
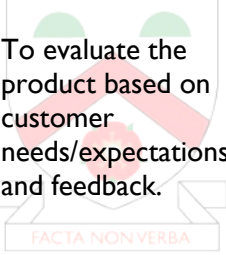
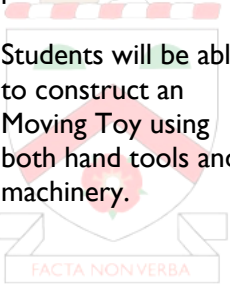



## Design & Technology - Curriculum Overview 2022-23

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Year 7</b></p> <p>(4 hours per fortnight).</p> <p><i>2 terms of food one of textiles on rotation.</i></p> <p><b>**PLEASE NOTE NOT ALL DT STAFF WILL TEACH THE CONTENT IN THIS PARTICULAR ORDER DUE TO RESOURCING AND ROOMINGS</b></p>	<p><b>Cooking and Nutrition</b></p> <p>To learn Health &amp; Safety and Food hygiene practices.</p> <ul style="list-style-type: none"> <li>-Kitchen hygiene</li> <li>-Personal hygiene</li> <li>-Kitchen safety</li> <li>-Storing and cooking for safety.</li> </ul> <p>To learn different cooking methods through the experience of making a variety of savoury and sweet dishes.</p> <p>Basic Knife skills Use of the cooker</p> <p>Food preparation skills- weighing and measuring</p> <p>Healthy eating guidelines.</p>	<p><b>Cooking and Nutrition</b></p> <p>Know how the Eat well guide can be used to guide individuals in selecting foods that make up a healthy and balanced diet.</p> <p>Fruit and vegetable benefits.</p> <p>Eat more fibre/ less fat.</p> <p>Healthy Eating Guidelines.</p> <p>Eat Well Guide- link to nutrients. Be able know what they are and name the key nutrients.</p>	<p><b>Cooking and Nutrition</b></p> <p>Understand where food commodities fruit/vegetables/cereals come from?</p> <p>Seasonality/ food miles Sensory characteristics Food choice- personal</p> <p>How commodities can be processed and some of their nutritional properties.</p> <p>Y7 Designing/adapting a scone based pizza recipe to healthy eating guidelines.</p>	<p><b>Cooking and Nutrition</b></p> <p>Principles of planning and preparing a range of healthy meals.</p> <p>Be able to create a nutritional product and plan for the making of the finished product.</p> <p>Be able to cook independently selecting the correct kitchen equipment and select ingredients based on their functional, sensory, and nutritional properties.</p>	<p><b>DT Textiles</b></p> <p>Health and safety procedures Identify modern materials – Basic hand stitching, operating a sewing machine</p> <p>Researching a design brief in order to generate ideas</p> <p>Product analysis.</p> <p>Designing to meet user needs- Bandana with be seen properties.</p> <p>Know how fabrics are constructed together to make a product- hand and machine stitching.</p>	<p><b>DT Textiles</b></p> <p>Generate and Model design idea Decorative techniques Use of ICT</p> <p>Make a functional product by adding shape/structure to a fabric in order to realise their own design ideas</p> <p>To evaluate the product based on customer needs/expectations and feedback.</p> 

