



Woodlane High School

achieving success in a nurturing environment

Subject Policy: Design and Technology

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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, taking into account 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 theme day
 - ✓ Nutritional education through assemblies
 - ✓ Cooking competitions including the tri-borough Young Chef of the Year and in school MasterChef competitions
 - ✓ After school cooking club
 - ✓ Educational visits;
- 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 Food Technology GCSE 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 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 two qualifications, which are selected to appropriately challenge, based on each pupil's stage of development, including:
 - ✓ Food Preparation and Nutrition AQA GCSE
 - ✓ Preparing for work Entry level 2 and 3 WJEC
- 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
 - ✓ Parent/Child cooking workshops
 - ✓ Theme days

Teaching and Learning

- Our pupils are taught by specialist teachers from Year 7 to Year 11.
- Our Design and Technology Food Subject Leader is well qualified, possessing an Agricultural Engineer degree, with deep knowledge in areas as Food Microbiology, Biochemistry, Agricultural and Food Industries providing her with understanding of food properties, composition, nutrition, and food industry.
- 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 (see here for further details).
- Cooking parent-pupil workshops are delivered every year to enable parents to best support their child and work in partnership with the school.
- 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

- Pupils collate Pupil Achievement Books, where they showcase their best work and progress over time in Food 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 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. 	<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. 	<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 	<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.

