



Woodlane High School

achieving success in a nurturing environment

Subject Policy: Design and Technology

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Rationale – What is the evidence base for selected strategies and curriculum choices?

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. Please review our Teaching and Learning Policy for further information on our whole school approach and evidence informed practice. We have selected 3 subject specific areas of focus to highlight our evidence informed practice, as follows:

Developing self-efficacy in our learners:

In the DT department, we recognise that our learners come to us with a wide range of backgrounds and barriers to learning. We aim to support our learners to develop self-efficacy in the kitchen during practical DT Food lesson, as part of key practical components of the WJEC Preparation for work qualification and GCSE Textile Design lessons.

Self-efficacy can be defined as *“people’s judgements of their capabilities to organise and execute courses of action required to attain...”* (Bandura, 1986, p. 391). In terms of our learners at Woodlane, this means, we want pupils to be equipped to respond positively to the question “Can I do this?”.

This is promoted through the following steps:

- Tasks that are challenging but achievable (carefully planned recipes that focus on skill progression over time).
- Peer support and modelling, with pupils in Key Stage Three supporting each other to complete recipes.
- Specific verbal feedback during cooking sessions that views mistakes as useful learning opportunities, celebrates success and sets goals.
- Pupils self-assess all of their recipes to reflect on their learning, recognising what they did well and what they could do even better next time after reflecting on their learning.
- Pupils are given opportunities in the kitchen to solve problems themselves before adult intervention.
- Sharing teacher self-efficacy stories, for example, skills that the teachers have had to work hard to develop over time.
- Pupils are given starting points in Textile Design which enables them to explore independently from an initial idea into a personal journey.
- Pupils are taught key skills and techniques at the beginning of the course to which they choose to adopt and develop as their work progresses; pupils choose the techniques most suited to their ideas.
- Pupils are given quality exemplar material to inform their ideas and projects.
- Specific feedback at key points of individual projects supports pupil’s autonomy throughout personal portfolios of work.
- Projects are themed around pupil interests and kept broad to allow pupils to self-govern next steps and problem solve how they can expand their ideas.

Linnenbrink, E.A (2003) states that” *Students who positive and relatively high self-efficacy beliefs will be more likely to be engaged in the classroom in terms of their behaviour, cognition and motivation*”.

Using effective verbal feedback in practical lessons:

At Woodlane, we use a range of feedback methods as part of our feedback and marking policy. Within the DT department, as it is a practical-based subject, we place a particular emphasis on effective use of verbal feedback. Velda Elliott, et al., (2020) states that it...”*is possible to tune spoken feedback to the student based on their understanding in the moment, that it focuses on next steps*”. This is particularly valued during practical sessions as the impact is immediate and can result in a markedly different outcome for the pupil.

Education Endowment Fund (2021) report exploring Teacher Feedback to Improve Pupil Outcomes, suggests that effective feedback:

- Links back to learning objectives and links back to prior learning.
- Is appropriately timed.
- Defines action points for pupils to work towards.
- Gives pupils opportunities to work towards these action points.
- May be supported visually (through modelling or through showing previously completed work for example)
- Is succinct and clear.

As part of the GCSE Textile design course timely verbal feedback is instrumental in ensuring pupils can refine their skills in order to progress through the specification of the course. Pupils rely on verbal feedback in the form of coached conversations and commentated demonstrations to improve their understanding of how to improve their work.

Intent – What is Woodlane aiming to achieve through its Design and Technology curriculum?

- To develop their creativity through a variety of innovative and practical activities.
- To engage in an iterative process of designing and making.
- To get the understanding and skills to work in a range of domestic and local context for example, the home, health, leisure and culture) and industrial contexts (food and fashion).
- Select from and use specialist tools, techniques, processes, equipment and machinery precisely.
- To select from and use a wider, more complex range of materials, and components, considering their properties
- To ensure all pupils leave Woodlane with a Design and Technology qualification which reflects the best of their ability.

Implementation – *How is the Woodlane DT curriculum delivered?*

Curriculum Delivery

- Pupils have full access to the Cooking and Nutrition element of the National Curriculum which is differentiated to meet pupils' learning needs and styles.
- The Food Science curriculum is designed to be challenging, appropriate to each pupil's stage of development.
- The Food Science Curriculum offers opportunities for cross-curricula learning, to ensure pupils make significant personal development, including:
 - ✓ Creative lessons in nutrition and digestion linked to Science
 - ✓ Pupils will have the opportunity to participate in hands on cooking at least once per week
 - ✓ SaLT strategies/Word Aware integrated in to teaching
 - ✓ Development of Maths through the use of standard units in cooking
 - ✓ Food links for theme days
 - ✓ Nutritional education through assemblies
 - ✓ Cooking competitions including the in-school MasterChef competitions
 - ✓ After school cooking club
 - ✓ Educational visits; including shops, museums, restaurants and markets.
- The KS3 Food Technology curriculum is taught through 1.6 hours contact time per week in Years 7 and 8 and 2.5 hours in Year 9, averaging 8% of curriculum time.
- The KS4 BTEC Level 1 and Level 2 Home Cooking Skills, KS4 Textile Design GCSE course and the WJEC Preparing for Work qualification are taught through 2.5 hours contact time per week in Year 10 and 1.6 hours in Year 11, averaging 10% of curriculum time.

The KS4 Textile Design and WJEC preparing for work courses offer a wide range of opportunities for pupils to engage in cross curricular learning through the cultural and contextual structure of the course.

