

The aims of this curriculum are:

- To foster all students' design and technology aspirations through positive, memorable, and diverse cultural experiences both in and outside of the classroom
- To give all students the opportunity to become experts in a wide range of practical disciplines; graphics, textiles, 3-D, design, and food
- To develop all students' theoretical knowledge of historical and contemporary contextual references; using technological language to discuss, analyse, evaluate, and judge art and design movements
- To ensure that all students are confident and curious enough to ask questions, critique and test their ideas, are brave in their experimentations and have ambition to design and make high quality prototypes for a wide range of users
- To ensure all students to be able to understand and apply the principles of nutrition and learn how to cook
- To support students across the curriculum with their digital literacy

Term	Topics	Knowledge covered	Skills developed	Communications	Assessment
Rotation 1	Graphics 3D letter	Visual Language –colour, texture, pattern, line and tone Colour theory Contextual references - Andrei Cojocaru	Design – iterative design, colour & collage designs, 3D net drawing, rendering and digital drawing (Photoshop) Make – digital print, cardboard 3D alphabet letter and papier-mâché Evaluate - research existing products, improve own design against brief and specification and modify final design	Visual literacy, interpretation, reading from a variety of sources, Artist analysis, ACCESSFM, written evaluations, technique processes, metacognition strategy, retrieval questioning, tier 2/3 key words, spellings and sketchbook/ PowerPoint presentation	Baseline Test Every lesson formative assessment will be used to guide and assess students Once per project students will complete a periodic assessment linked to knowledge they have learned
Rotation 2	Food Technology Cooking and Nutrition • Vegetable soup • Fruit crumble • Mini quiche • Flapjack • Pineapple cake	Health and Safety Equipment & parts of the cooker Why we cook food? Intro to the Eat well guide Where does our food come from? Food miles and waste	Make – a mixture of sweet and savoury dishes and develop a knowledge of cooking and preparation technique Evaluate – the dishes made and the development of practical skills		Summative assessment is based on students sketch books linked to the four areas of assessment; Investigating and making, experimenting, refining ideas and knowledge and understanding.
Rotation 3	Textiles – Bookmark	Market Research Health and Safety Material Knowledge Hand stitching technique	Design - iterative design, personalised bookmark design Make – using felt and embroidery threads, applique Evaluate – their initial designs, use ACCESSFM, modify final designs		

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Rotation 1	Textiles Ugly Dolls	Recap and Retrieval History of Ugly Dolls Market research Hand and machine stitching Production methods	Design – morphing, iterative Ugly Doll design, rendering and sketching Make – a stuffed toy - demonstrate a variety of textiles skills with increasing complexity Evaluate - research existing products, improve own design against brief and specification, modify prototype	Visual literacy, interpretation, reading from a variety of sources, Artist analysis, ACCESSFM, written evaluations, technique processes, metacognition strategy, retrieval questioning, tier 2/3 key words, spellings and sketchbook/ PowerPoint presentation	Every lesson formative assessment will be used to guide and assess students Once per project students will complete a periodic assessment linked to knowledge they have learned
Rotation 2	Graphics Pop up card	Visual Language – colour, texture, pattern, line and tone Product Design Pop up Mechanisms Contextual references – Hallmark Cards, Robert Sabuda, Sandra Dieckman & Mark Herald	Design – iterative pop-up card design, rendering and sketching Make – a pop up card for a special occasion, a range of simple and complex pop-up mechanisms and a prototype Evaluate - research existing products, improve own design against brief and specification - modify prototype		Summative assessment is based on students sketch books linked to the four areas of assessment; Investigating and making, experimenting, refining ideas and knowledge and understanding.
Rotation 3	Food Technology Cooking and Nutrition • Swiss roll • Bolognese sauce • Pizza and wedges • Rocky road	Recap and Retrieval Health & Safety Cross contamination Temp control/storage The Eat Well Guide Food packaging and labelling International cuisine Special diets	Make – a mixture of sweet and savoury dishes and develop a knowledge of cooking and preparation techniques Evaluate – the dishes made will relate to The Eat Well Guide, special diets and cuisines and the development of practical skills		



