



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Reporting Y7	CfCs	BfL & LAL		BfL & LAL		BfL & LAL	
Year 7	<p>DT FOOD: Students will cover this content over two thirds of the year. Identify the terms - 'nutrients', 'function' and 'sources'. Identify the sections of the Eatwell Guide and sources, in particular fruit and vegetables and milk, exploring the comparison of milk with other drinks. Identify basic hygiene rules and apply this to practical work. Explain how to use cookers efficiently and relate this to saving energy and reducing the carbon footprint. Demonstrate correct weighing and measuring and calculate measurements in practical situations. Explain the importance of the Red Tractor Logo relating it to the environment and the local economy. Recognise the importance of using seasonal ingredients in terms of food miles and the carbon footprint. ASSESSMENT 1: STUDY A RECIPE AND EXPLAIN HOW TO MAKE IT MORE ENERGY EFFICIENT. ASSESSMENT 2: DESCRIBE WHY CONSUMERS SHOULD BUY PRODUCTS WITH THE RED TRACTOR LOGO. ASSESSMENT 3: DESIGN A PIZZA AND IDENTIFY THE MAIN SOURCES OF NUTRIENTS. PRACTICAL ASSESSMENTS: FAJITAS AND PIZZA. Practical skills: Weighing and measuring, use of grill, cutting techniques, peeling, frying, simmering and boiling, blending, cracking an egg, dividing, use of oven, baking, preparation of meat, assembling, grating, draining, rubbing in, use of a scone dough, cutting out shapes, glazing, kneading, rolling out, use of pasta machine, shaping.</p>			<p>DT TEXTILES: Students will cover this content over one third of the year. Product analysis. Looking at other cultures for design inspiration, design specification & ideas, machine & skills test. Practical: Cutting shapes neatly, hand and machine skills, zip insertion. Numeracy: Scaling template shapes. Sustainability: Pattern layout to utilise materials for less waste. Planning For making: each lesson-consider new stage for independent learning. Evaluation: Self assessment and peer assessment.</p>			Curriculum Enrichment Week
Reporting Y8	CfCs	BfL & LAL		BfL & LAL		BfL & LAL	
Year 8	<p>DT FOOD: Students will cover this content over two thirds of the year. Explore the term 'culture' and foods from different cultures including religious food laws. Identify important temperatures related to food hygiene, cooking and storage. Identify the sections of the Eatwell guide, the main functions of macro and micro nutrients and identify the 8 tips on healthy eating. Understand the sources and structure of carbohydrates and explain slow and quick release energy. Analyse and compare the nutritional value of different products. Understand the traffic light system of food labelling and the RNI related to values and percentages. Use sensory profiles to compare the taste of products and come up with ideas. Using the 8 tips on healthy eating and nutritional knowledge explain the adaptations and health effects for a given recipe. Understand the term energy balance. Apply knowledge of food hygiene and temperature control to produce a HACCP system for a given food product. ASSESSMENT 1: EXPLAIN WHY IT IS IMPORTANT TO KEEP FOODS OUT OF THE DANGER ZONE. ASSESSMENT 2: COMPARE AND ANALYSE THE NUTRITIONAL VALUE OF DIFFERENT PRODUCTS. ASSESSMENT 3: PRODUCE A HACCP SYSTEM FOR A GIVEN FOOD PRODUCT. PRACTICAL ASSESSMENTS: PASTA BAKE AND CHICKEN NUGGETS AND WEDGES. Practical skills: Use of yeast, kneading, shaping, glazing, proving, cutting techniques, frying, simmering, boiling, all in one method, use of electric hand mixer, lining a tin, portioning, all in one sauce method, draining, grating, preparation and cooking chicken, using food processor to make bread crumbs, baking.</p>			<p>DT TEXTILES: Students will cover this content over one third of the year. Product analysis. Students look at existing products to consider the overall quality and fit for purpose. Group task to investigate fabric properties to help determine most suitable fabric for their task, sustainability taken into consideration. Designing and annotating ideas for project, taken into consideration their research. HWK task: To research the traditional Japanese kite festival 'Koinobori'. Practical: Numeracy-scaled drawings, creating 3D shape. Techniques - applied decoration, use of sewing machine for construction. Use of a recycled component. Planning For making: each lesson-consider new stage for independent learning. Evaluation: Self assessment and peer assessment.</p>			Curriculum Enrichment Week
Reporting Y9	CfCs	BfL & LAL		BfL & LAL		BfL & LAL	