- ✓ Textile workshops as part of all subject Theme Days including Art, Maths, Languages and Science.
- ✓ Contextual sources from a range of Artists, Designers, Painters, Photographers, illustrators and
- ✓ Craft Club- inspired by a range of Textile/Art practitioners
- ✓ Projects and skills inspired by cultural influences and practice
- ✓ Skills based projects requiring problem solving and teamwork
- ✓ Artist transcription and analysis
- ✓ Educational visits; including shops, museums, haberdasheries, landmarks.
- ✓ Multi -sensory visuals and materials
- ✓ Independent research
- ✓ Development of Maths through the use of measurement tools for construction of 3D textiles
- ✓ SaLT strategies/Word Aware integrated in to teaching

- ✓ Life skills; embroidery and the repairing and construction of garments and 3D textiles, cooking and food hygiene, planning a journey, workplace roleplay.
 - ✓ Basic Food and preparation skills
 - ✓ Health and Safety in a professional environment e.g., workshop, kitchen.
 - ✓ CV writing and interview technique.
- The Design and Technology curriculum is designed to build and expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas (view our Design and Technology curriculum map in appendix).
 - We offer a range of qualifications, which are selected to appropriately challenge, based on each pupil's stage of development, including:
 - ✓ BTEC Level 1 and 2 Home Cooking Skills
 - ✓ Preparing for work Entry level 2 and 3 WJEC
 - ✓ Textile Design AQA GCSE
 - ✓ Non-Qualification Food, Hygiene and life skills-based units for learners unable to access BTEC Level 2 Home Cooking Skills (AQA Unit award Scheme)
 - It is important for us that pupils learn healthy habits, nutritional information and are informed to make the right choices we also aim for pupils being independent when preparing food.
 - We provide additional extra-curricular activities after school, including:
 - ✓ Cooking club
 - ✓ Theme days

Teaching and Learning

- Our pupils are taught by experienced teachers from Year 7-11, with a background in supporting delivering Science and DT to learners with SEND.
- The Design and Technology curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation is implemented when required.
- Design and Technology homework is provided on a standardised format and is differentiated to provide the appropriate level of challenge, using 'all', 'most' and 'some'.
- In Design and Technology, we have a 3-tiered approach to supporting a pupil's learning, including:

Universal – this is the teaching your child will receive from the Design and Technology subject teachers and will include adaptations to match learning needs. All classes:

- ✓ are supported by a teaching assistant (TA);
- ✓ have a maximum of 12 pupils per class to ensure there is a high level of support available from the teacher and TA;
- ✓ are multi-sensory;
- ✓ are dyslexia friendly;
- ✓ integrate speech, language and communication support;
- ✓ are supported either directly or indirectly by speech and language therapists.

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

Assessment

- Practical work is thoroughly recorded to recognise achievement and showcase development of skills over time in Design and Technology.
- Our bespoke Flight Path is used to track the progress of pupils in Design and Technology and determine expected outcomes from different starting points.
- Design and Technology teachers use a range of formative and summative assessment procedures to assess progress and attainment, including:
 - ✓ daily marking;
 - ✓ self/peer assessment;
 - ✓ completing practise exam questions
 - ✓ practical tasks
 - ✓ informal/formal examinations;
 - ✓ B-Squared etc.

Impact – *What difference is the DT curriculum making on pupils?*

- The vast majority of pupils meet or exceed their expected progress in Design and Technology.
- The vast majority of pupils meet or exceed their expected outcomes in Design and Technology (external qualifications).
- The vast majority of pupils leave Woodlane with at least one formally recognised Design and Technology qualification. Many pupils meet mainstream entry requirements at post-16 where they study a range of different qualifications and subjects following high achievement in Design and Technology at Woodlane. Pupils

who move on to post-16 provision are often able to join a mainstream environment following successful completion of the GCSE or WJEC Preparation for Working Life Design and Technology qualifications.

- Food Design and Technology curriculum is embedded into subjects such as Science, PE and Maths through the learning of ratios, proportions, statistics, rates of changes and nutrition and digestion.
- Pupils are well-prepared for the next stage of their education.
- Analysis of Design and Technology outcomes and pupil progress indicates that there is little statistical significance between key groups. Where any small differences are identified strategies are implemented swiftly.
- Functional skills and life-skills are embedded in the Design and Technology curriculum and are personalised for each pupil.

* Please see annual SEF/SIP for further details.