	<p><b>DT Materials</b></p> <p>Students will begin to gain knowledge of the design process. Students will be able to express their individuality through designing and through the use of practical making skills.</p> <p>Students will learn how to design, render and annotate.</p> <p>Students will learn how to mark out.</p> <p>Students will have knowledge of how to work safely in DT.</p> <p>They will do this through the exploration of the theme 'Block Bots'.</p>	<p><b>DT Materials</b></p> <p>Students will begin to gain knowledge of the design process. Students will be able to express their individuality through design skills and through the use of practical making skills.</p> <p>Students will learn how to use a disc sander, Pillar drill and a range of hand tools.</p> <p>Students will also gain knowledge of evaluation.</p> <p>They will do this through the exploration of the theme 'Block Bots'.</p>	<p><b>DT Materials</b></p> <p>Students will begin to gain knowledge of the design movements, in particular designers of Pop Art. Students will learn how to apply design skills, to produce a Ball Bearing game</p> <p>Students will also explore working in the style of designers.</p> <p>Students will understand different joints used within timber.</p> <p>They will explore these topics through the topic of 'ball bearing games'.</p>	<p><b>DT Materials</b></p> <p>Students will produce their own nets, and designs that link to Pop Art. They will also explore Graphic Design skills to produce a quality outcome and final product</p> <p>Students will have knowledge of good quality outcomes Students will have knowledge of design movements.</p> <p>Students will have knowledge of how to work safely in DT.</p> <p>They will explore these topics through the topic of 'ball bearing games'.</p>	<p><b>DT Materials</b></p> <p>Students will undertake research into designing packaging. Students will explore a range of different nets and packaging styles to allow them to produce appropriate packaging for their ball bearing game product.</p> <p>Students will have knowledge of the good quality outcomes.</p> <p>Students will also develop knowledge of different types of papers.</p> <p>Students will explore these themes through the topic of 'packaging of ball bearing games'.</p>	<p><b>DT Materials</b></p> <p>Students will explore materials and the properties of materials. They will use 2D to produce a final product.</p> <p>Students will have knowledge of the impact of designers on the environment</p> <p>Students will have knowledge of Laser cutting process.</p> <p>Students will have knowledge of how to work safely in DT.</p> <p>Students will explore these themes through the topic of 'packaging of ball bearing games'.</p>
<p>Assessment</p> <p><i>*Assessments of projects may take place at different points in the year</i></p>	<p>Baseline assessment SEP.</p> <p>Mid-Point Technical knowledge assessment.</p>	<p>Mid-Point Technical knowledge assessment.</p> <p>Assessment of quality of final product and evaluation.</p>	<p>Mid-Point Technical knowledge assessment.</p>	<p>Mid-Point Technical knowledge assessment</p> <p>Assessment of quality of final product and evaluation.</p>	<p>Mid-Point Technical knowledge assessment.</p>	<p>Mid-Point Technical knowledge assessment</p> <p>Assessment of quality of final product and evaluation.</p>

