 hours + ET)  15% of GCSE (12 lessons)  Mock mock full paper	<b>Year 11:</b> Applying knowledge gained in year 9&10 to complete: NEA1: food investigation 15% of GCSE – <a href="#">title set by AQA 1<sup>st</sup> September</a> . How to write up an investigation. Section A – research – 6 marks Section B – investigation – 15 marks Section C Analysis and evaluation – 30 marks Total 30 marks <a href="#">NEA2: Food preparation assessment 35% of GCSE</a>  Throughout KS4 these skills are used: <a href="#">General practical skills, Knife skills, Preparing fruits and vegetables, use of the cooker, Use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, Raising agents, Setting mixtures</a>	<a href="#">NEAs are internally marked and externally moderated.</a>  <a href="#">Full mock mock paper – green penned from modelled example afterwards.</a>  <a href="#">Weekly past questions set from the AQA exam practice workbook</a>

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<b>Autumn B</b>	NEA 2– the food preparation assessment (20 hours + ET) 35% of GCSE (24 lessons – 8 weeks)	<a href="#">NEA2: Food preparation assessment 35% of GCSE – title set by AQA 1<sup>st</sup> November</a> Section A – researching the task – 6 marks Section B – demonstrating technical skills – 18 marks Section C – planning for the final menu 8 marks Section D – making the final dishes – 30 marks Section E – analyse and evaluate 8 marks Total :70 marks <a href="#">Throughout KS4 these skills are used:</a> <a href="#">General practical skills, Knife skills, Preparing fruits and vegetables, use of the cooker, Use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, Raising agents, Setting mixtures</a>	<a href="#">NEAs are internally marked and externally moderated.</a>  <a href="#">Full mock paper</a>  <a href="#">Weekly past questions set from the AQA exam practice workbook</a>
<b>Academic Year</b> <b>Year 11</b>	<b>Content and rationale.</b> <b>Unit title and brief outline of content.</b>	<b>Skills taught in each unit.</b>	<b>Assessment – how will the knowledge and skills be assessed?</b>
<b>Spring A</b>	NEA 2– the food preparation assessment (20 hours + ET) 35% of GCSE (24 lessons – 8 weeks)	<a href="#">NEA2: Food preparation assessment 35% of GCSE – title set by AQA 1<sup>st</sup> November (grading and skills above)</a>  <a href="#">Throughout KS4 these skills are used:</a> <a href="#">General practical skills, Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, Setting mixtures</a>	<a href="#">NEAs are internally marked and externally moderated.</a>  <a href="#">Weekly past questions set from the AQA exam practice workbook</a>
<b>Spring B</b>	Consolidate learning: 1) Food, nutrition and health	<a href="#">Revision skills and techniques. Focussing on weaker areas from the mocks. Breakdown of exam papers, looking at mark allocation and what the exam board is looking for.</a>	<a href="#">Weekly past questions set from the AQA exam practice workbook</a> <a href="#">Full past papers, assessed and green panned.</a>



	2) Food Science 3) Food Safety 4) Food Choice 5) Food Provenance Past papers	<a href="#">Using modelled full past papers and green penning own papers once answered.</a>	
<b>Summer term: End of KS readiness for the 6<sup>th</sup> form</b>	<b><a href="#">As above</a>Key Knowledge studied at KS4 that will be useful for the 6<sup>th</sup> form</b>	<b><a href="#">Summary of the main core skills taught at KS4 that can be reactivated at KS5</a></b>	