Appendix

DT Curriculum Map – *What will the pupils learn and when?*

Year 7 Food		Autumn A	Autumn B	Spring C	Spring D	Summer E+F
Content		Health and Safety, Healthy Eating, Cooking skills.	Seasonal food, where food comes from, Cooking skills.	Food sources, Dietary needs, Cooking skills.	Sensory evaluation, Product analysis, Modified recipes.	Food Choice and Meal making.
Skills	All	<ul style="list-style-type: none"> -Recognise, name and locate equipment in the food room. -Apply health and safety practices -Describe the principles of The Eatwell Guide and relate it to their own diet. -Compare and discuss existing products. -Be aware of the 8 tips of healthy eating and the 5 a day message. -Define sensory testing and list the sensory descriptions. 	<ul style="list-style-type: none"> -Understand that food comes from different places around the world. -Prepare and cook a dish using seasonal ingredients. -Name the principles of food safety and hygiene. -Investigate the effects of cooking vegetables. 	<ul style="list-style-type: none"> -Explain where milk, dairy foods, beans, pulses, fish, eggs, meats come from. -Use a range of small equipment safely. -Apply the principles of food safety and hygiene when cooking. -Discuss the food choices available for vegetarians. -Investigate the characteristics of certain foods when heat is applied. 	<ul style="list-style-type: none"> -Suggest ways in which recipes can be modified. -Perform a simple product analysis and sensory evaluation and record results. -Cook and evaluate a dish. -List and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> -Identify some of the factors that can affect food choice. -Identify ways in which food can be made appetising. -Identify the nutritional requirements for teenagers and design a suitable main meal dish. -Prepare and cook a savoury main meal dish. -Demonstrate the skills of vegetable preparation and controlling heat. -Demonstrate basic understanding of spices and herbs in flavouring a dish and the skills of vegetable preparation, sautéing and simmering. -Demonstrate basic skills of combining, forming and shaping. -Evaluate their design against specified criteria.
	Most	<ul style="list-style-type: none"> -Name the main nutrients and their functions in the body. -Apply the 8 tips for healthy eating and the 5 a day message to their own diet. -Define sensory testing -Compare and evaluate existing products and describe their findings. -Demonstrate the safe use of knives and explain the method used to cut food safely. 	<ul style="list-style-type: none"> -Demonstrate the safe use of kitchen equipment when cooking. -Understand origin of food and seasonality. -Prepare and cook a dish explaining the methods used. -Investigate and evaluate the effects of cooking vegetables. 	<ul style="list-style-type: none"> -Explain the production and processing methods used to obtain dairy, beans, etc. -Explain how consumer demand influences availability. -Compare and evaluate a range of dairy products. -Calculate the cost of the dish and make a comparison -State examples of how vegetarians can meet their dietary needs. 	<ul style="list-style-type: none"> -Create their own modified recipes. -Perform a product analysis including, functional properties of the ingredients and interpret the results. -Write and evaluate a specification. -Prepare and cook a dish, explaining the method, evaluate and summarise results. 	<ul style="list-style-type: none"> -Describe ways in which food can be made appetising. -Prepare and cook a savoury main meal dish and explain the methods used. -Demonstrate accurate vegetable preparation skills and heat control. -Name alternative herbs and spices that could be used in flavouring a dish. -Accurately demonstrate the skills of combining, forming and shaping. -Evaluate their dish design against specified criteria and summarise the results.
	Some	<ul style="list-style-type: none"> -Recognise that the amount of energy and nutrients provided by food depends on the portion eaten. -Independently implement the principles of food safety and hygiene when cooking. -Demonstrate the safe use of knives and explain how adaptations can be made. 	<ul style="list-style-type: none"> -Prepare and cook a dish explaining adaptations made. -Summarise how to reduce the loss of nutrients from cooking vegetables. -Explain and summarise the factors that affect food choice. -Demonstrate accurate measuring of ingredients. 	<ul style="list-style-type: none"> -Compare products and assess advantages and disadvantages, using a range of techniques and summarise their findings. -Explain how consumer demand influences availability. -Calculate the cost of the dish, make a comparison to commercial prices and summarise the differences. 	<ul style="list-style-type: none"> -Investigate and explain the characteristics of foods in cooking, stating advantages and disadvantages. -Independently create their own modified recipes. -Interpret and summarise the results of a product analysis. 	<ul style="list-style-type: none"> -Independently demonstrate accurate vegetable preparation skills and heat control when sautéing and simmering. -Explain the nutritional requirements for teenagers and design a suitable main dish to meet specified criteria. -Identify and use alternative herbs and spices to design and create their own dish. -Independently demonstrate the skills of combining, forming and shaping.

		-Compare and evaluate existing products and how testing can be carried out.	-Understand and describe where a range of foods are from and how can we use them in different ways.	-Explain the advantages and disadvantages of consuming a vegetarian diet.		-Evaluate their design against specified criteria, summarise the results and make recommendations for any modifications.
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Year 8 Food		Autumn A	Autumn B	Spring C+D	Summer E+F
Content		Eatwell Guide and Nutrients in a Diet, Energy balance, Cooking skills.	Carbohydrates its sources, types and functions, Cooking skills.	Macronutrients: Proteins and their functions. Micronutrients: Fruits and vegetables.	Diet and Health, Healthy Options, International Cuisine.
Skills	All	<ul style="list-style-type: none"> -Recall and apply the principles of food safety and hygiene. -Recall the principles of The Eatwell Guide and name the nutrient groups. -Understand the importance of hydration. -List sources of Energy -Understand Energy and why it is needed. -Understand how energy needs change through life stages. -Understand Energy balance and consequences of an imbalance. 	<ul style="list-style-type: none"> -State the main sources of carbohydrate. -Create a food label for a dish. -List the dietary recommendations for carbohydrates -Name a variety of bread products available to the consumer. -Name the ingredients used in bread making. -Compare and evaluate a range of products. 	<ul style="list-style-type: none"> -List the sources, types and function of protein in the diet. -List the dietary recommendations for protein. -Demonstrate the skills needed to prepare and cook a main meal dish using one or more ingredients that provides a source of protein. -State the function of eggs in cooking. -List the main macronutrients. -List the main micronutrients. -Calculate the nutritional profile and compare the effect of using alternative ingredients. -Plan and cook a dish suitable for a school lunch to help meet the nutritional needs of young adolescents. -Use of the hob safely. 	<ul style="list-style-type: none"> -Demonstrate the preparation of fruit, a rubbed in mixture and using the oven safely. -Create a recipe card that includes a nutritional profile. -Demonstrate the preparation of meat or fish, the use of herbs and spices, cooking rice/pasta. -Plan and create a simple specification for a healthy option main dish. -Describe the availability and benefits of locally or regionally sourced food (and/or ingredients) that is available to meet consumer demand. -Calculate the nutritional profile of the dish and compare with existing products. -State how and why food is wasted
	Most	<ul style="list-style-type: none"> -Explain the sources and function of water. -Define energy and explain why it is needed. -Identify sources of energy in the diet. -Explain why energy needs change throughout different life stages. -Explain energy balance and the consequences of an imbalance. 	<ul style="list-style-type: none"> -Prepare and cook a range of dishes explaining the methods used. -State the sources, types, functions and dietary recommendations of carbohydrate. -Explain the function of ingredients used in bread making -Compare and evaluate a range of products and summarise the results. 	<ul style="list-style-type: none"> -Describe the dietary recommendations for protein and how it relates to their diet. -Explain the process of protein complementation. -Prepare and cook a main dish using ingredients that provide a source of protein and explain the methods used. -Explain the function of Macronutrients and Micronutrients on the diet. -List the sources, types of vitamins, A, D, B group and C and explain their functions. -List the sources, types of calcium, iron and sodium and explain their functions. -Explain the process of gelatinisation in sauce making. -Calculate the nutritional profile. 	<ul style="list-style-type: none"> -Design and create a recipe card that includes a nutritional profile. -Investigate and summarise the availability and benefits of locally or regionally sourced food (and/or ingredients) that is available to meet consumer demand. -Calculate the nutritional profile of the dish and compare with existing products; write a summary of the results. -State how and why food is wasted; list ways in which food waste can be reduced.
	Some	<ul style="list-style-type: none"> -Use the principles of The Eatwell Guide to devise meals. -Explain the importance of hydration and apply the principles to their diets. -Evaluate the energy needs required throughout different life stages. -Explain energy balance and the consequences of an imbalance to a range of the population. 	<ul style="list-style-type: none"> -Adapted and modify recipes as necessary to meet dietary requirements. -Explain the consequences of over or under consumption of carbohydrates. -Calculate the nutritional content, considering portion size and energy provided. -Explain the functions of adding other ingredients to bread. 	<ul style="list-style-type: none"> -Explain the consequences of over or under consumption of protein -Explain why macronutrients are needed in the diet and the effects of under or over consumption. -Explain why micronutrients are needed in the diet and the effects of under or over consumption. -Explain function of calcium, iron and sodium and other trace minerals. 	<ul style="list-style-type: none"> -Explain the methods used and modifications that may be made to the recipe. -Design and create an illustrated recipe card that includes a nutritional profile. -Plan and create a detailed specification for a healthier option main dish. -Prepare a summary of the availability and benefits of locally or regionally sourced food (and/or ingredients) to meet consumer demand.

