

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 – Manufacture of Moodlamps; Students have now designed their bespoke moodlamps and have soldered their PCB LED circuits. This term students will be manufacturing these using a combination of CAD/CAM and practical workshop skills. Students will research and decide upon an appropriate finishing for their moodlamp eg cladding, veneer, varnish, paint or spray paint.</p> <p>Year 10 GCSE 3D Design – Manufacture of stereo speaker; Students have now designed their bespoke stereo speaker and have soldered their PCB stereo speaker circuits. This term students will be manufacturing these using a combination of CAD/CAM and practical workshop skills. Students will research and decide upon an appropriate finishing for their moodlamp eg cladding, veneer, varnish, paint or spray paint.</p> <p>Year 11 GCSE 3D Design – Final portfolio 'products inspired by nature'; Students have this term to complete the manufacture of their final products. Using card modelling prototypes, students continue to develop their product by overcoming any manufacturing difficulties throughout this iterative process. Students will be documenting every stage of the manufacture by photographing each process or technique and storyboarding this within their computer coursework. This portfolio is worth 100% of the overall GCSE grade and will therefore be the sole evidence used for crediting their ability and awarding their final GCSE grade. For extra support and additional workshop time, all year 11 students are invited to catch-up sessions every Thursday after school.</p>

TITLE	WHERE IS IT COVERED IN THE NEW OVERVIEW?
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 Theory lessons - Healthy breakfasts, nutritional requirement of the body. Students will learn the correct Hygiene and safety procedures when preparing and cooking food. Students will then 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 maintaining a balanced diet for good health. They will then look at the issues surrounding food waste how we can reduce wastage.</p> <p>Year 7 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 Theory lessons - Eatwell plate, Nutrients, Obesity, Fat, sugar, salt and calorie intake. Students will learn about a range of staple foods eaten in the UK. They will then focus on Bread production 'From field to fork'. Students will then 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. Students will then focus on different methods of food production such as Organic and intensive as well as looking at local food production in.</p> <p>Year 8 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 - Nutrition, sensory testing & hospitality industry Key Skills: Time management, choux pastry making, nutrients, sensory evaluation, puff pastry making, sweet pastry making, fish preparation Key Knowledge: Dietary needs, hierarchy of hospitality industry, jobs within industry, the role of a chef, puff pastry making, sweet pastry making, fish preparation</p> <p>Year 10 Food Preparation and Nutrition - Milk, cheese, yoghurt & cereals Key Skills: Choux pastry, finishing and decoration, practical planning, bread preparation, danish pastry preparation Key Knowledge: Milk and cream production, protein, yoghurt production, cheese production, managing high risk foods, cereal classification, wheat production and processing, bread production, rice production, breakfast cereals.</p> <p>Year 11 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>