

DT & Food

Key Stage 3 Curriculum Plan

Year 7

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Students will carry out 2 of the 3 suggested projects. Half a year each. One lesson a fortnight.	Terms 1-3 <i>Students will do ONE of these projects.</i> Food – healthy eating DT – Block Bots Graphics – Pop-up books			Terms 4-6 <i>Students will do ONE of these projects</i> Food – healthy eating DT – Block Bots Graphics – Pop-up books		
Character curriculum	Confidence – Building the confidence using range of tools, equipment and resources Commitment – Maintaining focus and commitment to complete each project. Courage – to seek advice if unsure and produce high quality work Curiosity – Exploring new skills and techniques. Exploring careers. Courtesy – Being respectful whilst teachers are demonstrating and helping each other Compassion – Being inclusive when working in groups and being kind to others. Respecting each others work					
Overview of Content	Food – Healthy Eating; Students will learn a mix of theory and practical work. Covering Health and Safety in the kitchen, how to use knives, how to wash up, avoiding cross-	DT – Block Bots Students will learn theory knowledge based on woods and resin casting. They learn how to be safe in the workshop and how to use tools correctly.	Graphics – Pop-up books. Students will improve their knowledge and understanding of paper mechanisms and work for a specific age group to make a pop-up book.			

	contamination. Students will work through these recipes. Fruit kebabs/ Salad Pitta Pizza Scones Mini carrot cakes French Toast with fruit Veg couscous	They will learn how to use hand saws, belt sander, pillar drill. Creativity is needed for the design of the block bot. Students will assemble their block bot themselves.	They will learn how to use craft knives safely. Creativity is needed to make a successful pop-up book			
Assessment (Type and Marks)	Practical (20) (based on their cooking skills) Theory (20) – knowledge test.	Practical (20) Based on their final block bot Theory (20) – knowledge test.	Practical (20) Based on their final pop-up book. Theory (20) – knowledge test.			
Knowledge Organizer available (Y/N)	Yes	Yes	Yes			
Cross curricular links	Maths (weighing and measuring), Art – creativity, Literacy – reading and understanding instructions and recipes. Performing arts – set design.					

DT & Food

Key Stage 3 Curriculum Plan

Year 8

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Students will carry out 2 of the 3 suggested projects. Half a year each. One lesson a fortnight.</p>	<p>Terms 1-3 <i>Students will do ONE of these projects.</i> Food – cultural foods DT – celebration Candle holder Graphics – chocolate boxes</p>			<p>Terms 4-6 <i>Students will do ONE of these projects</i> Food – cultural foods DT – celebration Candle holder Graphics – chocolate boxes</p>		
<p>Character curriculum</p>	<p>Confidence – Building the confidence using range of tools, equipment and resources Commitment – Maintaining focus and commitment to complete each project to a high standard. Courage – to seek advice if unsure and produce high quality work. To ask and answer questions. Curiosity – Exploring new skills and techniques. Understand foods from other cultures. Exploring careers. Courtesy – Being respectful whilst teachers are demonstrating and helping each other Compassion – Being inclusive when working in groups and being kind to others. Respecting each other's work</p>					
<p>Overview of Content</p>	<p><i>Food – Cultural foods.</i> Students will learn a mix of theory and practical work. Covering Health and Safety in the kitchen, develop their use of knives, and improve</p>	<p><i>DT – celebration Candle holder</i> Students will learn theory knowledge based on metals and resin casting. They continue to demonstrate how to be safe in the workshop and how</p>	<p><i>Graphics – Pop-up books.</i> Students will improve their knowledge and understanding of nets for packaging and work within a design brief. They will continue to</p>			

