TITLE	WHERE IS IT COVERED IN THE NEW OVERVIEW?
DESIGN TECHNOLOGY	
The National Curriculum: 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. 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. 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. Be able to identify and solve their own design problems and understand how to reformulate problems given to them. 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. 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.	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. 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. 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. 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. Year 9 GCSE 3D Design – The point of sale unit project; Students design and manufacture a point of sale unit using foamboard, and design the promotional graphics to wrap the stand. Using mastery CADCAM skills in 2D Design, Serif DrawPlus and the laser cutter, students develop their understanding of flat-pack engineering and promotional branding. Year 10 GCSE 3D Design – Final NEA portfolio 'seasonal products'; Students are tasked with creating their own portfolio using the initial design concept of 'seasonal products.' This portfolio is worth 60% of their overall GCSE grade. Students must consider what the concept of 'seasonal products' means to them and explore a path of creative thoughts leading them to the design and manufacture of a product. Students are invited to live 1-2-1 teacher/student feedback sessions via Teams. Year 11 GCSE 3D Design – Final NEA portfolio 'seasonal products'; Students are tasked with completing their own portfolio using the initial design concept of 'seasonal products.' Students should be finalising their manufacture, updating their photographic making diary and using their project overview trackers to ensure all components are complete and ready for deadline submission. This portfolio is worth 100% of the overall GCSE grade and will therefore be the sole evidence used for crediting their ability.

FOOD TECHNOLOGY	
The National Curriculum: Understand and apply the principles of nutrition and health. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet 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]. Understand the source, seasonality and characteristics of a broad range of ingredients.	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. 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. 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. 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. Year 9 Food Preparation and Nutrition; Food investigations – functions and properties of fat in food preparation, food sustainability in a changing world, the role of food packaging and labelling, local and national food industries, the dairy industry, menu design, function and event planning, research project based on a specific event. Key Skills: Understanding and learning to set up a food investigation, Hot water crust pastry, sweet pastry, following a food specification, working as a member of a team, consistency of approach in food production. Key Knowledge: Planning, testing and analysis of a brief, functions of fat in pastry production, food sustainability and waste reduction, food packaging materials and labelling law, the dairy industry, event management. Year 10 Food Preparation and Nutrition; Topics covered will be: Soya, tofu, beans, nuts and seeds. Butter, oil, margarine sugar and syrups. Key Skills: Non meat dish production, cake methods (all in one, melting and creaming) bagel production (dough poaching technique) researching and trialling recipes for a brief, fatless sponges, jam making, sugar work. Key Knowledge: Cultivation and processing of soya, quorn, fats and sugars, classification, protein sources and requirements by the body, dietary requirements of nuts, seeds and pulses. Dietary considerations of fats and sugars. Year 11 Food Preparation and Nutrition ; Students to revise for their 50% written examination using their revision guides and accompanying work book, their year 10 theory books and the revision resources bank on the school intranet.