



Vision and Intent:

All pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users; critique, evaluate and test their ideas and products and the work of others. To provide a Food and Nutrition curriculum, accessible to all, in which pupils have the knowledge to enable them to lead a choice filled life, with an understanding of how food and nutrition impacts all people and the world around us.

Subject Long Term Plan:

DT & Hospitality

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
Year 7	<p>Rationale</p> <p>Wooden Animal</p> <p>Through completing this unit of work pupils will be aware of the various timber classifications and types available. They will be able to describe the differences between the classifications and name some specific types. They will also be able to talk about the importance of health and safety in the practical environment. They will be able to: Use a variety of tools and machinery safely to manufacture a wooden animal of their choice.</p>										<p>Rationale</p> <p>Battery Tester</p> <p>Through completing this unit of work pupils will know what a smart material is, how they are used in commercial applications and why. They will be aware of the benefits of CAD in the designing and making of the battery tester product. They will also have a basic knowledge of electrical components.</p>										<p>Rationale</p> <p>Hazards, Hygiene and Health</p> <p>Pupils will gain the key composite knowledge to understand the risks for personal and food safety in the kitchen, including the 4 Cs of bacteria and hygiene (cooking, cleaning, chilling and cross contamination). They will be able to identify the 5 main nutrients being carbohydrates, protein, fats, vitamins (A, B, C & D) and minerals (iron and calcium) and sources of each of these. They can then apply this composite knowledge to identify the food groups on the Eatwell guide, and further apply this to their own diet. They will have prepared and cooked a variety of predominantly savoury dishes using a range of cooking techniques. The topics in this SoW are the key building blocks for many food topics over your next 5 years and will have links into many other subjects you study. It will also equip you with recipes to cook healthy balanced meals at home. Students can ... - Make a product in groups using pre weighed materials, allowing an adult to use the oven/hob. - Identify some aspects of a healthy lifestyle - Identify some aspects of personal hygiene when preparing food.</p>										<p>Rationale</p> <p>Making Better Choices</p> <p>Pupils will develop knowledge of sensory descriptors to evaluate their practical products, they will also gain knowledge of techniques and processes in order to evaluate their own skills in order to identify strengths and weakness to help them progress their practical skills. They will be able to use their knowledge of nutrition to identify healthy choices in a diet. To know food provenance and the environmental issues of food waste, electricity and water usage to include the 3Rs (reduce, reuse, recycle) in the home. To know how to demonstrate the different knife cutting methods (bridge and claw methods). To know how to operate the hob heat controls and the oven.</p>									
	<p>Overview and Purpose</p> <p>Intro to project Health & Safety</p> <p>Theory of Timbers</p> <p>Formative assessment Purpose & Securing templates to material</p> <p>Learn Skill: Drilling</p> <p>Learn Skill: Fret Saw</p> <p>Learn Skill: Hand tools</p> <p>Formative assessment Learn Skill: Assembly/Adhesives</p> <p>Evaluation</p> <p>Summative unit assessment</p>										<p>Overview and Purpose</p> <p>Intro to Project: Smart materials</p> <p>Formative assessment Colour Theory</p> <p>Learn Skill: Design</p> <p>Learn Skill: CAD</p> <p>Making the circuit</p> <p>Learn Skill: Manufacture</p> <p>Summative unit assessment</p>										<p>Overview and Purpose</p> <p>Hazards</p> <p>Room Layout & Why we cook food!</p> <p>4C's & Control Measures</p> <p>Knife Safety Fruit Salad Practical</p> <p>5 Main Nutrients</p> <p>Bolognaise Practical</p> <p>Eatwell Guide</p> <p>Weights and Measures</p> <p>Crumble Practical</p> <p>Sensory Analysis</p> <p>Stir fry Practical</p> <p>Practical Evaluation</p> <p>Making Healthy Choices and PRT</p> <p>Muffins Practical</p> <p>Environmental Issues</p> <p>Shortcrust Tart Practical</p> <p>End of project assessment</p> <p>PRT</p>										<p>Overview and Purpose</p> <p>Hazard Identification and Equipment</p> <p>4C's review</p> <p>Nutrient Identification in a recipe</p> <p>Eatwell Guide Reading measurements</p> <p>Evaluation of skills</p> <p>Sensory evaluation of a dish</p>									
	<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - the various timber classifications and be able to describe the differences. - the importance of health and safety in the practical environment. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - use a variety of tools safely to manufacture a wooden animal. - use a variety of tools accurately to manufacture a wooden animal. 										<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - what a smart material is and how it is used in commercial applications. - the benefits of CAD compared to traditional methods of design. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - use the CAD programme 2D Design to design their own packaging. - use tools safely and accurately to manufacture a quality product. 										<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - what hazards exist in the food technology rooms and how to prevent them. - what the function of 5 main nutrient groups are, and identify food sources for each. - the impact of making healthy choices; <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - cook a range of savoury dishes to feed themselves a healthy and varied diet. 										<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - how to use sensory descriptors to describe a dish; - how to make healthy choices; - the key environmental issues associated with food. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - cook a range of savoury dishes to feed themselves a healthy and varied diet. 									