Year 9 Food		Autumn A+B Spring C	Spring D+ Summer E+F
Content		See Textiles	Healthy diet, Origin of ingredients, Role of nutrients, Essential cooking skills.
Skills	All	See Textiles	<p>Understand what constitutes a healthy diet and the consequences of not having the right food choices. Have knowledge of main nutrients that all diets should contain. Identify the main health issues related to diet. Outline why dietary needs change throughout life stages. -State the main requirements in each key life stage Identify different groups of the population who have special dietary requirements. Cook dishes that promote current healthy eating messages. -Prepare and cook a main meal dish for a person with a specific dietary need. -Recall the micronutrients and state why they are needed in the diet Use nutrition information and allergy advice panels on food labels to help make informed food choices. Understand the source, seasonality and characteristics of a broad range of ingredients Demonstrate and apply the principles of food safety and hygiene when cooking Demonstrate skills of preparing a range of vegetables, making a meat/alternative base, all-in-one sauce and layering, use of the hob/oven</p>
	Most	See Textiles	<p>Have knowledge and understanding of the different nutrients, where they come from and why are they need it. Explain that a variety of food is needed because different foods provide different nutrients for good health and a balanced diet and explain diet related health issues. Explain the different dietary requirements at different stages or situations. -Plan, prepare and cook a range of dishes that meet the recommended guidelines of The Eatwell guide and explain the methods used. Compose allergen and nutritional information for the consumer. To identify and explain some of the environmental issues associated with foods. To use a broader range of preparation techniques and methods when cooking Evaluate the final dish using sensory testing techniques</p>
	Some	See Textiles	<p>Investigate diet related health issued and explain the consequences of a range of disorders. Create basic preparation, cooking and storage instructions, a product label and nutritional profile of the dish. Calculate the cost of a dish. Evaluate the planning and execution of the task and recommend any modifications. Investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare. Calculate the nutritional profile and compare the effect of using alternative ingredients. The principles of food safety, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot How to adapt and use their own recipes to meet a range of dietary needs and life stages How to adapt and use their own recipes to meet a range of dietary needs and life stages How to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.</p>

Year 9 Textiles		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E
Content		Key terms: specification, design brief, proposal -Look at a specification- What do they think it is? Why is one needed? -Learn about information in specification -Undertake a range of embroidery techniques	- Look at samples and identify characteristics and how products work. -Discuss why one design is preferred over another - Investigate different designs and the making process - Make a tactile bunting prototype	-Design own bunting - Look at different types of fabrics and properties - Apply applique -Use the sewing machine -Be familiar with different finishing techniques - Make a drawstring bag	See Food Technology		
Skills	All	- Cut and join fabric - Select an appropriate method of joining - Use scissors to cut out simple shapes -Consider the final appearance of the product - Compare results with their plans	- Cut and join fabric - Select an appropriate method of joining - Use scissors to cut out simple shapes -Consider the final appearance of the product - Compare results with their plans	- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of solutions - Select from and use specialist tools, techniques, processes, equipment and machinery precisely	See Food Technology		
	Most	-Apply patterns on embroidery -Begin to estimate the amount of material required -Use appropriate vocabulary to discuss design -Identify changes made during construction giving a reason	-Apply patterns on embroidery -Begin to estimate the amount of material required -Use appropriate vocabulary to discuss design -Identify changes made during construction giving a reason	- Analyse the work of the past and present professionals and others to develop and broaden their understanding -Discuss order of tasks -Recognize requirements that conflict	See Food Technology		
	Some	-Cover a framework with fabric etc. -Cut to a line -Measure required length -Interpret plans and drawings -Explain changes made during construction	-Cover a framework with fabric etc. -Cut to a line -Measure required length -Interpret plans and drawings -Explain changes made during construction	-Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions -Describe processes used in making	See Food Technology		

