



Faculty: Technology

Subject area: Resistant Materials/Food Technology/Graphics/Textiles

### Subject Vision:

*"DT is logical, creative and practical" (Sir James Dyson)*

The mastery of crafting, both in terms of knowledge and application, allows progression into creative design and the innovative development of rapidly changing technologies.

The practical skills course, Design and Technology, makes a unique contribution to the development of young people by preparing them to participate in, think about and intervene creatively to improve the quality of their physical environment. It provides pupils with exciting opportunities to develop their capabilities, combining their designing and making skills with knowledge and understanding, to produce high quality outcomes, ultimately making them informed users of products.

DT study emphasises the importance of rigour and practice in developing students making skills to a critically high standard. Embedding practical knowledge and developing an eye for detail forms the basis for higher-level skills. Design is a way of thinking creatively, taking ideas, and turning them into practical reality, which is critical for successful innovation. 'This is important for the future prosperity and economic health of the UK.

## Subject Curriculum Mapping – Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Topic</b>	STORAGE BOX (DT)	STORAGE BOX (DT)	FOOD NUTRITION	FOOD HEALTH	GRAPHICS KEY FOB	TEXTILES FLAG
	<b>Knowledge Organiser</b>	Health & Safety in the workshop	D&T Materials	Hygiene in the Kitchen	Eatwell Plate	2D Design	Sewing Machine
	<b>National Curriculum Links</b>	Use research and exploration, such as the study of different cultures, to identify and understand user needs	Select from and use specialist tools, techniques, processes, equipment, and machinery precisely, including computer-aided manufacture	Understand and apply the principles of nutrition and health	Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet	Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations, and computer-based tools.	Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
	<b>Summative Assessment</b>	Storage Box PLC	END OF UNIT EXTENDED WRITING TASK/EVALUATION	Food hygiene PLC	END OF UNIT EXTENDED WRITING TASK/EVALUATION	Key Fob PLC	END OF UNIT EXTENDED WRITING TASK/EVALUATION
	<b>Formative Assessment</b>	Design Brief/Mood board & Design ideas (Crib Sheet) Plickers Quiz	Making and Evaluation (Crib Sheet). Kahoot!	Food Groups 1 (Crib Sheet)  Quizziz	Food Groups 2 (Crib Sheet)  Quizziz	2D Design (Crib Sheet)  Kahoot!	Use of Sewing Machines/Textile templates (Crib Sheet) Plickers Quiz
<p><b>Y7 Intent &amp; Rationale:</b></p> <p>Our Year 7 curriculum is setup so that they cover the full spectrum of Design &amp; Technology. Firstly, in <b>Resistant Materials</b>, students will complete a design, make, and evaluate project for a pine pencil case. Through the project they and are introduced to Health and Safety in the workshop. They use the internet as a research tool, completed hand drawn design ideas and CAD ideas. Students are introduced to the different tools in the workshop to produce a personalised pine pencil case using half lap joints. Students are taught the skills need to use CAD and complete a lid design idea using the program 2D Design that is then engraved using the laser cutter. Students gain the skills needed to be able to evaluate a project. This is a great introduction to the workshop and materials technology.</p>							

In **Food Technology** students will understand and apply the principles of nutrition and health and cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Student will become confident in the following skills: using the bridge and claw technique, how to use the oven and the hob safely, how to store and cook raw meat and to become competent in using awareness of taste, texture, and smell to decide how to season dishes and combine ingredients. Students will understand and apply the principles of nutrition by researching 5 a day ingredient and understand the source, seasonality, and characteristics of a broad range of ingredients used.

In **Graphic products**, students will learn how to use the 3D design program called Sketch-up which is a first step to producing architectural products. They will learn key features such as Push/Pull, Orbit, Pan, Rotate and Offset. Students will produce several realistic Living Pods to satisfy a given design brief. They will look at existing products and give their own analysis on what makes a practical and environmentally friendly house of the future/living pod. They may use the 3D warehouse website to look for existing living pod or futuristic houses to help them produce their own design solutions. Students will choose their best design and produce a prototype 3D card model that can be used in a 'Dragons Den' scenario where the students can pitch their own models against each other to determine which meets all the design criteria.

In **Textiles**, students will be introduced to both textile and timber-based materials. They will be encouraged to develop their design and making skills and to produce a functional flag. Pupils must apply their research and problem-solving skills to produce their end product. Students will focus on their ability to work safely and efficiently in a practical environment. Students will develop their ability to select and use tools and equipment used in the workshop. Students will progress their knowledge and skills of designing from producing a design brief and client profile. Students will strive to develop their textiles materials and wood-based materials knowledge, selecting materials that would be best suited to their product.