		<ul style="list-style-type: none">-Demonstrate the safe use of knives and explain how adaptations can be made.-Compare and evaluate existing products and how testing can be carried out.	<ul style="list-style-type: none">-Demonstrate accurate measuring of ingredients.-Understand and describe where a range of foods are from and how can we use them in different ways.	<p>prices and summarise the differences.</p> <ul style="list-style-type: none">-Explain the advantages and disadvantages of consuming a vegetarian diet.	<ul style="list-style-type: none">-Write a detailed specification and test the product against specified criteria.	<ul style="list-style-type: none">-Independently demonstrate the skills of combining, forming and shaping.-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 hot 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, compare the effect of using alternative ingredients and explain findings. 	<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 -Describe the process of protein complementation and list examples of how it can be achieved when planning meals. -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. -Apply their knowledge of gelatinisation in sauce making and explain the methods used. 	<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. Modify recipes and 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 a 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 different 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		<p>Key terms: specification, design brief, proposal</p> <ul style="list-style-type: none"> -Look at a specification- What do they think it is? Why is one needed? -Learn about information in specification -Read design brief for children's storybook 	<ul style="list-style-type: none"> - 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 storybook 	<ul style="list-style-type: none"> -Design a drawstring bag - 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	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> -Cover a framework with fabric etc -Cut to a line -Measure required length -Interpret plans and drawings -Explain changes made during construction 	<ul style="list-style-type: none"> -Cover a framework with fabric etc -Cut to a line -Measure required length -Interpret plans and drawings -Explain changes made during construction 	<ul style="list-style-type: none"> -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+B	Spring C+D	Summer E+F
Content		Eatwell Guide and Healthy Eating Guidelines , Proteins function structure and sources, Cooking methods and Heat transfer	Vitamins and minerals, , Raising agents, microorganisms, enzymes food spoilage, bacterial contamination	Sensory evaluation, British and International cuisines, Carbohydrates, Fats, food and the environment.
Skills	All	<p>Understand the importance of eating a healthy balanced diet following the principles of the Eatwell Guide</p> <p>-Plan and prepare a suitable savoury meal for a certain age group that meets all the advice of the Eatwell guide.</p> <p>Understand the definition of protein, main functions and sources of protein in the diet and amount needed at different stages</p> <p>Understand the different ways heat can be transferred</p> <p>Temperature of control to reduce or prevent bacteria multiplying.</p> <p>Understand the function of yeast as a raising agent in bread making.</p> <p>Prepare and cook a nutritionally balanced savory dish meeting the advice of Eatwell guide</p> <p>Identify the different nutrients present in the dish</p> <p>Demonstrate a good working routine in the food room</p> <p>Understand the ingredients and food products from different international cuisines.</p>	<p>Understand function and main sources of vitamins and minerals, the importance of fat and water soluble vitamins in our diets.</p> <p>Prepare, cook and serve a dish rich in specified vitamin/ mineral</p> <p>Understand what are raising agents and how do they work. Plan and make a dish that uses one method of raising and explain.</p> <p>Definition of microorganisms.</p> <p>Understand the bacteria that cause food poisoning</p> <p>Analyze the nutritional profile of a dish and suggest modifications for improvement. .</p> <p>To practice answering different types of exam questions under examination conditions</p>	<p>To use tasting chart to carry out sensory testing</p> <p>Cook a traditionally British meal using locally sourced vegetables.</p> <p>Understand definition Carbohydrates, dietary fibre and fat, main sources and amount needed in different stages.</p> <p>Prepare, cook and serve a dish adapting the amount of sugar and fibre</p> <p>How to modify an existing recipe to reduce the amount of free sugar/ and increase the amount of dietary fibre</p> <p>Showcase different food preparation skills, technical challenges to a basic standard</p> <p>To develop research skills</p>
	Most	<p>Understand the importance of eating the correct proportions of each section of the guide for a healthy balanced diet.</p> <p>Understand the functional and chemical properties of protein: denaturation and coagulation. Excess and deficiency in diet.</p> <p>To describe the effect of heat on a range of different foods</p> <p>To showcase a range of technical skills when preparing and cooking different dishes</p> <p>Identify all factors that influence what we eat and be able to discuss and explain and give examples</p>	<p>Identify amount of vitamins and minerals needed and effect of excess and deficiency.</p> <p>To apply knowledge and understanding of using different raising agents to food.</p> <p>Understand the conditions for growth of microorganisms and how they can spoil food or make it unsafe to eat</p> <p>Understand high risk foods with examples.</p> <p>Definition of enzymes, yeast and moulds,</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking</p> <p>Calculate the cost of dish prepared</p>	<p>Identify the different results obtained in a sensory test</p> <p>Understand how different regions have different resources and climate conditions, traditions that features the different cuisine characteristics</p> <p>Functions and different types of carbohydrates and dietary fibre and fat. Unbalances when not eating enough/or eating too much in the diet</p> <p>To understand the scientific principles of how starch thickens a sauce by gelatinisation</p> <p>Understand the characteristics of fats and oils in pastry making, plasticity, and emulsification.</p> <p>To develop skills in garnishing, finishing and presentation of dishes</p>
	Some	<p>To justify choice of dish and explain how it meets current dietary guidelines for healthy eating and analyze the nutritional profile of the dish</p> <p>Be able to explain protein denaturation and coagulation applying scientific knowledge, and demonstrate it with practical skills.</p> <p>Investigate different cooking methods writing up aims, predictions, hypothesis, methods, results, charts, conclusions and evaluations</p> <p>To research the health benefits of a range of alternative protein foods</p>	<p>Identify, explain and apply the different methods of raising: chemical, biological, trapping air, steam.</p> <p>Explain how enzymes, yeast and moulds can affect food.</p> <p>Explain why the preparation and cooking of foods has an effect on vitamin content</p>	<p>Analyze results obtained in sensory test and write detailed conclusions.</p> <p>Effects of a deficiency or excess of carbohydrates, fibre and fats in the diet</p> <p>Understand the importance of reducing the amount of free sugars and saturated fats in our diets.</p> <p>To develop planning skills including timings and clear instructions</p> <p>Present a dish with a good level of technical skill and presented with a suitable level of finish and decoration for serving.</p>

Year 10 Textiles		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 pugglie -Make a pugglie	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 reasons why it/did not end up as planned	-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 -Knows different ingredients combine to create different tastes	- 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 ideas in some depth	