Year 10 Food		Autumn A	Autumn B	Spring C+D	Summer E+F
Assessment Criteria Throughout The Year:		1.1. plan a nutritious two-course meal 2.1 select and prepare ingredients for recipes for a nutritious, two course meal 2.2 use cooking skills when following the recipe 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal 3.1 explain ways to economise when cooking at home 4.1 identify ways information about cooking meals at home from scratch has been passed on to others			
Content		Introduction to BTEC Home Cooking Skills format Make a range of simple breakfast dishes. Begin to prepare and cook dishes as an individual. Importance of sharing recipes. Making different types of soups.	Harvest Festival, Diwali, Hanukah, Christmas dishes, Eid Evidence of sharing recipes	Intro to Level 2 course, Make a range of complex breakfasts, Complex egg recipes, Soups with accompaniments, Budgeting, Shopping, Seasonal Foods	Barbecuing food Cooking with chicken and fish Nutrition
Skills	All	-Recognise key kitchen equipment. <i>Wash hands before cooking.</i> <i>-Prepares and cooks a range of dishes.</i> -To research seasonal fruits and vegetables. <i>Identify ways to pass on information about recipes.</i> <i>-To know to keep raw and cooked/ food that won't be cooked separate.</i> <i>-Shares a recipe with others.</i> <i>-Uses claw grip and bridge hold safely.</i> <i>-Can turn on the stove.</i> <i>-Can turn on the oven and grill</i>	<i>-Wash hands before cooking.</i> <i>-Prepares and cooks a range of dishes.</i> -To research seasonal fruits and vegetables. -To know that food can be involved in celebrations and festivals.	<i>-To read food labels to know where to store food.</i> <i>-Prepares and cooks a range of dishes.</i> -Beginning to recognise that presentation is important. -Understands that buying in bulk can be cheaper.	-Wash hands before cooking. -Prepares and cooks a range of dishes. -Shares a recipe with others. -Plans a meal. -Demonstrates simple food safety and hygiene measures.
	Most	-Name key kitchen equipment. <i>-Washes hands independently before cooking and after touching raw meat.</i> <i>-Prepares and cooks a range of dishes accurately.</i> -Recognises that fruits and vegetables are seasonal. <i>-Plan ways to pass on information about recipes.</i> -To know that there are different coloured chopping boards for different purposes. <i>-Cuts accurately with a knife.</i> <i>-Can turn on the stove to an appropriate temperature.</i> <i>-Can turn on the oven and grill and considers the temperature.</i>	<i>-Washes hands independently before cooking and after touching raw meat.</i> <i>-Prepares and cooks a range of dishes accurately.</i> -To recognise that fruits and vegetables are seasonal. <i>-Plan ways to pass on information about recipes.</i> <i>-To explore the relationship between food and cultural/religious festivals.</i>	-To identify whether food is stored in a fridge, freezer or cupboard. <i>-Prepare and cooks a range of dishes accurately.</i> <i>-Researches ways to present food aesthetically.</i> -Plans a week of meals to a budget.	-Washes hands independently before cooking and after touching raw meat. -Prepares and cooks a range of dishes accurately. -Understands the term 'organic' -Understands the term 'free range' -Uses the correct type of plaster. -Recognises when food looks cooked.

	Some	<ul style="list-style-type: none"> -Recognise the function of key kitchen equipment. -Recognises why hands needs to be washed before cooking and after touching raw meat. -Prepares and cooks a range of dishes with emphasis on presentation and seasoning. -To recognise the best months for some seasonal produce. -To identify the function of different coloured chopping boards. 	<ul style="list-style-type: none"> -Recognise the function of key kitchen equipment. -Recognises why hands needs to be washed before cooking and after touching raw meat. -Prepares and cooks a range of dishes with emphasis on presentation and seasoning. -To recognise the best months for some seasonal produce. -Hold an event/ produce a document to promote recipes. -To know major food preferences for different religions. 	<ul style="list-style-type: none"> -To know where to store food in a fridge. -Prepare and cooks a range of dishes with emphasis on presentation and seasoning. -Presents food aesthetically -Presents food hygienically -Plans economically, using seasonal produce. 	<ul style="list-style-type: none"> -Recognises why hands needs to be washed before cooking and after touching raw meat. -Prepares and cooks a range of dishes with emphasis on presentation and seasoning. -Recognises why hands needs to be washed before cooking and after touching raw meat. -Prepares and cooks a range of dishes with emphasis on presentation and seasoning. -Can explain the benefits of organic produce.
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Year 10 WJEC Prep for Work		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Designing and modelling: -Research and investigate smart materials -Analyse existing textile designs -Compare own product to that on the market -Research and design a bag -Make a bag	Basic food preparation and cooking: -Prepare and cook simple meals -Be able to identify the principle methods of cooking -Be neat and tidy cooks learning how to clean -Review own performance and critique own cooking methods	Food and health: -Investigate the principles of a healthy diet -Identify good and poor food choices -Be able to cook a variety of meals -Work well independently and in a team	Health and safety: Research and investigate smart materials -Analyse existing textile designs -Compare own product to that on the market -Research and design a puggie -Make a puggie	Design and Technology Planning and planning a journey: -Develop skills to plan the making of a product -Develop their own manufacturing specification -Evaluate their own work and develop discussion skills on its effectiveness -Learn to plan a journey in their own community	
Skills	All	-Use paper patterns -Apply appropriate decoration -Apply patterns on embroidery -Begin to estimate the amount of material required -Select materials suitable for wheels (product) -Identify an improvement that could be made	-Uses their design criteria as a basis to evaluate -Notes the similarities and differences between the original plan and the finished product -Pinpoints what works well/needs improvement -Notes how they can incorporate other's views/suggestions into their design/product -Relates knowledge of food hygiene to preparing and cooking food	-Talk about their work as it develops -Discusses the finish of the product -Measure food -Identifies the tactile qualities of an object -Compares changes that occur due to heat -Know some properties of fruit and vegetables -Knows fruit and vegetables are good for you -Prepares a range of simple food ingredients -Recognises different ingredients combine to create different tastes	- Explain why there may be a hazard or risk in a specific workshop area - Explain why there may be a hazard or risk when using general tools or hand tools - Explain where there may be a hazard or risk when using machines such as sewing machines etc.	-Identify the different needs -Discuss order of tasks -Use labelled drawings to describe intentions and ideas -Use graphics program to design elements of the design	
	Most	-Make prototypes -Know how to strengthen materials -Know that accuracy is important -Describe the processes used in making -Comment on the effectiveness of the product	-Opens packets and tins carefully -Demonstrates a growing range of techniques which involve safe use of kitchen equipment, eg. Melting, grilling, skewering -Demonstrates knowledge of safety when heating or cooking food -Presents their dish appropriately -Evaluates the food they have prepared/cooked, giving	-Identifies what makes items stable/stronger -Identifies foods that make part of a healthy diet -Knows that it is important to eat a balanced diet -Discusses the method/equipment/materials they can use to make an item stronger/stable -Identifies the different needs Work from plans	- Select the correct equipment for making the product in the correct manner - Use general workshop machinery with limited guidance	- Collect information to aide planning -Decide on the criteria for a product -Use drawings to analyse how a product is made -Suggest how they can achieve their design ideas realistically -Develop an idea in some depth	