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<b>Topic</b>	RMT - LED Light project	RMT - LED Light Project	Food – Storage & preparation	Food – Plant based Ingredients	Graphics – Mobile Phone Holder	Textiles - Cushion
	<b>Knowledge Organiser</b>	Electronic Components	CAD/CAM	Storing & preparing food Safely	Understanding different human dietary practices	Evolution of mobile phone design	Types of stitching & joining fabrics
	<b>National Curriculum Links</b>	Use research and exploration, such as the study of different cultures, to identify and understand user needs	Select from and use specialist tools, techniques, processes, equipment, and machinery precisely, including computer-aided manufacture	Understand and apply the principles of nutrition and health	Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet	Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations, and computer-based tools	Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
	<b>Summative Assessment</b>	LED Light Unit PLC	END OF UNIT EXTENDED WRITING TASK/EVALUATION	Food Storage & preparation PLC	END OF UNIT EXTENDED WRITING TASK/EVALUATION	Mobile Phone Holder PLC	END OF UNIT EXTENDED WRITING TASK/EVALUATION
	<b>Formative Assessment</b>	Design Brief/Mood board & Design ideas (Crib Sheet) Plickers Quiz	Making and Evaluation (Crib Sheet). Kahoot!	Food Groups 1 (Crib Sheet)  Quizziz	Food Groups 2 (Crib Sheet)  Quizziz	2D Design (Crib Sheet)  Kahoot!	Use of Sewing Machines/Textile templates (Crib Sheet) Plickers Quiz

### Y8 Intent & Rationale:

Our Year 8 curriculum is setup so that they continue to cover the full spectrum of Design & Technology. Firstly, in **Resistant Materials**, students will complete a design, Design, make and evaluate an LED light unit and produce a range of designs that are suited for young teenagers. The students will look at several existing products available on the market and use their own interpretation of what a young teenager would like. They will produce several different design solutions and make a mock prototype using card and add LED lights to make it look realistic. They will produce market research and give feedback from other pupils which design fulfils the criteria set out in the design brief. Pupils will then work on CAD programs such as 2D design to produce their intended outcome. They will then learn how to use the laser cutter to make their intended design on clear acrylic sheet. Final assembly with a finish of acrylic paint which is suited to the theme. Students will look at electronic circuits and research light emitting diodes (LED's). Work will be tested, photographed, and then evaluated using an extended writing task.

**Food Technology** - In year 8 students will understand and apply the principles of nutrition and health and cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Student will become confident in the following skills: bread making, different cake making methods, time management, and presentation skills. They will become competent in using awareness of taste, texture, and smell to decide how to season dishes and combine ingredients. Students will understand and apply the principles of nutrition by researching 'The Eat well Guidelines' and understand the source, seasonality, and characteristics of a broad range of ingredients used.

**Graphics** - Students will complete a design, make, and evaluate project for an acrylic earphone wrap. Students write a detailed design brief and specification after completing extensive research. This enables them to complete design ideas that solve the identified problem. Students are introduced to rapid modelling and how it helps them as a designer. CAD skills are recapped and refined to produce a working acrylic prototype ready to be tested for the end user. This project is an excellent opportunity for pupils to improve their CAD skills, prototyping, and knowledge of plastics.

**Textiles** – In year 8 students will complete a design, make, and evaluate project for a fabric cushion using a range of techniques such as Batik, Applique, Embroidery and Dye. The students will look at techniques used in industry and will be introduced to quality control or QC with their finished design piece. The students will look at using CAD/CAM for their embroidery task. The completed cushion will be completed with a combination of hand and machine stitching techniques. The students will finally look at environmental issues and uses for recycling fabric at the end of its product life.