Rotation 4	Relief Onomatopoeia plaque	Recap and retrieval Pop art, ben day dots Market research Colour theory Processes and materials Relief sculpture	Design – sketching, morphing of typography and images and colour choices Make – a 2D relief plaque including an onomatopoeia word, with several layers of varying materials and different printing techniques Evaluate - research existing products, improve own design against brief and specification and modify a prototype		
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YEAR 9

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Rotation 1	Product Design Bauhaus sculpture	Recap and Retrieval Product design Material knowledge Use of tools Contextual Ref; Bauhaus, Oskar Schwimmer and Sonia Delaunay	Design – drawing from 1 st and 2 nd hand imagery, create workable designs linked to dance Make – Free standing wooden, slotted sculpture based on the Bauhaus movement Evaluate – existing products, improve own designs against design brief and specification, personalise and modify final design	Visual literacy, interpretation, reading from a variety of sources, Artist analysis, ACCESSFM, written evaluations, technique processes, metacognition strategy, retrieval questioning, tier 2/3 key words, spellings and sketchbook/ PowerPoint presentation	Every lesson formative assessment will be used to guide and assess students Once per project students will complete a periodic assessment linked to knowledge they have learned Summative assessment is based on students sketch books linked to the four areas of assessment; Investigating and making, experimenting, refining ideas and knowledge and understanding.
Rotation 2	Graphics Lego	Visual Language – colour, texture, pattern, line, tone, shape, form Contextual references Stefan Bolcato and Marco Pece	Design - iterative Lego man design and 1- & 2-point perspective Make – Lego character design and rendering in a variety of media to show form. Evaluate - existing products, improve own designs against design brief and specification, personalise and modify final design		
Rotation 3	Food Technology Cooking and Nutrition Macaroni cheese Maids of honour Cottage pie Choux pastry	Recap and Retrieval Understanding a food brief, menu planning organoleptic testing, creating a menu and weighing and measuring	Make – a mixture of sweet and savoury dishes that increase in skill, develop a knowledge of cooking and preparation techniques. Culminating in students working to a brief Evaluate – the dishes made, development of practical skills and the use of a time plan		



Rotation 4	Textiles Tie Dye flags	Recap and retrieval Tibetan Traditions Market research Tie Dye/batik/surface treatment Production planning	Design – sketching, iterative products ideas and personalisation of an idea Make – a textile flag that includes surface patterns, a personalised mantra and positive statement Evaluate – existing products and their own idea against the brief and specification		
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The aims of this curriculum are:

To enable learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety

To enable learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively

Term	Topics	Knowledge covered	Skills developed (cooking)	Assessment
Autumn 1	Unit 1 LO4 - Know how food can cause ill health	AC4.1 - describe food related causes of ill health AC4.2 - describe the role and responsibilities of the Environmental Health Officer (EHO) AC4.3 - describe food safety legislation AC4.4 - describe common types of food poisoning AC4.5 - describe the symptoms of food induced ill health	Students would make a variety of assorted products focussing on these skills: Rubbing in Method – understanding the rubbing in method by making products with shortcrust pastry and biscuits using this method Shaping – understanding the importance of shaping a product and what impact cooking will have on the original shape Portion control – understanding the need for portion control for aesthetic reasons and for cooking needs – different portion sizes would mean different cooking times	Formal Assessment; - Verbal - Written - Post it note Periodic Assessment; - Class trackers - Assessment after each LO
Autumn 2	Unit 1 LO1 - Understand the environment in which hospitality and catering providers operate	AC1.1 - describe the structure of the hospitality and catering industry AC1.2 - analyse job requirements within the hospitality and catering industry AC1.3 - describe working conditions of different job roles across the hospitality and catering industry AC1.4 - explain factors affecting the success of hospitality and catering providers	Students would make a variety of assorted products focussing on these skills: Creaming method – understanding the purpose of the creaming method and making a variety of desserts using it Finishing techniques – understanding how to 'finish' a product with the use of equipment such as piping bags Garnishing – making garnishes to help improve the aesthetics of a finished product Plating up – understanding different techniques in how to plate up a product to make it look restaurant quality, using the finished and garnishing techniques previously learned	1 st Data entry 2 nd data entry
Spring 1	Unit 1 LO2 - Understand how hospitality and catering provisions operate	AC2.1 - describe the operation of the kitchen AC2.2 - describe the operation of front of house	Students would make a variety of assorted products focussing on these skills:	