			reasons why it/did not end up as planned -Confidently converts between different units of measure- kg to g or vice versa	-Knows different ingredients combine to create different tastes		
	Some	-Makes notes from information sources -Use lever to change direction of movement -Explain modifications made to original design -Suggest alternative design -Suggest alternative materials	Creates a recipe based on another, e.g. To produce a different flavour Evaluates the food they have prepared or cooked, suggesting how they can modify tastes or change elements to improve their dish Presents food aesthetically Presents food hygienically Works out how to change the amount of ingredients when cooking for larger/smaller numbers	-Identify the components of a balanced diet -Evaluate their to do list -Evaluate how well the product met the criteria -Decides on the criteria for a product -Peel, cut, grate food -Evaluate food -Knows a varied diet is required to remain healthy	- Produce a risk assessment for a given situation - To produce a quality product checking it meets the aspects required. -Explain where there may be a hazard or risk when using machines such as sewing machines etc.	-Use a wide range of sources to research -Clarify their ideas and decisions by discussion -Devise a range of design ideas for a single project -Use drawing, models and kits to develop ideas -Suggest modifications for improvements

Year 10 Textiles Design		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Exploring media: -Research and investigate artists and designers -Analyse existing textile designs -Explore a range of materials -Research and recreate food using felt -Make a range of felt foods in 2D	Designing and mark making: Art Textiles -Research and investigate artists and designers -Analyse existing textile designs -Explore a range of materials -Using mark making to represent sea life shapes -Produce drawings inspired by sea life artists	Designing and mark making: Artist 1 -Refining key processes -awareness of the elements of textile design -response to an issue, concept or idea -appreciation of the relationship of form and function	Designing and mark making: Artist 2 -Refining key processes -awareness of the elements of textile design -response to an issue, concept or idea -appreciation of the relationship of form and function	Externally set assignment inspired project Pupils will choose a theme based on this year's exam questions to begin their personal project -Artist research -Artist transcription -research relevant materials, processes and technologies -develop a working vocabulary to support the project theme -Primary Photography and understanding of primary sources -Experiment with a range of media	
Skills	All	-Use paper patterns -Apply appropriate decoration -Apply patterns on embroidery -Begin to estimate the amount of material required -Select materials suitable for wheels (product) -Identify an improvement that could be made	-Uses their design criteria as a basis to use mark making -To use mark making to create a range of selfie inspired pieces -Notes the similarities and differences between sea life and how to use mark making -Pinpoints what works well/needs improvement -Notes how they can incorporate other artists inspiration into their work -Relates knowledge of mark making and the artist's work to produce a final piece	-Adopt key techniques to produce mark making outcomes -Experiment with various mediums to create a range of prints, 2d media -Creates an Artist transcription -Uses artist inspiration to produce a 3d textile piece -Chooses appropriate techniques to develop 3d media ideas -Produces a 3d clay model inspired by sea life	-Adopt key techniques to produce mark making outcomes -Experiment with various mediums to create a range of prints, 2d media -Creates an Artist transcription -Uses artist inspiration to produce a 3d textile piece -Chooses appropriate techniques to develop 3d media ideas -Produces a 3d clay model inspired by sea life	-Research a range of Artists linking to their project theme -Produce artist analysis using framework to discuss the artist's work -Create a mind map to support chosen project theme -Produce an artist transcription using appropriate media -Explore different materials and medias to support chosen artists -Produce samples using chosen media -Use primary sources to inspire ideas -Use a range of materials	
	Most	-Make prototypes -Know how to strengthen materials -Know that accuracy is important -Describe the processes used in making -Comment on the effectiveness of the product	-Demonstrates a growing range of techniques of mark making -Demonstrates knowledge of key shapes and contextual sources -Presents their work appropriately -Choose appropriate mark making tools and techniques -Confidently uses a variety of mediums to create a portfolio of work inspired by sea life	-Adopts a personal technique to produce mark making outcomes -Experiment with an extensive range medium to create a range of prints, 2d media -Creates an Artist transcription that represents clear links to the artist's work -Uses artist inspiration to produce a 3d textile piece using multiple disciplines -Chooses appropriate techniques to develop 3d media ideas -Produces a 3d clay model inspired by sea life with a range of clay tool forms	-Adopts a personal technique to produce mark making outcomes -Experiment with an extensive range medium to create a range of prints, 2d media -Creates an Artist transcription that represents clear links to the artist's work -Uses artist inspiration to produce a 3d textile piece using multiple disciplines -Chooses appropriate techniques to develop 3d media ideas -Produces a 3d clay model inspired by sea life with a range of clay tool forms	-Research a range of Artists linking to their project theme -Produce artist analysis using framework to discuss the artist's work -Create a detailed mind map to support chosen project theme including colour, form and shape -Produce an artist transcription using appropriate media to a high standard -Explore different materials and medias to support chosen artists showing clear links to the original works -Produce quality samples using chosen media -Use primary sources to inspire ideas -Use a range of materials in their outcomes	