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<b>Topic</b>	TRINKET BOX (DT)	TRINKET BOX (DT)	FOOD NUTRITION	FOOD HEALTH	GRAPHICS PERSPECTIVE DRAWING	GRAPHICS ISOMETRIC DRAWING
	<b>Knowledge Organiser</b>	Wood Joints	Tools & Equipment	Facts about Fats	Healthy Choices/Food Swops	3D Drawing styles	Careers in Design
	<b>National Curriculum Links</b>	Use research and exploration, such as the study of different cultures, to identify and understand user needs	Select from and use specialist tools, techniques, processes, equipment, and machinery precisely, including computer-aided manufacture	Understand and apply the principles of nutrition and health	Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet	Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations, and computer-based tools	Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
	<b>Summative Assessment</b>	Trinket Box PLC	END OF UNIT EXTENDED WRITING TASK/EVALUATION	Types of Fats PLC	END OF UNIT EXTENDED WRITING TASK/EVALUATION	Perspective & Isometric Drawing PLC	END OF UNIT EXTENDED WRITING TASK/EVALUATION
	<b>Formative Assessment</b>	Design Brief/Mood board & Design ideas (Crib Sheet) Plickers Quiz	Making and Evaluation (Crib Sheet). Kahoot!	3 Fats in Food (Crib Sheet)  Quizziz	NHS Food Swops (Crib Sheet)  Quizziz	3D Design Drawing (Crib Sheet)  Kahoot!	Use of drawing in Isometric (Crib Sheet) Plickers Quiz

#### Y9 Intent & Rationale:

Our Year 9 curriculum is setup so that they complete the full spectrum of Design & Technology. Firstly, in **Resistant Materials**, they will produce a wooden box with each corner made using a selection of wood joints. The students will look at the Comb joint, Housing joint, Mitre joint and Dowel joint. They will complete the box with a CAD/CAM manufactured lid.

**Graphic Design** – In year 9 students will understand and apply the principles of Drawing techniques. They will look in detail at numerous different perspectives. Students will become confident in both one point and two-point perspective both by hand and through CAD. Students will create research pages and complete practice drawing before completing two final pieces. The final pieces will consist of a one-point perspective street by hand and a two-point perspective street using CAD.

	<p>In <b>Food Technology</b> the students will describe the function of nutrients in the human body, to explain how dishes on a menu address environmental issues, to complete dishes using presentation techniques, use techniques in preparation of commodities and use techniques in cooking of commodities. Learners will demonstrate this by looking at a range of fats used in foods such as saturated, unsaturated, trans, and total. The students will be producing a range of different dishes such as reduced fat Quiche and vegan chocolate cake.</p>
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KS4 CURRICULUM Design & Technology GCSE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<b>Topic</b>	GCSE Core content – New and Emerging Technologies	Mini Contextual Challenge - CAD/CAM interactive 3D product including investigate, design, manufacture, evaluating and testing.	GCSE Core content – Thermoforming & Thermosetting Polymers	Mini Contextual Challenge - CAD/CAM interactive 3D product including investigate, design, manufacture, evaluating and testing.	GCSE Core content – Specialist materials area	Mini Contextual Challenge - CAD/CAM interactive 3D product including investigate, design, manufacture, evaluating and testing/ <b>Start of NEA Contextual Challenge - Investigate</b>
	<b>GCSE Specification Points</b>	1.1 to 1.4	1.5 to 1.9	1.10 to 1.14	1.15 to 1.17	2.21 to 2.61	2.62 to 2.81
	<b>Summative Assessment</b>	New and emerging technologies PLC	Ferrous & Non-Ferrous Metals PLC	Thermoforming & Thermosetting Polymers PLC	Manufactured Timbers PLC	Natural Timbers PLC	Industrial Processes PLC
	<b>Formative Assessment</b>	Diagnostic Assessment of 1.1 to 1.4	Diagnostic Assessment of 1.5 to 1.9	Diagnostic Assessment of 1.10 to 1.14	Diagnostic Assessment of 1.15 to 1.17	Diagnostic Assessment of 2.21 to 2.61	Diagnostic Assessment of 2.62 to 2.82
<p><b>Y10 Intent &amp; Rationale:</b></p> <p>Our Year 10 GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create, and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants, and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing, and the humanities. Students will acquire subject knowledge in Design and Technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative, and enterprising citizens. They should develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community. In the context of this document, the term 'prototype' refers to a functioning design outcome. A final prototype could be a highly finished product, made as proof of concept before manufacture, or working scale models of a system where a full-size product would be impractical.</p>							