	Homework Quiz Research user needs (FA)	Homework Quiz Key terminology quiz (FA)	Homework Quiz Material functions (FA)	Homework Quiz Design Ideas (FA)	Final Design and Make Product (SA)	Final Design, Plan and Make Product (SA)
<p><b>Year 8</b></p> <p>(4 hours per fortnight).</p> <p><i>To enable students to catch up the teacher will adapt Y8 curriculum based on baseline assessment outcomes for the class.</i></p>	<p><b>Cooking and Nutrition</b></p> <p>Health &amp; Safety and Food hygiene practices.</p> <ul style="list-style-type: none"> <li>-Food safety when buying and storing foods.</li> <li>-Labelling, date marks</li> <li>-Cooking food safety</li> <li>-High risk foods-cross contamination.</li> </ul> <p>To learn different cooking methods through the experience of making a variety of savoury and sweet dishes.</p> <p>Basic Knife skills</p> <p>Use of the cooker</p> <p>Food preparation skills- weighing and measuring</p> <p>Healthy eating guidelines.</p>	<p><b>Cooking and Nutrition</b></p> <p>What constitutes a healthy diet?</p> <p>Calories (fats &amp; oils)</p> <p>Labelling- Traffic lights.</p> <p>Nutrition- functions &amp; sources.</p> <p>Macro/micronutrients A,B,C,D,E.</p> <p>Minerals- Iron, Calcium, Sodium.</p> <p>Applying Eat Well Guide principles.</p> <p><b>Y8</b> will develop a deeper understanding of the five main nutrients and their function in the body.</p>	<p><b>Cooking and Nutrition</b></p> <p>Understand where food commodities come from.</p> <p>Fruit/vegetables/cereals meats, dairy.</p> <p>Seasonality/food miles</p> <p>Adapting recipes- tooth decay, diabetes, increase fibre.</p> <p>Sensory characteristics Food choice-</p> <p>How the commodity can be processed and their nutritional properties.</p> <p><b>Y8</b> –Design/adapt a savoury dish to ensure it is nutritionally balanced.</p>	<p><b>Cooking and Nutrition</b></p> <p>Be able to cook independently selecting the correct kitchen equipment and select ingredients based on the functions of ingredients.</p> <p>Coagulation</p> <p>Raising agents- chemical, mechanical, biological</p> <p>Fats and oils, sugar -caramelization, dextrinization, denaturation</p> <p>Enzymic browning</p> <p>Glazing</p> <p>Development of food product. Setting chilled-cheesecake.</p>	<p><b>DT Textiles</b></p> <p>Recap Health and safety procedures Properties of manmade and natural materials,</p> <p>Designing to meet user needs- Medical case.</p> <p>Carry out primary and secondary research</p> <p>Product analysis. Questionnaire, literature/search engines. Types of fastenings.</p> <p>Research and trial Decorative techniques.</p> <p>Know how fabrics are constructed together to make a product. Recap hand stitching. Recap use of sewing machine.</p>	<p><b>DT Textiles</b></p> <p>Use primary and secondary research to generate and Model design ideas</p> <p>Make a functional product by adding shape/structure to a fabric in order to realise their own design ideas.</p> <p>To evaluate the product based on customer needs/expectations and feedback.</p> 