Year 9	<p>DT FOOD: Students will cover over two thirds of the year. Identify the sections of the Eatwell guide and the nutrients they provide, identify the main nutritional points of the 8 tips on healthy eating, using the information to analyse the nutritional success of a given dish. Understand the chemical structure of carbohydrates and relate this to their function in the body including the importance of dietary fibre in the diet. Identify the benefits of fruit and vegetables in the diet and how vitamin C can be maintained during the cooking process. Understand the term energy dense and use this to demonstrate how the diet can be adapted to be more healthy. Understand the term target market and design a pizza to meet their nutritional needs. Understand the structure of proteins and relate this to HBV and LBV and the use of complementary proteins in the diet. understand the role of fat in the diet and the main food intolerances and food allergies. Understand the term energy balance and the factors affecting obesity and its detrimental effects. Identify high and low risk foods and food safety. Identify the main points and demonstrate the four cake making methods. Explain the use of standard components. ASSESSMENT 1: EVALUATE THE NUTRITIONAL VALUE OF A GIVEN DISH AGAINST THE GOVERNMENT ADVICE ON HEALTHY EATING. ASSESSMENT 2: EXPLAIN HOW THE DESIGN OF A FOOD PRODUCT MEETS THE NEED OF A TARGET MARKET. ASSESSMENT 3: DESCRIBE THE TERM ENERGY BALANCE AND ITS EFFECT ON OBESITY AND RESULTING DIETARY PROBLEMS. PRACTICAL ASSESSMENTS: STIR FRY, PIZZA, VICTORIA SPONGE. Practical skills: Higher level skills of vegetable cuts, frying, simmering, draining, roasting, cooking couscous, use of a kettle, stir frying, blended sauce, forming meat, portioning, kneading, rolling out, grating, baking, whisking, creaming, melting and rubbing in cake methods, use of standard component - puff pastry.</p>			<p>DT TEXTILES: Students will cover this content over one third of the year. Initially focusing on mass production & manufacturing processes related to the fashion industry-concentrating mostly on the sustainable impacts and positive alternatives. Test: Students are set a GCSE D&T exam style question-giving them the opportunity to gain experience when answering an extended written task. Culture: Students study various patterns from around the world and consideration is made to the 20th century designer and movement: Arts & Crafts, iconic designer 'William Morris'-good subject knowledge for students wanting to study GCSE D&T or Art & Design Textiles. Practical: Surface decoration techniques- Suitable knowledge and experience for students wanting to study GCSE D&T or Art & Design Textiles. • Image transfer • Embellishment • Mark making • Screen printing • Block printing Designing for a specific target market: Students design a product to be upcycled from denim to limit landfill waste and the use of new resources. CAD for student knowledge of CAM for global design. Planning for making and practical. Evaluation: Self assessment and peer assessment.</p>			Curriculum Enrichment Week



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reporting Y10	CfCs		Bfl & Grades		CfCs		Bfl & Grades		Bfl & Report			
Year 10	<p>AO4: Know how food can cause ill health. Students to identify sources and types of contamination. Identify the conditions needed for microbe growth and, in particular, important temperatures in food storage and preparation. Identify high and low risk foods. Apply information to HACCP systems. Identify the main types on bacteria and explore their sources, symptoms, onset and incubation times, using this information to solve given scenarios. Identify food poisoning symptoms and those most at risk. Understand the importance and how to identify food allergies and intolerances, including visible and invisible signs.</p> <p>ASSESSMENT: EXAM QUESTIONS</p>		<p>AO1: Understand the environment in which hospitality and catering providers operate. Identify types of catering establishments including commercial and non commercial. This information will be applied in AO5 for exam practice. Identify standards and ratings. Identify the job roles and personal attributes of staff within hospitality including the kitchen brigade. Identify types of contracts, working terms and training. ASSESSMENT: EXAM QUESTIONS</p>		<p>AO3: Understand how hospitality and catering provision meets health and safety requirements. Identify responsibilities of employers and employees under the following Acts. HASAWA, COSSH, RIDDOR, MHOR, PPER. Identify risks and controls related to personal safety. Create risk assessments applying information from what they have learned.</p> <p>ASSESSMENT: EXAM QUESTIONS</p>		<p>AO2: Understand how catering and hospitality catering provision operates. Describe the operations of front and rear of house relating to layout, workflow and operation activities including dress codes. Identify the equipment and materials used. Explain the types of documentation and administration including stock control. Consider safety and security in hospitality and catering establishments. Identify the factors that affect customer satisfaction.</p> <p>ASSESSMENT: EXAM QUESTIONS</p>		<p>AO5: Exam preparation. Revise content of AO 1,2,3 and 4. Use information from AO1 to suggest provision for different customer groups. Cover environmental factors and sustainability. Identify success factors.</p>		<p>Continued revision and exam practice.</p>	
Reporting Y11	CfCs & Grades		Rep & Grades		CfCs & Grades		Bfl & Grades					