Year 8	<p>Rationale</p> <p>Clock Project</p> <p>Through completing this unit of work pupils will be aware of the various polymer classifications and types available. They will be able to describe the differences between the classifications and name some specific types. They will also be able to talk about the environmental effect of polymers within the life cycle of a product. Pupils will be able to manipulate a thermoplastic on a strip heater safely and accurately into a design of their own. They will understand the advantages and disadvantages of CAD/CAM compared to traditional methods. Pupils will be able to use the programme Techsoft 2D Design to develop their idea and use the laser to print it.</p>										<p>Rationale</p> <p>Clock Project</p> <p>Through completing this unit of work pupils will be aware of the various polymer classifications and types available. They will be able to describe the differences between the classifications and name some specific types. They will also be able to talk about the environmental effect of polymers within the life cycle of a product. Pupils will be able to manipulate a thermoplastic on a strip heater safely and accurately into a design of their own. They will understand the advantages and disadvantages of CAD/CAM compared to traditional methods. Pupils will be able to use the programme Techsoft 2D Design to develop their idea and use the laser to print it.</p>										<p>Rationale</p> <p>Nutritional Needs</p> <p>The foods we should eat through analysing diets, developing knowledge of the functions of nutrients and ways to meet our changing nutritional needs. In year 7 pupils learnt about controlling the 4Cs of food safety to prevent food poisoning bacteria multiplying and how to ensure our food is safe to eat, this unit will develop this knowledge further. Pupils will develop knowledge on the functions of nutrients needed for a healthy diet. The topics in this unit are the key building blocks for many food topics over your next 4 years and will have links into many other subjects you study. It will also equip you with knowledge and recipes to cook healthy balanced meals at home.</p>										<p>Rationale</p> <p>Factors Affecting Choice</p> <p>This unit of work has been developed to enable pupils to develop and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and how to apply this knowledge to a variety of nutritional needs. In addition, they will consider the factors that affect food choice, food availability and food waste.</p>									
	<p>Overview and Purpose</p> <p>Polymers</p> <p>Design movement Memphis</p> <p>Environment & Polymers theory</p> <p>Formative assessment Design problem/brief/Specific ideas</p> <p>Design idea generation 2D</p> <p>Develop in isometric</p> <p>Model in card</p> <p>Peer feedback & development</p> <p>CAD - Techsoft 2D/ Soft systems</p> <p>Modern designers</p> <p>Formative assessment Shaping plastics theory</p> <p>Practical Shaping and assembly</p> <p>Evaluation</p> <p>Revision</p> <p>Summative unit assessment</p> <p>Academic review</p>										<p>Overview and Purpose</p> <p>Personal and Food Safety</p> <p>Food Related Illnesses</p> <p>The Eatwell Guide Analysis</p> <p>Savoury Rice?</p> <p>Energy Balance</p> <p>Function of Protein</p> <p>Fajita Practical</p> <p>Micro Nutrients</p> <p>Scones Practical</p> <p>Dietary Needs of Groups</p> <p>Factors affecting Food Choice</p> <p>Rogan Josh Practical</p> <p>Function of Bread Ingredients</p> <p>Pizza Practical</p> <p>Planning Healthy Meals</p> <p>Turkey Burger Practical</p> <p>Sensory and Skills Evaluation</p> <p>End of project assessment</p>										<p>Overview and Purpose</p> <p>Personal and Food Safety</p> <p>Food Related Illnesses</p> <p>The Eatwell Guide Analysis</p> <p>Savoury Rice?</p> <p>Energy Balance</p> <p>Function of Protein</p> <p>Fajita Practical</p> <p>Micro Nutrients</p> <p>Scones Practical</p> <p>Dietary Needs of Groups</p> <p>Factors affecting Food Choice</p> <p>Rogan Josh Practical</p> <p>Function of Bread Ingredients</p> <p>Pizza Practical</p> <p>Planning Healthy Meals</p> <p>Turkey Burger Practical</p> <p>Sensory and Skills Evaluation</p> <p>End of project assessment</p>										<p>Overview and Purpose</p> <p>Dietary Needs of Groups</p> <p>Factors affecting Food Choice</p> <p>Rogan Josh Practical</p> <p>Function of Bread Ingredients</p> <p>Pizza Practical</p> <p>Planning Healthy Meals</p> <p>Turkey Burger Practical</p> <p>Sensory and Skills Evaluation</p> <p>End of project assessment</p>									