<p><b>**PLEASE NOTE NOT ALL DT STAFF WILL TEACH THE CONTENT IN THIS PARTICULAR ORDER DUE TO RESOURCING AND ROOMINGS</b></p>	<p><b>DT Materials</b> Students will begin to gain knowledge of the design movements, in particular designers of Pop Art.</p> <p>Students will learn how to apply design skills, to produce a Ball Bearing game</p> <p>Students will also explore working in the style of designers.</p> <p>Students will have understanding of different joints used within timber.</p> <p>They will explore these topics through the topic of 'ball bearing games'.</p>	<p><b>DT Materials</b> Students will produce their own nets, and designs that link to Pop Art.</p> <p>They will also explore Graphic Design skills to produce a quality outcome and final product</p> <p>Students will have knowledge of good quality outcomes Students will have knowledge of design movements.</p> <p>Students will have knowledge of how to work safely in DT.</p> <p>They will explore these topics through the topic of 'ball bearing games'.</p>	<p><b>DT Materials</b> Students will begin to gain deeper knowledge of the design process. Students will be exploring a range of different techniques to produce a working light box. Students will explore cultures and celebrations as inspiration.</p> <p>Students will learn how to design, render and annotate.</p> <p>Students will learn how to mark out.</p> <p>Students will understand electronics/circuit boards.</p> <p>Students will explore this through the light box project.</p>	<p><b>DT Materials</b> Students will begin to apply knowledge of electronics to build a working circuit for the USB light. Students will then use CAD to produce a design for the top of the lamp.</p> <p>Students will be able to construct a working circuit.</p> <p>Students will learn how to design using CAD</p> <p>Students will be able to work safely in DT to join all components of the project.</p> <p>Students will explore this through the light box project.</p>	<p><b>DT Materials</b> Students will design and make an Moving Toy, which will be based on their own cultural interests.</p> <p>Students will have knowledge of motions and cams.</p> <p>Students will explore the practical techniques, developing skills when joining materials.</p> <p>Students will be able to apply a range of finishing techniques to their Moving Toy.</p>	<p><b>DT Materials</b> Students will explore the planning and testing element of Design Technology by producing models of their cams and motions.</p> <p>Students will be able to use tools and equipment independently.</p> <p>Students will be able to use 2D Design to produce a cam.</p> <p>Students will be able to construct an Moving Toy using both hand tools and machinery.</p> 
<p><i>Assessment</i></p> <p><i>*Assessments of projects may take place at different points in the year</i></p>	<p>Baseline Assessment SEP</p> <p>Mid-Point knowledge assessment</p>	<p>Mid-Point Technical knowledge assessment</p> <p>Assessment of quality of final product and evaluation</p>	<p>Mid-Point Technical knowledge assessment</p>	<p>Mid-Point Technical knowledge assessment</p> <p>Assessment of quality of final product and evaluation</p>	<p>Mid-Point Technical knowledge assessment</p>	<p>Mid-Point Technical knowledge assessment</p> <p>Assessment of quality of final product and evaluation</p>