Year 11	<p>Introduction to UNIT 2 / Controlled Assessment: Identify the sources and functions of the main micro and macro nutrients and the government advice on healthy eating. Describe the effects of cooking methods on the nutritional value of food. Compare the nutritional needs of dietary groups.</p> <p>Assessment criteria 1.1: Describe the functions of nutrients in the human body. Assessment criteria 1.2: compare the nutritional needs of specific dietary groups.</p> <p>Assessment criteria 1.3: Explain the characteristics of unsuitable nutritional intake.</p>		<p>Assessment criteria 2.1: Explain the factors to consider when proposing dishes for the menu. Assessment criteria 2.2: Explain how dishes on a menu address environmental issues.</p> <p>Assessment criteria 2.3: Explain how dishes meet the needs of the customer.</p> <p>Assessment criteria 2.4: Plan production of dishes for a menu.</p> <p>Assessment criteria 3: Practice practical outcomes.</p>		<p>Assessment criteria 3: Continue to practice dishes.</p> <p>Practical assessments.</p>		<p>Practical assessments. Complete Assessment criteria 1 and 2.</p>		<p>Revision and exam practice for retake of exam.</p>			

Work Experience Week



		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reporting Y10		CfCs		BfL & Grades		CfCs		BfL & Grades		BfL & Report			
Year 10	<p>Introductory phase. Introduce students to a range of materials, experimental techniques and processes and give them the opportunity to:</p> <ul style="list-style-type: none"> • explore practical activities • make connections with the work of textile artists, craftspeople and designers • integrate the use of drawing and written annotation into working practice • respond to a given starting point(s) • understand assessment objectives by having them explained, identified and exemplified • develop and present work in any appropriate format such as sketchbooks, worksheets or through sample and design journals. 	<p>Natural Forms. Students will be given a range of subject matter to draw from, all derived from nature. They will explore different ways of working in their sketchbooks to help with AO3. Techniques gained through various workshops and relevant to each task, will include: lino/mono and screen print, Applique, felting, all to create various backgrounds to be embellished with stitch or another appropriate layer. This will help with AO2. Each short task will research the work of relevant artist to analyse and work in the style of, to help with AO1. Students will be asked to choose from one of the given tasks to design a final outcome, this will help with AO4.</p> <p>Numeracy: Scale and repeated patterns.</p>		<p>Architecture: first sustained project focusing on all assessment objectives. AO1-Students study and respond to the work of three artist/designers. AO2 & 3 - Using their own primary research create samples using different materials and techniques. AO4 - Present a personal and meaningful response that makes links to three artist/ designers. Students must think about colour choices, trends, pattern placement, proportion, materials and appropriate techniques Could be a garment, accessory (bags, jewellery), art piece or for interiors.</p> <p>Students to review their work so far and review their progress. Students discuss their course of study to date to review their progress, challenges and successes. They discuss the assessment objectives and how they have been evidenced in work to date</p>		<p>Evaluation-opportunity to refine practical work or developed sketchbook work through feedback.</p>		<p>Continuation of Component 1- building on techniques and developing ideas, to build on students confidence to work and develop ideas independently. Researching 1950s textile design: abstract shapes, exploring various print techniques-lino, mono, screen and CAD.</p>		<p>Summer Homework</p> <p>Work Experience Week</p>			
	<p>Year 11</p>	<p>Introduction to Year 11 Project-Portraits. Students are reminded of the assessment objectives. They will start by an initial mind map of ideas to explore the initial possibilities for their 2nd sustained project.</p>		<p>Portraits: Component 1- sustained project focusing on all assessment objectives. AO1- Students study and respond to the work of three artist/ designers. AO2 & 3 - Using their own primary research create samples using different materials and techniques. AO4 - Present a personal and meaningful response that makes links to three artist/ designers. Students must think about colour choices, trends, pattern placement, proportion, materials and appropriate techniques Could be a garment, accessory (bags, jewellery), art piece or for interiors. Students to review their work so far and review their progress. Students discuss their course of study to date to review their progress, challenges and successes. They discuss the assessment objectives and how they have been evidenced in work to date.</p>				<p>Continuation of Component 1-sustained portraits project. Students are encourage to use a combination of techniques through their own developed ideas AO2 & 3.</p>				<p>Component 2: Year 11 Exam-NEA. Students are reminded of the assessment objectives. They will start by an initial mind map of ideas to explore the initial possibilities for their exam task.</p>	
Reporting Y11		CfCs & Grades		Rep & Grades		CfCs & Grades		BfL & Grades					