			-Confidently converts between different units of measure- kg to g or vice versa			
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 	<p>Creates a recipe based on another, eg. To produce a different flavour</p> <p>Evaluates the food they have prepared or cooked, suggesting how they can modify tastes or change elements to improve their dish</p> <p>Presents food aesthetically</p> <p>Presents food hygienically</p> <p>Works out how to change the amount of ingredients when cooking for larger/smaller numbers</p>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - 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. 	<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 Food		Autumn A+B	Spring C+D	Summer E+F
Content		NEA 1 (Non Exam Assessment 1) Food investigation Release of the task to investigate; Research Investigation; Analysis and evaluation	NEA 2 (Non Exam Assessment 2) Food preparation assessment Release of the task; Researching the task; Demonstrating technical skills; Planning for the final menu; Making the final dishes; Analyse and evaluate	Revision/Exam Period: -Study skills sessions -Targeted revision sessions
Skills	All	Research into how ingredients work Give explanations of how research may be used to inform the investigation To write a basic hypothesis or prediction Carry out practical investigations and testing with some links to the hypothesis. Pupils will analyse the results from the hypothesis investigation and attempt at drawing conclusions Report communicated at a simplistic level with a limited use of technical vocabulary	Carry out research and analysis of dietary group, life stage or culinary tradition Show basic technical skills/processes to produce adequate quality dishes. Select and use equipment with some accuracy Give reasons for the choice of the final dishes and produce a plan for the making. Produce three final dishes selecting appropriate equipment and using basic skills Nutritional analysis, costing and sensory testing for the three final dishes with some conclusions	
	Most	To carry Relevant research into how ingredients work and reason why Will give explanation of how the research is used to inform the investigation Will plan an investigation which related to the research, some justification given. Practical investigations recorded with very good explanation using methods such as : graphs, tables, charts, sensory analysis, annotated photographic evidence Will carry out a range of testing to formulate results Relevant interpretation and analysis of the results with conclusions of the hypothesis/investigation with some justification Report is communicated with clarity and with use of technical language.	Relevant research related to the task. Include analysis of the dietary group, life stage or culinary tradition Demonstrate technical skills and processes with some accuracy to produce good quality dishes. Execute technical skills with accuracy, including complex technical skills, with precision and produce very good quality dishes. Produce a clear, logical and accurate plan including selecting appropriate techniques for the making of the final dish. Time plan will include appropriate timings and reference to food safety. Executes technical skills and processes to a good standard in the making of at least two final dishes. Final dishes show appropriate finishing techniques: garnishing, decoration, and presentation to a good standard. Nutritional analysis, sensory testing and costing for the three final dishes with good analysis and evaluation explained and recommendations given.	
	Some	Relevant detailed and concise research into how ingredients work and reasons why Detailed explanation showing high level of understanding of how research has been used to inform the practical investigation Planned and justified detailed investigation, relating to the research and a clear and focused hypothesis. Practical investigations show detailed and high level knowledge and understanding of how ingredients work and why with a clear link to the hypothesis or prediction A wide range of testing has been carried out to formulate the results Practical investigations are recorded and meticulously explained using methods such as graphs, tables, charts sensory analysis methods, labelled diagrams, annotated photographic evidence Detailed, accurate interpretation and analysis of the results with justified conclusions for all aspects of the hypothesis/investigation. Report is communicated in a structured and coherent manner with accurate use of technical language.	Relevant, concise and accurate research that shows discrimination when selecting and acquiring information to answer the task. Detailed understanding and analysis of the dietary group, life stage or culinary tradition.. Detailed, relevant and creative improvements suggested Final dishes are costed with the resulting analysed and explained. Detailed and appropriate sensory testing with detailed analysis and evaluation. Detailed, realistic, logical and accurate planning, selecting appropriate techniques for making final dishes. Detail review and full justification of the choice and appropriateness of the final three dishes related to the task and research: nutrition, ingredients, cooking methods. Good evidence of time management Executes a wide range of complex technical skills and processes to an excellent standard in the making of the three final dishes. Dishes are accurately presented with attention to detail and finished to an excellent standard. Follow the time plan closely using correct sequence with excellent linking and application of food safety principles.	

Year 11 Textiles		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E
Content		Design and Technology: Making a product: -Make a toy 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 -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 -Identify people who wear safety clothing	-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 ideas in some depth	

	<p>Some</p>	<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 	
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