	Homework Quiz Research user needs	Homework Quiz Key terminology quiz	Homework Quiz Material functions	Homework Quiz Design Ideas	Final Design and Make Product	Final Design, Plan and Make Product
<p><b>Year 9</b></p> <p>(3 hours per fortnight).</p> <p>Food- 1 hour Dt- 2 hours</p>	<p><b>Cooking and Nutrition</b></p> <p>Health &amp; Safety and Food hygiene practices.</p> <p>Food safety procedure -Home and industry. -Key legislation - danger zone 5-63 -Cooking temp – 75c -Refrigeration 0-5 4C's – preventing food poisoning.</p> <p>Advanced Knife skills</p> <p>Work with a range of high-risk protein ingredients.</p> <p>Nutritional and working properties of a range of foods</p> <p>Planning and presentation skills</p>	<p><b>Cooking and Nutrition</b></p> <p>Understand where food commodities come from and how the commodity can be processed.</p> <p>Nutrition- Impact on health Over/under eating Digestion How to maintain healthy eating.</p> <p>Identify the links between poor diet and health risks including tooth decay, obesity and cancer.</p> <p>Produce a range of dishes/ingredients representative of different cultures</p> <p>Nutritional needs of different groups of people.</p>	<p><b>Cooking and Nutrition</b></p> <p>Understand where food commodities come from and how the commodity can be processed.</p> <p>Functions of ingredients:</p> <p>Coagulation</p> <p>Raising agents- chemical, mechanical, biological use of yeast.</p> <p>Fats and oils, sugar -caramelization, dextrinization, denaturation</p> <p>Enzymic browning, Glazing</p>	<p><b>Cooking and Nutrition</b></p> <p>Understand where food commodities come from and how the commodity can be processed.</p> <p>Functions of ingredients:</p> <p>Coagulation</p> <p>Raising agents- chemical, mechanical, biological use of yeast.</p> <p>Fats and oils, sugar -caramelization, dextrinization, denaturation</p> <p>Enzymic browning, Glazing</p>	<p><b>Cooking and Nutrition</b></p> <p>Menu planning – Development of food product- own choice.</p> <p>Special diets- food that cause ill health.</p> <p>Sensory analysis</p> <p>Practical assessment Be able to present food in an acceptable way.</p>	<p><b>Cooking and Nutrition</b></p> <p><i>Understand where food commodities come from and how the commodity can be processed.</i></p> <p><i>Knowledge and understanding of the sensory and working properties of a range of ingredients.</i></p> 


<p>*DT projects may not be delivered in this particular order due to rotation purposes*</p>	<p><b>DT Materials Topic 1</b></p> <p>Students are going to learn about the environment and the impact that this has on nature. Students are going to design and make their own creature habitat.</p> <p>Students will use knowledge of designing rendering and annotation.</p> <p>Students will use knowledge of marking out and planning.</p> <p>Students will begin to build their own creature habitat, working safely in DT</p> <p>Students will complete these skills through the topic of 'wildlife house'.</p>	<p><b>DT Materials Topic 2</b></p> <p>Students will learn how to be entrepreneurial through this project, by designing and making a cultural celebration decoration to raise money for charity</p> <p>Students will learn how to mark out and use equipment in DT safely.</p> <p>Students will be able to apply a range of finishing techniques to their celebration crate.</p> <p>Students will explore polymers and learn about the different types of plastics.</p> <p>Students will explore these topics through the 'celebration crate project'.</p>	<p><b>DT Materials Topic 1</b></p> <p>Students are going to learn about the environment and the impact that this has on nature. Students are going to design and make their own creature habitat.</p> <p>Students will use knowledge of designing rendering and annotation.</p> <p>Students will use knowledge of marking out and planning.</p> <p>Students will begin to build their own creature habitat, working safely in DT</p> <p>Students will complete these skills through the topic of 'wildlife house'.</p>	<p><b>DT Materials Topic 2</b></p> <p>Students will learn how to mark out and use equipment in DT safely.</p> <p>Students will be able to apply a range of finishing techniques to their celebration crate.</p> <p>Students will explore polymers and learn about the different types of plastics.</p> <p>Students will explore these topics through the 'celebration crate project'.</p>	<p><b>DT Materials Topic 1</b></p> <p>Students are going to learn about the environment and the impact that this has on nature. Students are going to design and make their own creature habitat.</p> <p>Students will use knowledge of designing rendering and annotation.</p> <p>Students will use knowledge of marking out and planning.</p> <p>Students will begin to build their own creature habitat, working safely in DT</p> <p>Students will complete these skills through the topic of 'wildlife house'.</p>	<p><b>DT Materials Topic 2</b></p> <p>Students will learn how to be entrepreneurial through this project, by designing and making a cultural celebration decoration to raise money for charity.</p> <p>They will use CAD/CAM and understand the impact of design technology on the environment through sustainability.</p> <p>Students will also explore branding, packaging and finishes in order to produce a product which could be sold and used to the public.</p> <p>Students will explore these topics through the 'celebration crate project'.</p>
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<i>Assessment</i> <i>*Assessments of projects may take place at different points in the year</i>	Baseline Assessment SEP  Mid-Point knowledge assessment	Mid-Point Technical knowledge assessment  Assessment of quality of final product and evaluation	Mid-Point Technical knowledge assessment	Mid-Point Technical knowledge assessment  Assessment of quality of final product and evaluation	Mid-Point Technical knowledge assessment	Mid-Point Technical knowledge assessment  Assessment of quality of final product and evaluation
	Homework Quiz Research user needs (FA)	Homework Quiz Key terminology quiz (FA)	Homework Quiz Material functions (FA)	Homework Quiz Design Ideas (FA)	Final Design and Make Product (SA)	Final Design, Plan and Make Product (SA)