	<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - the polymer classifications and the differences between them. Understanding the properties and uses of some. - how past designers such as the Memphis group were influenced and use this to develop their own designs. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - generate a specification, with the teacher, using the research gathered. - Produce a range of ideas in various communication styles and transfer to 3D model and CAD. Use soft systems. - select the correct tools and processes to manipulate the polymer into their chosen solution. 										<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - recall and apply the principles of The Eatwell guide and the 8 tips for healthy eating - name the key nutrients, sources and functions. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - cook a range of savoury dishes to meet the needs of others; - demonstrate the principles of food hygiene and safety in a range of situations. 										<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - the factors that affect food and drink choice; - how to plan a healthy balanced meal for a range of diets. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - cook a range of savoury dishes to meet the needs of others; - demonstrate the principles of food hygiene and safety in a range of situations. 										<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - the factors that affect food and drink choice; - how to plan a healthy balanced meal for a range of diets. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - cook a range of savoury dishes to meet the needs of others; - demonstrate the principles of food hygiene and safety in a range of situations. 									
Year 9	<p>Rationale</p> <p>Candle Holder</p> <p>Through completing this unit of work pupils will be aware of. They will be able to describe the differences between the classifications and name some specific types. They will also be aware of design movements and styles of the past and present. Pupils will be able to read an engineering drawing to mark out a basic shape on metal. They will be able to cut, shape and join the metal accurately and safely to produce a themed tea light candle holder.</p>										<p>Rationale</p> <p>Candle Holder</p> <p>Through completing this unit of work pupils will be aware of. They will be able to describe the differences between the classifications and name some specific types. They will also be aware of design movements and styles of the past and present. Pupils will be able to read an engineering drawing to mark out a basic shape on metal. They will be able to cut, shape and join the metal accurately and safely to produce a themed tea light candle holder.</p>										<p>Rationale</p> <p>Food for Everyone</p> <p>This unit develops knowledge of a range of nutritional needs explaining the effect of nutrient excess and deficiency and the groups they relate to. Pupils will also develop knowledge of cooking and preparation techniques used to change a range of commodities into suitable menu dishes. In Year 7 and 8 pupils developed knowledge of the basic functions of the 5 main nutrients and developed a range of lower level practical skills, this unit challenges their knowledge, in addition they will consider consumer issues. This unit has been developed to enable pupils to secure and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a wider range of dishes, safely and hygienically, such as pastry making and sauce making.</p>										<p>Rationale</p> <p>Planning to Meet the Needs of Others</p> <p>The topics in this unit are the key building blocks for many food topics over your next 3 years and will have links into many other subjects pupils may study such as Science and Health and Social Care. It will also equip you with knowledge and recipes to cook healthy balanced meals at home. Pupils will also develop knowledge of cooking and preparation techniques used to change a range of commodities, increasing in complexity and accuracy, to cook a wider range of dishes, safely and hygienically, such as whisking and shaping commodities. This unit challenges and develops prior knowledge of food and its functions, new trends in food and food provenance.</p>									