	<p>kitchen skills. Students will work through these recipes.</p> <p>Pizza Scone or Whirls American Muffins Tacos Bread rolls Halloumi Kebab skewers/noodles Jam Tarts</p>	<p>to use tools correctly. They will learn how to use hand saws, tin snips, pillar drill and hand files. Creativity is needed for the design of the candle holder. Students will apply the design on aluminum themselves.</p>	<p>learn how to use craft knives safely. Creativity is needed to make a successful packaging for chocolates. There is the option for a vacuumed form insert.</p>			
<p>Assessment (Type and Marks)</p>	<p>Practical (20) (based on their cooking skills) Theory (20) – knowledge test.</p>	<p>Practical (20) Based on their final block bot Theory (20) – knowledge test.</p>	<p>Practical (20) Based on their final pop-up book. Theory (20) – knowledge test.</p>			
<p>Knowledge Organizer available (Y/N)</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>			
<p>Cross curricular links</p>	<p>Maths (weighing and measuring), Art – creativity, Literacy – reading and understanding instructions and recipes. RE – cultural awareness</p>					

DT & Food
Key Stage 3 Curriculum Plan
Year 9

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6				
<p>DT - Students will carry out 4 projects across terms 1-6. 3 lessons per fortnight.</p> <p>Food – students will focus on nutrition, preparation and making food within a theme. One lesson per fortnight.</p>	<p>DT – all 4 projects will be covered across the whole year.</p> <p>Student choose DT as part of their mini options. Number of groups, is dependent upon choices.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Architecture</td> <td>Lamps</td> </tr> <tr> <td>Clocks</td> <td>Buggy</td> </tr> </table>						Architecture	Lamps	Clocks	Buggy
Architecture	Lamps									
Clocks	Buggy									
	<p>Food Preparation and Nutrition. Street Food theme.</p> <p>Students will cook approx. once a month. Lessons will rotate between theory and practical.</p> <p>Each y9 form group will experience FPN. This is not an option choice but a set lesson for the whole year group.</p>									
Character curriculum	<p>Confidence – Building the confidence using range of tools, equipment and resources</p> <p>Commitment – Maintaining focus and commitment to complete each project to a high standard.</p> <p>Courage – to seek advice if unsure and produce high quality work. To ask and answer questions.</p> <p>Curiosity – Exploring new skills and techniques. Understand foods from other cultures. Exploring careers.</p> <p>Courtesy – Being respectful whilst teachers are demonstrating, helping each other and respecting each other’s work.</p> <p>Compassion – Being inclusive when working in groups and being kind to others. Understanding that everyone will tackle problem solving differently.</p>									
Overview of Content	<p>Food Preparation and Nutrition</p> <p>Theory content will focus on the preparation of food and nutrition</p>	<p>DT – architecture</p> <p>Students will carry out a design and make project, where they will</p>	<p>DT – Clocks</p> <p>Based on the theme of Design Movements, students will research,</p>	<p>DT – Lamps</p> <p>Using nature as their inspiration (Biomimicry), students will design</p>	<p>DT – buggy.</p> <p>A fun project to end the year on – students can work in pairs to create a</p>					

	<p>involved with food and meals. This links well with Food science, sports nutrition and being independent as adults. Students will cook these dishes in the theme of Street Food;</p> <p><i>Pizza</i> <i>Marble traybake</i> <i>Veg/chicken Fajitas</i> <i>Focaccia bread</i> <i>Loaded nacho's</i> <i>Jamaican Jerk Chicken</i> <i>Crepes</i> <i>Burgers with relish/sweet potato chips.</i></p>	<p>design a café for TDA based on inspiration from a chosen designer. Research is required, creativity and model making skills. Practical skills may include; net structures, vacuum forming, paper mâché, joining and decorating.</p>	<p>design and make their own clock out of acrylic. The design must be produced on CAD (Computer Aided Design) using 2D Design and then laser cut out of acrylic. Students will finish and assemble their clocks.</p>	<p>and make a working lamp. Students will develop their workshop skills in; Marking out, cutting, shaping, drilling, soldering and decorating.</p>	<p>buggy or monster truck to race against each other. Skills will include; Creativity, electronics and soldering, track design, vacuum forming, net structures and teamwork.</p>	
Assessment (Type and Marks)	<p>Practical (20) (based on their cooking skills) Theory (20) – knowledge test.</p>	<p>Practical (20) Based on their final block bot Theory (20) – knowledge test.</p>	<p>Practical (20) Based on their final pop-up book. Theory (20) – knowledge test.</p>	<p>Practical (20) Based on their final pop-up book. Theory (20) – knowledge test.</p>	<p>Practical (20) Based on their final pop-up book. Theory (20) – knowledge test.</p>	
Knowledge Organizer available (Y/N)	Yes	Yes	Yes	Yes	Yes	
Cross curricular links	<p>Maths (weighing and measuring), Art – creativity, Literacy – reading and understanding instructions and recipes. RE – cultural awareness. Food science/sports nutrition – Food theory. Engineering - DT projects. Electronics – Lamps and buggy projects.</p>					