# FRED LONGWORTH

## HIGH SCHOOL



<p><b>Year 10</b> 5 hours per fortnight.</p>	<p><b>WJEC Hospitality and Catering</b></p> <p><b>Knowledge:</b> Foods that cause ill health</p> <p>Food safety legislation/EHO</p> <p>Unit 2 2.1.1 Understanding the importance of nutrition.</p> <p>Life stages Comparison of nutritional needs.</p> <p>Unit 2:2.3.1 Practical skills planning preparing and safely using a variety of food commodities, cooking techniques and equipment Filleting fish. Deboning chicken, high risk dishes.</p> <p><b>Homework – Retrieval quizzes Research for controlled assessment</b></p>	<p><b>WJEC Hospitality and Catering</b></p> <p><b>Knowledge:</b> 2.1.2 How cooking methods can impact nutritional value.</p> <p>College Visit or – catering kitchens.</p> <p>Practical skills planning preparing and safely using a variety of food commodities, cooking techniques and equipment.</p> <p>Food safety practices in preparation, cooking, storage and serving food. Reviewing dishes and own performance.</p> <p><b>Homework – Research for controlled assessment</b></p>	<p><b>WJEC Hospitality and Catering</b></p> <p><b>Knowledge:</b> Unit 2.2.1 Factors affecting menu planning.</p> <p>2.2.2 How to plan production of dishes.</p> <p>Unit 1 :1.3.1 health and safety in hospitality and catering provision.</p> <p>Practical skills planning preparing and safely using a variety of food commodities, cooking techniques and equipment.</p> <p>Reviewing dishes and own performance.</p> <p><b>Homework – Research for controlled assessment</b></p>	<p><b>WJEC Hospitality and Catering</b></p> <p><b>Knowledge:</b> Controlled Assessment Unit 2.</p> <p>2.2.2 How to plan production of dishes.</p> <p>Trial exam dishes.</p> <p>Reviewing dishes and own performance.</p> <p><b>Homework – Plan and trial dishes</b></p>	<p><b>WJEC Hospitality and Catering</b></p> <p><b>Knowledge:</b> Controlled Assessment Unit 2.</p> <p>Food presentation techniques.</p> <p><b><u>Controlled Assessment (CA).</u> <u>Unit 2</u> <u>4-hour practical exam</u></b></p> <p><b>Homework – Reviewing dishes</b></p>	<p><b>WJEC Hospitality and Catering</b></p> <p><b>Knowledge:</b> Unit 1 :1.3.1 health and safety in hospitality and catering provision.</p> <p>Food safety practices in preparation, cooking, storage and serving food. Reviewing dishes and own performance.</p>  <p><b>Homework – Retrieval quizzes</b></p>
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<p>**Construction projects may not be delivered in this particular order due to rooming</p>	<p><b>WJEC Construction Unit 2 (Part 1): <u>Carpentry and Joinery</u></b> Students will gain knowledge of Health and safety practices and procedures within the construction industry. Identifying characteristics of materials and knowledge of joints, finishing methods and sizing. Students will work to a brief from a client to produce a replacement wooden window frame.</p>	<p><b>WJEC Construction Unit 2 (Part 1): <u>Carpentry and Joinery</u></b> Students will develop knowledge of Health and safety practices and procedures within the construction industry focusing on legislation. Students will use knowledge of the wooden window frame to produce a written power point presentation which will be shown to their client.</p>	<p><b>WJEC Construction Unit 1: <u>Safety and Security</u></b> To develop the knowledge and understanding of the construction industry, covering legislation, PPE, safe working practices, Hazard, Risk and Controls as well as security. This unit is externally assessed.</p>	<p><b>WJEC Construction Unit 2 (Part 2): <u>Trowel Operations</u></b> Students will develop knowledge of Health and safety practices and procedures within the construction industry regarding Brickwork. Students will work within a brief set by their client and will learn the skills required to build a replacement wall. Skills will include how to mix and prepare concrete, how to produce a level pyramid and how to build a wall.</p>	<p><b>WJEC Unit 1: <u>Safety and Security</u></b> To develop greater knowledge and understanding of the construction industry, covering legislation, PPE, safe working practices, hazard, risk and controls as well as security. Students will learn exam techniques and focus on revision in preparation for externally assessed unit.</p>	<p><b>WJEC Construction Unit 2 (Part 2): <u>Trowel Operations</u></b> Students will develop knowledge of Health and safety practices and procedures within the construction industry in regard to Brickwork. Students will work within a brief set by their client Students will use knowledge of the trowel operations to produce a written power point presentation which will be shown to their client.</p>
	<p><b>GCSE Design Technology <u>Wind chime Project:</u></b> Students will begin the year exploring a range of materials, covering metals, plastics, woods and manufactured boards. They will design and make a Wind Chime based on a theme of their choice but for a</p>	<p><b>GCSE Design Technology <u>Christmas Product Project:</u></b> Students will learn how to be entrepreneurial through this project, by designing and making a cultural Christmas decoration to raise money for charity. They will use</p>	<p><b>GCSE Design Technology <u>Tote Bag Project:</u></b> Students will produce a Tote Bag, exploring skills such as prototyping, sublimation printing, pattern making. The students will design and create a tote bag for their client and will gain understanding of fabrics, and the fastening and materials that are used</p>	<p><b>GCSE Design Technology <u>Mock NEA:</u></b> Students will be given the NEA from previous year's cohort, they will learn how to present, research and design their product. As well as exploring materials and prototyping.</p>	<p><b>GCSE Design Technology <u>Mock NEA:</u></b> Students will have access to the official NEA, they will begin by researching the three topics and begin producing, task analysis, product analysis, client profile, and questionnaires to their target market. Students will also explore mood</p>	<p><b>GCSE Design Technology <u>NEA Controlled Assessment (CA):</u></b> Students will have access to the official NEA, they will begin by researching the three topics and begin producing, task analysis, product analysis, client profile, and questionnaires to</p>