		AC2.3 - explain how hospitality and catering provision meet customer requirements	Raising agents – students will use a variety of raising agents including baking powder and yeast to make a variety of products Dough – students will work with dough to create and adapt products such as bread, focaccia, and pizza Recipe adaptation – students will design and create own products with the use of dough as the focus.	
Spring 2	Unit 1 LO3 - Understand how hospitality and catering provision meets health and safety requirements	AC3.1 - describe personal safety responsibilities in the workplace AC3.2 - identify risks to personal safety in hospitality and catering	Students would make a variety of assorted products focussing on these skills: Working with meat – students to focus on working with meat as the main ingredient Portioning a chicken – students to show skills in portioning a chicken into breasts, wings, thighs and legs	
Summer 1	Unit 1 LO5 - Be able to propose a hospitality and catering provision to meet specific requirements	AC5.1 - review options for hospitality and catering provision AC5.2 - recommend options for hospitality provision	Students would make a variety of assorted products focussing on these skills: Pastry – looking at diverse types of pastry such as recap on shortcrust, flaky and rough puff Creating innovative products – Students to create their own products with the pastry skills they have learned	
Summer 2	Unit 2 LO3 - be able to cook dishes	AC3.1 - use techniques in preparation of commodities AC3.2 - assure quality of commodities to be used in food preparation AC3.3 - use techniques in cooking of commodities AC3.4 - complete dishes using presentation techniques AC3.5 - use food safety practices	Skills and knowledge for this LO will be demonstrated throughout Year 10 through cooking of a variety of dishes. This half term will be used to recap those skills and introduce others if there is time. The recap will focus on any of the AC that have not been covered or need more work on. This will directly lead them into the start of Unit 2 in the Autumn term of Year 11	

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Term	Topics	Knowledge covered	Skills developed	Assessment
Autumn 1	Unit 2 LO1 - understand the importance of nutrition when planning menus	AC1.1 - describe functions of nutrients in the human body AC1.2 - compare nutritional needs of specific groups AC1.3 - explain characteristics of unsatisfactory nutritional intake AC1.4 - explain how cooking methods impact on nutritional value	Students would make a variety of assorted products focussing on these skills: Cooking methods – boiling, steaming, baking, grilling, stir-fry, roasting and poaching Students will also independently research and work on how each cooking method may impact on nutritional value	Formal Assessment; - Verbal - Written - Post it note Periodic Assessment; - Class trackers - Assessment after each LO
Autumn 2	Unit 2 LO2 - understand menu planning	AC2.1 - explain factors to consider when proposing dishes for menus AC2.2 - explain how dishes on a menu address environmental issues AC2.3 - explain how menu dishes meet customer needs AC2.4 - plan production of dishes for a menu	Students would make a variety of assorted products focussing on: Creating a menu – using skills they have learned this year to create and cook products from a menu aimed at a specific group. Time plan – creating skills of producing and working from a time plan	
Spring 1	Externally Set Assignment	Non-Assessment Examination: Students to be given a brief and complete coursework for Unit 2. The applied purpose of the unit is for learners to safely plan, prepare, cook, and present nutritional dishes.	Students will plan, prepare, cook, and present a 2-course meal using the skills they have learned during the course. Students will cook this meal in a 3-hour slot	1 st Data entry; 2 nd data entry; Unit 1 Exam June



		9 hours overall including a 3-hour slot for cooking.		
Spring 2	Resit of Unit 1 exam if needed	Revision of Unit 1: LO1 - Understand the environment in which hospitality and catering providers operate LO2 - Understand how hospitality and catering provisions operate LO3 - Understand how hospitality and catering provision meets health and safety requirements LO4 - Know how food can cause ill health LO5 - Be able to propose a hospitality and catering provision to meet specific requirements		