GCSE DT - AQA

Key Stage 4 Curriculum Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>YEAR 10 Students will undertake mini projects to develop knowledge and skills before embarking on their coursework.</p>	<p>Flat pack project – design and make a scaled model of a flat packed children’s chair, from card.</p>	<p>Ventura project – national competition, designing and making for the Design Museum in London.</p>		<p>Decorative box project. Small wooden box, different corner joints, decorative lid.</p>	<p>Coursework (NEA) introduced after June 1st, pre-set contexts.</p>	
<p>YEAR 11 Coursework and revision until final exam in the summer.</p>	<p>Coursework (NEA) – working through 6 sections. Design and make project.</p>				<p>Revision Final preparation for final exam.</p>	<p>Exam</p>
	<p>Theory content – course specification content to be covered alongside coursework.</p>					
<p>Character curriculum</p>	<p>Confidence – Building the confidence using range of tools, equipment and resources, developing from KS3. Commitment – Maintaining focus and commitment to complete each project to a high standard. Commitment to working independently. Courage – to seek advice if unsure and produce high quality work. To ask and answer questions. To use new equipment, tools and machines. Curiosity – Exploring new skills and techniques. Develop understanding of materials, joining methods, finishes, electronics and sustainability. Courtesy – Being respectful whilst teachers are demonstrating, helping each other and respecting each other’s work. Compassion – Being inclusive when working in pairs/groups and being kind to others. Understanding that everyone will tackle problem solving differently. Show kindness to others project ideas and designs.</p>					

Overview of
Content

Coursework (NEA) – Substantial design and make task

- Assessment criteria:

A/ Identifying and investigating design possibilities B/ Producing a design brief and specification C/ Generating design ideas
D/ Developing design ideas E/ Realising design ideas F/ Analysing & evaluating

- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

Theory –

- **Core technical principles**, to include; new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties.
- **Specialist technical principles** (Each specialist technical principle should be delivered through at least one material category or system.) selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.
- **Designing and making principles**, investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes.

Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.

Maths context includes; Arithmetic and numerical computation, Handling data, Graphs, Geometry and trigonometry.

Science context; Use scientific vocabulary, terminology and definitions, Life cycle assessment and recycling, Using materials.

Assessment (Type and Marks)	<p>Coursework (NEA)</p> <table border="1"> <tr> <td>A01</td> <td>A</td> <td>Identifying & investigating design possibilities</td> <td>10</td> </tr> <tr> <td>Identify, investigate & outline design possibilities</td> <td>B</td> <td>Producing a design brief & specification</td> <td>10</td> </tr> <tr> <td>A02</td> <td>C</td> <td>Generating design ideas</td> <td>20</td> </tr> <tr> <td>Design & make prototypes that are fit for purpose</td> <td>D</td> <td>Developing design ideas</td> <td>20</td> </tr> <tr> <td></td> <td>E</td> <td>Realising design ideas</td> <td>20</td> </tr> <tr> <td>A03</td> <td>F</td> <td>Analysing & evaluating</td> <td>20</td> </tr> <tr> <td>Analyse & evaluate</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Total</td> <td></td> <td>100 marks</td> </tr> </table> <p>EXAM</p> <p>Paper 1 100 marks</p>						A01	A	Identifying & investigating design possibilities	10	Identify, investigate & outline design possibilities	B	Producing a design brief & specification	10	A02	C	Generating design ideas	20	Design & make prototypes that are fit for purpose	D	Developing design ideas	20		E	Realising design ideas	20	A03	F	Analysing & evaluating	20	Analyse & evaluate					Total		100 marks
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Cross curricular links	<p>Maths – percentages, measuring & dimensioning, scale/ratio, costings, Art – creativity, painting, drawing/sketching, textiles Literacy – reading and understanding instructions, annotating, describing/analysing, discussing ideas, RE – cultural awareness/sensitivity, Geography – sustainability/environmental issues. Science – use of materials, recycling.</p>																																					