	specific client and target market. They will understand how to use jigs and templates and gain understanding of the production methods in place. Students will also explore CAD/CAM and using the laser cutter.	CAD/CAM and understand the impact of design technology on the environment through sustainability. Students will also explore branding, packaging and finishes in order to produce a product which could be sold and used to the public.	within textiles. Students will also explore the production methods of materials and planning. Students may also have access to Photoshop and 2D Design.		boards, whilst demonstrating prior knowledge of presentation and skills.	their target market. Students will also explore mood boards, whilst demonstrating prior knowledge of presentation and skills.
Assessment	<p>All students for both courses will sit a baseline assessment in September.</p> <p>Mid-point technical knowledge assessment</p> <p>Mid-point unit assessment</p> <p>Final outcome and evaluation assessment</p>	<p>Formal Assessment for Carpentry and Joinery Task</p> <p>Mid-point technical knowledge assessment</p> <p>Mid-point unit assessment</p> <p>Final outcome and evaluation assessment</p> <p>Catering Unit 2 catering practical skills</p>	<p>Mid- point mock exam Unit 1: Safety and Security</p> <p>Mid-point technical knowledge assessment</p> <p>Mid-point unit assessment</p> <p>Final outcome and evaluation assessment</p> <p>Mock Exam Unit 1: Safety and Security (external)</p> <p>Progress exam Unit 1 Hospitality and catering</p>	<p>Mid-point technical knowledge</p> <p>Assessment of Research, and Developing design ideas using official AQA criteria</p> <p>Unit 2 Catering controlled assessment research assessed</p>	<p>Mid-point technical knowledge unit 1 assessment</p> <p>Unit 1 Safety and security in construction External examination mock</p> <p>Assessment of Research, and Developing design ideas using official AQA criteria</p> <p>Mid-point technical knowledge DT</p> <p>Unit 1 Catering External examination (40%) Mock</p>	<p>Unit 1: Safety and security in construction External examination</p> <p>DT Mock Exam 2Hour</p> <p><i>No internal feedback permitted to individual pupils for NEA.</i></p> <p>Unit 1 Catering External examination (40%)</p>

	Homework:  Practice Revision questions, homework revision quizzes	Homework:  Practice Revision questions, homework revision quizzes ( FA)	Homework:  Practice Revision questions, homework revision quizzes ( FA)	Homework:  Practice Revision questions, homework revision quizzes ( FA)	Homework:  Practice Revision questions, homework revision quizzes ( FA)	Homework:  Practice Revision questions, homework revision quizzes ( FA)
<b>Year 11</b> 5 hours per fortnight.	<p><b>WJEC Hospitality &amp; Catering</b></p> <p>Knowledge and preparation for assessment</p> <p>1.1 Nutrients, 1.2 comparison of nutritional needs, 1.3 Unsatisfactory nutrient intake, 1.4 Cooking methods 2.1 Menu Planning, 2.2 Environmental factors 2.3 selection of dishes 2.4 Time Plan</p> <p>Trial possible exam dishes.</p> <p><b>Homework – Research for controlled assessment and</b></p>	<p><b>WJEC Hospitality &amp; Catering</b></p> <p>Assessment period</p> <p>Controlled assessment CA Unit 2. (Live assessment)</p> <p>Trial exam dishes Mock practical dish Mock exam paper.</p> <p><b>Homework – Research for controlled assessment and</b></p>	<p><b>WJEC Hospitality &amp; Catering</b></p> <p>Assessment period</p> <p>Controlled assessment CA Unit 2. (Live assessment)</p> <p><b>Controlled Assessment (CA). Unit 2 4-hour practical exam</b></p> <p><b>Homework – Research for controlled assessment</b></p>	<p><b>WJEC Hospitality &amp; Catering</b></p> <p>Revise- exam preparation and retrieval practice.</p> <p>LO1 Hospitality and catering industry LO2 Hospitality and catering operations LO3 Health and safety LO4 Foods that cause ill health LO5 Review options for hospitality and catering provision.</p> <p>Controlled assessment CA Unit 2. (Live assessment).</p> <p><b>Homework – Research for controlled assessment and trial a range of dishes</b></p>	<p><b>WJEC Hospitality &amp; Catering</b></p> <p>Revise- exam preparation and retrieval practice.</p> <p>LO1 Hospitality and catering industry LO2 Hospitality and catering operations LO3 Health and safety LO4 Foods that cause ill health LO5 Review options for hospitality and catering provision</p> <p>Written mock exam and final exam June 2023</p> <p>Controlled assessment. Unit 2 4-hour practical exam.</p> <p><b>Homework – Retrieval quizzes/ exam question practice.</b></p>	