	Some	<ul style="list-style-type: none"> -Makes notes from information sources -- -Explain modifications made to original design -Suggest alternative design -Suggest alternative materials 	<p>Creates a range of sea life inspired outcomes</p> <p>Identifies key areas and approaches of how to develop and refine their work further</p> <p>Presents their work with individual flair and creativity</p> <p>Uses a wide range of mediums and methods within their range of outcomes</p> <p>Produces a high-quality final piece showing key elements of sea life</p>	<ul style="list-style-type: none"> -Use appropriate mark making techniques to produce high quality outcomes -Evaluate their work and refine key areas -Create multiple artists transcriptions using a range of media -Explores and researches different mediums to create a range of design ideas -Produces high quality 3d clay vessel inspired by Sea life including a range of clay sculpting techniques 	<ul style="list-style-type: none"> -Use appropriate mark making techniques to produce high quality outcomes -Evaluate their work and refine key areas -Create multiple artists transcriptions using a range of media -Explores and researches different mediums to create a range of design ideas -Produces high quality 3d clay vessel inspired by Sea life including a range of clay sculpting techniques 	<ul style="list-style-type: none"> -Use a wide range of sources to research -Clarify their ideas and decisions by discussion and in written form -Devise a range of design ideas for a single project -Use drawing, models and a range of methods to develop ideas -Suggest modifications for improvements -Use quality primary sources to inform drawings, paintings, prints, designs -Produce high quality samples and developments inspired by combining artists
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Year 11 Food		Autumn A+B	Spring C+D	Summer E
Assessment Criteria Throughout The Year:		1.1. plan a nutritious two-course meal 2.1 select and prepare ingredients for recipes for a nutritious, two course meal 2.2 use cooking skills when following the recipe 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal 3.1 explain ways to economise when cooking at home 4.1 identify ways information about cooking meals at home from scratch has been passed on to others		
Content		- Mince dishes Stews Lasagne Bread Seasonal Evidence of sharing recipes	- Celebration dishes Baking Assignment Assignment – produce a plan to prepare and cook a two-course meal (learning outcome 1). Assignment – follow recipes to prepare ingredients and cook and present a two-course meal, demonstrating food safety and hygiene (leaning outcome 2). Assignment – record ways to cook economically at home and evidence of passing on information about cooking meals at home from scratch (learning outcomes 3 and 4)	- Cooking for pleasure Functional Skills Coursework resubmission.
Skills	All	- Wash hands before cooking. -Prepares and cooks a range of dishes. -Shares a recipe with others. -Plans a meal. -Demonstrates simple food safety and hygiene measures.	- <i>Prepares and cooks a range of dishes.</i> -Beginning to recognise that presentation is important. -Uses a timer. -Researches recipes. -Can name the basic principles of the Eatwell Guide. -Can name some simple ways to cook economically. -Share a recipe. -Can suggest why it is important to learn home cooking skills.	- Select recipes for own purpose.
	Most	- Washes hands independently before cooking and after touching raw meat. -Prepares and cooks a range of dishes accurately.	- <i>Prepares and cooks a range of dishes accurately.</i> - <i>Researches ways to present food aesthetically.</i> - <i>Chooses two recipes appropriate to an age group.</i>	-Write shopping lists. -Can plan a recipe to a budget. -Shop for ingredients.

		<ul style="list-style-type: none"> -Shares a recipe with others. -Plans a meal that uses a range of cooking skills. -Demonstrates good food hygiene and safety measures. 	<ul style="list-style-type: none"> <i>-Can identify the foods in their meal and how they match to the Eatwell Guide.</i> <i>-Can suggest ways to cook economically with examples.</i> <i>-Cook a recipe for someone else.</i> <i>-Can explain how home cooking skills could impact their life positively.</i> 	<ul style="list-style-type: none"> -Make a recipe of own choosing.
	Some	<ul style="list-style-type: none"> - Recognises why hands need to be washed before cooking and after touching raw meat. -Prepares and cooks a range of dishes with emphasis on presentation and seasoning. -Inspires others to cook a recipe they have shared. -Plans a well-balanced meal that showcases a range of cooking skills. -Demonstrates consistently high standard food safety and hygiene measures. 	<ul style="list-style-type: none"> <i>- Prepares and cooks a range of dishes with emphasis on presentation and seasoning.</i> <i>-Presents food aesthetically</i> <i>-Presents food hygienically</i> -Can explain how the recipes meet the needs of an age group. -Can explain how their meals relate to the Eatwell Guide. -Create a document/ event to share recipes. -Suggests ways that they could help others to learn home cooking skills. 	<ul style="list-style-type: none"> - Share their recipe with others. -Suggest ways to reduce cost of cooking the recipe.

Year 11 WJEC Prep for Work		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E
Content		Design and Technology: Making a product: -Make a novelty cushion with the theme of food -Develop own designs and create a specification -Develop their ideas and choose suitable materials -Apply appropriate finish to a product	Serving food and drink Learning about work places: -Work with others serving food and drink -Assist in the preparation and assembly of food and drink -Identify health and safety requirements in the food service industry -Develop the skills needed to plan, prepare and cook a range of dishes	Introduction to Catering and Hospitality Industry Introduction to Catering Customer service in the hospitality industry: -Be able to communicate the importance of good customer service 1. -Develop communication skills to interact positively in routine situations -Explain the range and importance of catering -Recommend ideas for food safety in the catering industry -Identify aspects of the hospitality industry including: food preparation and catering, food and drinks services, accommodation services and guest services	Preparation for work Working as part of a group Working towards goals: -Enable pupils to look at their own skills and qualities -Identify key information needed for a job application -Summarising people's roles within a group -Reflecting on their own progress and skills development -Analyse their own personal goals and how to achieve them	Review work and revision: -Pupils review their work and check marking -Pupils collect information to aid design process -Work to establish clear progression of quality of work within 5time frame given	Revision/Exam Period: -Study skills sessions -Targeted revision sessions
Skills	All	-Use paper patterns -Apply appropriate decoration -Apply patterns on embroidery - Begin to estimate the amount of material required -Select materials suitable for wheels (product) -Identify an improvement that could be made	- Discusses the storage of dangerous substances -Identify people who wear safety clothing -Discusses safety precautions they must take when preparing food -Goes to appropriate work place without reminding	-Carries equipment appropriately -Moves through a room of people appropriately -Shows awareness of movement and directions of others -Washes hands for lunch -Gives examples of household products which are dangerous	- Do simple consumer survey -Consider the order of process -Consider the safety of others when working -Begin to estimate the amount of material required -Use appropriate vocabulary to describe production	-Check model is strong and stable -Compare model with design intentions -Identify an improvement that could be made -Discuss order of tasks -Use labelled drawings to describe intentions and ideas	
	Most	-Adjust lever movement -Make prototypes -Know how to strengthen materials -Know that accuracy is important -Describe the processes used in making -Comment on the effectiveness of the product	-Lists the skills they used in preparing and cooking food -Demonstrates knowledge of safety when cooking and heating food -Allows others to express their opinions -Identifies how a personal conclusion allows them to draw conclusion	-Be aware of what behaviour is inappropriate -Recognise safe and unsafe situations -Identify appropriate ways of greeting people -Identify appropriate ways of saying goodbye -Discuss the storage of dangerous substances	-Interpret plans and drawings -Measure required length -Cut to a line -Write a to do list -Consider the visual impact of a product	-Collect information to aide planning -Decide on the criteria for a product -Use drawings to analyse how a product is made -Suggest how they can achieve their design ideas realistically -Develop an idea in some depth	

