

TITLE	WHERE IS IT COVERED IN THE NEW OVERVIEW?
DESIGN TECHNOLOGY	
<p>The National Curriculum:</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Students should work in a range of domestic and local contexts; for example, the home, health, leisure and culture. Students should work in a range of industrial contexts; for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion.</p> <p>Students should select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties and be using specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.</p> <p>Be able to identify and solve their own design problems and understand how to reformulate problems given to them.</p> <p>Understand how more advanced electrical and electronic systems can be powered and used in their products; for example, circuits with heat, light, sound and movement as inputs and outputs.</p> <p>Students should test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.</p>	<p>Year 7 (Rotation A) Product Design – The Memphis clock project; Students will research and be inspired by the Memphis design movement. They will design their own unique analogue clock and use computer aided design to prepare sections of their design. Students will then use the laser cutter to cut out and assemble their clock pieces.</p> <p>Year 7 (Rotation B) Traditional Woodwork – The lego box project; Students manufacture a wooden lego inspired box using a traditional rebate joint. Students are taught the importance of quality finish, cutting skills and practical workshop safety rules.</p> <p>Year 8 (Rotation A) Graphics – The board game project; Students use computer aided design to design and manufacture a unique ‘snakes and ladders’ inspired board game. With the use of the laser cutter, student also manufacture their own bespoke playing counters and dice. The packaging and surrounding graphics complete this project.</p> <p>Year 8 (Rotation B) Traditional Woodwork – The mono speaker project; Students are introduced to electronics and solder their own circuit board making a working mono speaker. Students then use traditional woodworking skills to manufacture a wooden finger jointed box to house the mono speaker and its circuitry. Students have the opportunity to use computer aided design to laser cut a unique acrylic facing to cover the speaker.</p> <p>Year 9 GCSE 3D Design – a) Practical skills; Students have a 4 week period to demonstrate mastery core practical skills from KS3. The outcome should include joinery techniques, correct/appropriate tool and material selection and applying basic finishes. b) The point of sale unit; This combines both graphics and product design skills. Students design a new corporate identity (logo and colour scheme) for an existing chocolate company, and design & manufacture a point of sale unit to display and promote their new design.</p> <p>Year 10 GCSE 3D Design – The stereo speaker project; Students are tasked with designing and manufacturing their own unique stereo speaker. Students use mastery skills to solder a circuit board and use any materials, methods or techniques they wish, to navigate themselves (under minimal teacher-led instruction) into manufacturing and assembling a working stereo product.</p> <p>Year 11 GCSE 3D Design – Final portfolio ‘seasonal products’; Students are tasked with completing their own portfolio using the initial design concept of ‘seasonal products.’ Students should be completing final designs and be preparing for the manufacture stage, but should take this time to improve all areas of the design process to date, using their project overview trackers. Students are invited to after school catch-up sessions every Thursday. This portfolio is the main evidence for their GCSE grade and will therefore be highly important for crediting their ability.</p>

FOOD TECHNOLOGY	
<p>The National Curriculum:</p> <p>Understand and apply the principles of nutrition and health.</p> <p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes].</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients.</p>	<p>Year 7 (Rotation C) Theory lessons - Healthy breakfasts, nutritional requirement of the body. Students will focus on the basic nutritional requirements of the body. They will research and identify the different nutrient groups, their sources and function in the body. Students will find out about the importance of maintain a balanced diet for good health.</p> <p>Year 7 (Rotation C) Practical lessons; Students will develop an understanding of how to increase their nutritional health by adding, removing and substituting ingredients when making dishes such as: Pizza, Vegetable Cous Cous, Breakfast muffins, Pasta splodge and Oat and raisin cookies.</p> <p>Year 8 (Rotation C) Theory lessons - Eatwell plate, Nutrients, Obesity, Fat, sugar, salt and calorie intake. Students will develop an understanding of a range of nutritional guidelines that will help them understand how to increase their nutritional health and reduce their Saturated fat, Salt and Sugar intake. They will research and identify nutritional intake requirements and form a sound understanding of the importance of the correct daily calorie intake to help maintain a healthy body weight.</p> <p>Year 8 (Rotation C) Practical lessons; Students will further develop their nutritional awareness of healthy dishes by applying this knowledge and cooking the following dishes: Pizza, Pasta bake, Stir- fry, Healthy fruit pudding, Filled Pitta.</p> <p>Year 9 Food Preparation and Nutrition; Food investigations – functions and properties of fat and Protein in food preparation, Food sustainability in a changing world, Egg production methods, Food hygiene and safety, Sensory testing and its use in the food industry, Sugar production, Health and well-being through diet Key Skills: Understanding and learning to set up a food investigation, Short crust pastry, blind baking, fatless sponges, garnish and decoration, higher level bread making Key Knowledge: Food sustainability in a changing world, Functions and properties of ingredients, Food poisoning and prevention, Setting up a sensory test, Sugar manufacture. Impact on health of sugar</p> <p>Year 10 GCSE Food Preparation and Nutrition Topics covered; Fruit, vegetables, meat, fish, poultry and eggs Key Skills: Advanced pastry skills, fruit and vegetable preparation, butchery skills, filleting fish. Key Knowledge: Cultivation and processing of fruit and vegetables, meat, fish and eggs, classification, dietary requirements and nutrition – Iron, trace elements, vitamins and minerals, oxidation of fruit and vegetables. The game industry.</p> <p>Year 11 GCSE Food Preparation and Nutrition Non Examined Assessment; Key Skills/Key Knowledge: 1 Select task - Plan of action, 2 Research, 3 Survey/Questionnaire, 4 Skills table, 5 Sensory analysis, 6 Possible ideas, 7 Trials and evaluations, 8 Final dishes with reasons, 9 Three point time plan, 10 Food practical exam, 11 Evaluation, 12 Further developments</p>