	trial a range of dishes	trial a range of dishes	and trial a range of dishes			
	<p><b>WJEC Construction Unit 2 (Part 3): Decorating Operations</b> Students will gain knowledge of Health and safety practices and procedures within the construction industry, specific to painting and decorating. Students will work to a brief from a client. to produce a design for a feature wall, which has been damaged. Students will gain understanding of ratio, size, and scale.</p>	<p><b>WJEC Construction Unit 2 (Part 3): Decorating Operations</b> Students will develop knowledge of Health and safety practices and procedures within the construction industry focusing on legislation. Students will use knowledge of the wooden window frame to produce a written power point presentation which will be shown to their client.</p>	<p><b>WJEC Construction Unit 3: Planning Construction Projects</b> To develop greater knowledge and understanding of the construction industry, focusing on job roles and how construction projects are organised. Students will gain knowledge of planning a construction project, they will know how interpret sources of information and structure a time plan and GANTT Chart.</p>	<p><b>WJEC Construction Unit 3: Planning Construction Projects</b> To develop greater knowledge and understanding of the construction industry, covering legislation, success and failures in the industry. Students will have understanding of the costs and time that goes into construction projects. Students will learn exam techniques and focus on revision in preparation for externally assessed unit.</p>	<p><b>WJEC Construction Unit 3: Planning Construction Projects</b> <b>Unit 1: Safety and Security</b> Revision studies to enhance knowledge and understanding of the importance of Unit 1 and Unit 3. Students will have opportunity for a resit for Unit 1 in this series.</p>	
	<b>GCSE Design Technology NEA</b>	<b>GCSE Design Technology NEA</b>	<b>GCSE Design Technology</b>	<b>GCSE Design Technology</b>	<b>GCSE Design Technology</b>	

	<p><b>Controlled Assessment (CA):</b> Students will explore designing, focusing on the NEA topic they have chosen. They will explore how to design in both 2D and 3D and using CAD to support these design ideas. The students will also explore engineering drawings and produce these as part of working drawings required before making. The students will also plan and use GANTT charts form the basis of these ideas.</p>	<p><b>Controlled Assessment:</b> Students will independently make their product focusing on the materials properties and knowledge of processes. The students will also explore a range of finishing techniques whilst considering the work of others.</p>	<p>Students will produce a written evaluation of the project, compare their product against a specification and produce a redesign.</p> <p>Students will be able to recall the knowledge to complete these tasks from taught projects through the DT curriculum.</p>	<p>Students will focus on the exam content and get prepared for the external assessment. The students will focus on knowledge required for the exam and focus in on one technical area for section 2.</p> <p>Students will be shown how to answer questions and discuss what will be expected to be on the paper.</p>	<p>The ongoing focus on the exam content and getting prepared for the external assessment. The students will focus on knowledge required for the exam and focus in on one technical area for section 2.</p> <p>Students will be shown how to answer questions and discuss what will be expected to be on the paper.</p>	
<p>Assessment</p> <p><i>No internal feedback permitted to individual pupils for CA.</i></p>	<p>Mid-point technical knowledge assessments</p> <p>NEA ongoing.</p>	<p>Mock Exam Unit 3 Construction</p> <p>Formal Assessment for Brickwork</p> <p>Mock Exam Design Technology</p> <p>NEA ongoing.</p> <p>Mock Catering practical examinations x 2</p>	<p>Mock Exam Unit 3 Construction</p> <p>Mock Exam Unit 1 Construction</p> <p>Any incomplete assessments from Unit 2.</p> <p>Mock Exam Design Technology</p> <p>NEA ongoing.</p> <p>Final Catering Practical examination catering Unit 2 (4 hours)</p>	<p><b>CA Deadline: May 5<sup>th</sup> /15<sup>th</sup></b></p> <p>Mini- Mock Exam Unit 3 Construction</p> <p>Mini-Mock Exam Unit 1 Construction</p> <p>Mock Exam Design Technology</p> <p>NEA Final completion Catering Controlled assessment final completion.</p>	<p>Mock exams</p> <p>Final Summer External Examinations all subjects</p>	

	Homework:  Practice Revision questions, homework revision quizzes	Homework:  Practice Revision questions, homework revision quizzes	Homework:  Practice Revision questions, homework revision quizzes	Homework:  Practice Revision questions, homework revision quizzes		

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