				-Identify people who wear safety clothing			
	Some	<ul style="list-style-type: none"> -Makes notes from information sources -Use lever to change direction of movement -Explain modifications made to original design -Suggest alternative design -Suggest alternative materials 	<ul style="list-style-type: none"> -Knows how to store different food correctly -Identifies sources of conflict between themselves and another pupil -Identifies gender stereotypes -Examines the rights of individuals -Identifies the consequences of not problem solving 	<ul style="list-style-type: none"> -Researches information to help them make decisions -Shows care for their surroundings -Identify facilities in the local community -Enjoys being given responsibility for a task 	<ul style="list-style-type: none"> -Work in a method considering the safety of others -Work in a method considering their own safety -Make simple risk analysis when selecting tools -Make simple risk analysis when deciding on processes -Evaluate their information sources 	<ul style="list-style-type: none"> -Use a wide range of sources to research -Clarify their ideas and decisions by discussion -Devise a range of design ideas for a single project -Use drawing, models and kits to develop ideas -Suggest modifications for improvements 	

Year 11 Textile Design		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E
Content		Designing and mark making: Art Textiles -Research and investigate artists and designers -Analyse existing textile designs -Explore a range of materials -Using mark making to represent sea life shapes -Produce drawings inspired by sea life artists	Designing and mark making: Artist 1 -Refining key processes -awareness of the elements of textile design -response to an issue, concept or idea -appreciation of the relationship of form and function	Refining of projects and introduction of the Externally set assignment -Exploration of theme -Personal journey of work	Externally set assignment -Pupils will work individually based on their theme and use research and experimentation to develop their ideas.	Externally set assignment -Refining ideas -Producing final samples -Final pieces 10-hour Exam	Mounting of work
Skills	All	-Uses their design criteria as a basis to use mark making -To use mark making to create a range of selfie inspired pieces -Notes the similarities and differences between sea life and how to use mark making -Pinpoints what works well/needs improvement -Notes how they can incorporate other artists inspiration into their work -Relates knowledge of mark making and the artist's work to produce a final piece	-Adopt key techniques to produce mark making outcomes -Experiment with various mediums to create a range of prints, 2d media -Creates an Artist transcription -Uses artist inspiration to produce a 3d textile piece -Chooses appropriate techniques to develop 3d media ideas -Produces a 3d clay model inspired by sea life	-Explore chosen themes -Create mind map -Choose multiple artists to explore -Create artist transcription	Externally set assignment -Research and development of ideas	Externally set assignment -Refining ideas -Final pieces 10-hour exam	Mounting of work
	Most	-Demonstrates a growing range of techniques of mark making -Demonstrates knowledge of key shapes and contextual sources -Presents their work appropriately -Choose appropriate mark making tools and techniques -Confidently uses a variety of mediums to create a portfolio of work inspired by sea life	-Adopts a personal technique to produce mark making outcomes -Experiment with an extensive range medium to create a range of prints, 2d media -Creates an Artist transcription that represents clear links to the artist's work -Uses artist inspiration to produce a 3d textile piece using multiple disciplines -Chooses appropriate techniques to develop 3d media ideas -Produces a 3d clay model inspired by sea life with a range of clay tool forms	-Choose one theme and research a range of concepts ideas linking to theme -Create mind map exploring key words and linking artists, designers, colour and form -Recreate 2 artists work to gain understanding of approaches -Use primary sources to inform next steps	Externally set assignment -Research and development of ideas	Externally set assignment -Refining ideas -Final pieces 10-hour exam	Mounting of work

	Some	<p>Creates a range of sea life inspired outcomes</p> <p>Identifies key areas and approaches of how to develop and refine their work further</p> <p>Presents their work with individual flair and creativity</p> <p>Uses a wide range of mediums and methods within their range of outcomes</p> <p>Produces a high-quality final piece showing key elements of sea life</p>	<p>-Use appropriate mark making techniques to produce high quality outcomes</p> <p>-Evaluate their work and refine key areas</p> <p>-Create multiple artists transcriptions using a range of media</p> <p>-Explores and researches different mediums to create a range of design ideas</p> <p>-Produces high quality 3d clay vessel inspired by Sea life including a range of clay sculpting techniques</p>	<p>-Choose theme and research a range of artists and designers</p> <p>-Create a mood-board mind map linking key concepts and ideologies to chosen theme</p> <p>-Recreate multiple artists work to a high-quality showing appreciation of techniques and application.</p>	<p>Externally set assignment</p> <p>-Research and development of ideas</p>	<p>Externally set assignment</p> <p>-Refining ideas</p> <p>-Final pieces</p> <p>10-hour exam</p>	Mounting of work
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