	<p>Overview and Purpose</p> <p>Metals</p> <p>Design movement Art Deco</p> <p>Theory Processing metals & the environment</p> <p>Formative assessment Design problem/ brief</p> <p>Design idea generation 2D</p> <p>Develop in isometric</p> <p>Model in card / Orthographic</p> <p>Peer feedback & development</p> <p>Practical Marking out</p> <p>Practical Shaping</p> <p>Theory Joining and Finishing metals Formative assessment</p> <p>Practical Joining</p> <p>Practical Assembly & Finishing</p> <p>Evaluation</p> <p>Revision</p> <p>Summative unit assessment</p> <p>Academic review</p>										<p>Overview and Purpose</p> <p>Preparation and Cooking Techniques Apple Challenge</p> <p>Preventing Bacterial Growth</p> <p>Sweet and Sour Practical</p> <p>Functions of Nutrients</p> <p>Eatwell Guide: How age changes things!</p> <p>Dietary Needs of Teens</p> <p>Cottage Pie Practical</p> <p>Nutritional Labels</p> <p>Sausage Roll Practical: Pastry</p> <p>Sausage Roll Practical & Evaluation</p> <p>Food Assurance Scheme</p> <p>Spring Roll Practical</p> <p>Functions of Ingredients</p> <p>Upside Down Cake Practical</p> <p>Breaking Food Barriers</p> <p>Creating your Recipe Kit</p> <p>Recloie Kit Practical</p> <p>End of Unit Assessment</p>										<p>Overview and Purpose</p> <p>Preparation and Cooking Techniques Apple Challenge</p> <p>Preventing Bacterial Growth</p> <p>Sweet and Sour Practical</p> <p>Functions of Nutrients</p> <p>Eatwell Guide: How age changes things!</p> <p>Dietary Needs of Teens</p> <p>Cottage Pie Practical</p> <p>Nutritional Labels</p> <p>Sausage Roll Practical: Pastry</p> <p>Sausage Roll Practical & Evaluation</p> <p>Food Assurance Scheme</p> <p>Spring Roll Practical</p> <p>Functions of Ingredients</p> <p>Upside Down Cake Practical</p> <p>Breaking Food Barriers</p> <p>Creating your Recipe Kit</p> <p>Recloie Kit Practical</p> <p>End of Unit Assessment</p>										<p>Overview and Purpose</p> <p>Sausage Roll Practical & Evaluation</p> <p>Food Assurance Scheme</p> <p>Spring Roll Practical</p> <p>Functions of Ingredients</p> <p>Upside Down Cake Practical</p> <p>Breaking Food Barriers</p> <p>Creating your Recipe Kit</p> <p>Recloie Kit Practical</p> <p>End of Unit Assessment</p>									
	<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - the metal classifications and the differences between them. Understanding the properties and uses of some. - how metal is processed and the effect this has on the environment. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - use their knowledge of the Art Deco design movement to create and develop creative solutions. - use the correct tools and processes to manipulate the metal into their chosen solution. 										<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - apply the principles of The Eatwell Guide and relate this to diet through life; - explain the characteristics of ingredients and how they are used in cooking. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - cook a range of complex savoury dishes to meet the needs of others; - demonstrate the principles of food hygiene and safety in a range of situations 										<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - the variety of food certification and assurance schemes and how to understand a food label; - the characteristics of a range of ingredients and how they are used in cooking. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of complex dishes; - demonstrate the principles of food hygiene and safety in a range of situations. 										<p>Outcomes - This should be the max 5 composite statements for this unit (should be the arbor statements)</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> - the variety of food certification and assurance schemes and how to understand a food label; - the characteristics of a range of ingredients and how they are used in cooking. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of complex dishes; - demonstrate the principles of food hygiene and safety in a range of situations. 									