GCSE FPN (Food Preparation & Nutrition) - AQA

Key Stage 4 Curriculum Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>YEAR 10 Students will undertake</p> <p>before embarking on their coursework.</p>	<p>Unit 1 Protein Food science experiments</p>	<p>Unit 1 Protein Unit 2 Fat Food Science</p>	<p>Unit 2 Fat Food science experiments</p>	<p>Unit 3 Carbohydrate Y10 Mock written exam 50% (March)</p>	<p>Unit 3 Carbohydrate Y10 Mini NEA2 Task – 35% = 70 marks</p>	<p>Unit 4 Vitamins & Minerals Y10 mini NEA2 task deadline</p>
<p>YEAR 11 Coursework and revision until final exam in the summer.</p>	<p>Review of key components - nutrition Skills development (1st September) NEA1 Food investigation Task released 15% = 30 marks</p>	<p>Review of key components – Food choice and provenance Y11 Mock written exam (November)</p>	<p>Review of key components – food safety Y11 NEA2 Food preparation task Released (1st November)</p>	<p>NEA2 deadline (April) Revision all sections</p>	<p>Revision all sections</p>	<p>Written Exam 50% = 100 marks</p>
<p>Character curriculum</p>	<p>Confidence – Building the confidence using range of skills, techniques, equipment and resources, developing from KS3. Commitment – Maintaining focus and commitment to complete each section to a high standard. Commitment to working independently and practicing skills outside of lessons. Courage – to seek advice if unsure and produce high quality work. To ask and answer questions. To use new equipment & processes. Curiosity – Exploring new skills and techniques. Develop understanding of methods of preparing food and the nutrition for meals. Courtesy – Being respectful whilst teachers are demonstrating, helping each other and respecting each other’s work. Compassion – Being inclusive when working in pairs/groups and being kind to others. Understanding that everyone will tackle problem solving differently. Show kindness to others project ideas and designs.</p>					

<p>Overview of Content</p>	<p>Coursework (NEA) –</p> <p>Task 1: Food investigation (30 marks)</p> <p>Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>Task 2: Food preparation assessment (70 marks)</p> <p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p> <hr/> <p>Theory – Food preparation skills – these are intended to be integrated into the five sections:</p> <ol style="list-style-type: none"> 1. Food, nutrition and health - Weigh and measure, Prepare ingredients and equipment, Select and adjust cooking times, Test for readiness, Judge and modify sensory properties, knife skills for variety of foods, use of cooker & equipment, cooking methods, prepare/combine and shape ingredients, sauce making, tenderise & marinade, making dough, raising agents, setting mixtures. Learn about proteins, fats, carbohydrates, micronutrients (vitamins, minerals), nutritional needs & health, diet/nutrition & health. 2. Food science - Cooking of food and heat transfer, Selecting appropriate cooking methods, Functional and chemical properties of food (proteins, carbohydrates, fats & oils, fruit & veg, raising agents). 3. Food safety - Food spoilage and contamination, Microorganisms and enzymes, The signs of food spoilage, Microorganisms in food production, Bacterial contamination, Buying and storing food, Preparing, cooking and serving food. 4. Food choice - Factors which influence food choice, Food choices, Food labelling and marketing influences, British and international cuisines, Sensory evaluation. 5. Food provenance - Environmental impact and sustainability of food, Food Sources, Food and the environment, Sustainability of food, Food production, Technological developments associated with better health and food production, Food preparation and cooking techniques.

Assessment (Type and Marks)	<ul style="list-style-type: none"> • Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. • Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. • Written exam: 1 hour 45 minutes. 100 marks. 50% of GCSE 					
Cross curricular links	<p>Maths – weighing, measuring, temperatures, Literacy – reading and understanding instructions, annotating, describing/analysing, discussing, RE – cultural awareness/sensitivity, Science – food science, nutrition, chemical properties of food, diet and health.</p>					