KS4 CURRICULUM Design & Technology GCSE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	NEA Contextual Challenge – Investigate/Specification/Design	NEA Contextual Challenge – Design/Review/Develop	NEA Contextual Challenge – Manufacture	NEA Contextual Challenge – Manufacture/Testing & Evaluation	GCSE Summer Examination Revision	GCSE Summer Examination
	GCSE Specification Points	NEA – Chosen Contextual challenge	NEA – Chosen Contextual challenge	NEA – Chosen Contextual challenge	NEA – Chosen Contextual challenge	Revision	Examination
	Summative Assessment	NEA – Chosen Contextual challenge	NEA – Chosen Contextual challenge	NEA – Chosen Contextual challenge	NEA – Chosen Contextual challenge	Core content	Core content/Specialist materials area
	Formative Assessment	NEA – Chosen Contextual challenge	NEA – Chosen Contextual challenge	NEA – Chosen Contextual challenge	NEA – Chosen Contextual challenge	Diagnostic Assessment of Core content	Diagnostic Assessment of Core content
<p><b>Y11 Intent &amp; Rationale:</b></p> <p>In Year 11 the Design and Technology NEA is worth 50% of the overall qualification. The task for the NEA, the Contextual Challenge, will be published on 1<sup>st</sup> June on the Pearson website.</p> <p>The NEA must be submitted at the end of Year 11 and the examination must also be taken in the same academic year.</p> <p>The students will be expected to select one of the challenges and undertake a small-scale project in response to this realistic contextual challenge, considering the needs and wants of the user.</p> <p>The project will test students’ skills in investigating, designing, making, and evaluating a prototype of a product. The task will be internally assessed and externally moderated.</p> <p>The marks are awarded for each part as follows.</p> <p>1 – Investigate (16 marks)</p> <p>2 – Design (42 marks)</p> <p>3 – Make (36 marks)</p> <p>4 – Evaluate (6 marks)</p>							

KS4 CURRICULUM L1/2 Engineering Design		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<b>Topic</b>	<b>R038:</b> Designing processes; stages and strategies, cyclic approach. <b>R038:</b> Sketching and drawing, CAD	<b>R038:</b> Sketching and drawing, CAD. <b>R039:</b> Sketching design ideas activity	<b>R038:</b> Sketching and drawing, CAD. <b>R039:</b> Drawing design ideas activity <b>R039:</b> NEA Assessment (working on)	<b>R038:</b> Sketching and drawing, CAD. <b>R039:</b> Producing CAD models activity. <b>R039:</b> NEA Assessment (working on)	<b>R038:</b> Influences on engineering product design <b>R039:</b> NEA Assessment (working on)	<b>R038:</b> Make, model, and evaluate; virtual and physical prototypes. <b>R039:</b> NEA Assessment (submit for moderation)
	<b>GCSE Specification Points</b>	TA1: Designing processes	TA1: Designing processes	TA2: Design requirements	TA2: Design requirements	TA3: Communicating design ideas	TA3: Communicating design ideas
	<b>Summative Assessment</b>	<b>Product analysis PLC:</b> Students will be able to perform an ACCESSFM analysis on a product.	<b>Modelling design ideas PLC:</b> Students are required to create a virtual CAD 3D prototype of a design	<b>Manual production of freehand sketches PLC:</b> Students will be required to produce rendered, labelled, and annotated sketches	<b>Drawings for a design idea PLC:</b> Students will be required to produce engineering drawings.	<b>Modelling design ideas PLC:</b> Students are required to use an appropriate engineering matrix to compare strengths and weaknesses of existing products	<b>Modelling design ideas PLC:</b> Students are required produce an evaluation of a prototype outcome against the product specification
	<b>Formative Assessment</b>	Diagnostic Assessment of TA1	Diagnostic Assessment of TA1	Diagnostic Assessment of TA2	Diagnostic Assessment of TA2	Diagnostic Assessment of TA3	Diagnostic Assessment of TA3

**Y10 Intent & Rationale:**

Our Year 10 Engineering Design course first looks at:

**Principles of Engineering Design**

Knowledge and understanding of design processes and requirements, and the stages involved could be integrally taught alongside practical activities and skills developed for the other two NEA units. This should provide an excellent opportunity to contextualise design theory and principles alongside practice, to internalise learning and to prepare students for the terminal assessment.

Distinctive design strategies, including the stages involved, could be taught as an introduction to the three units, and to set the overall scene of the qualification.

The iterative design process, including use of analysis tools such as ACCESSFM, primary and secondary research, and design evaluation techniques could be taught alongside practical design and product analysis activities. Here students could also relate manufacturing considerations learnt theoretically to situations and products, and to the design ideas they create.

The principles of sketching, drawing and Computer Aided Design (CAD) are required to be able to undertake the equivalent practical activities. Theory on virtual and physical prototyping and evaluating design outcomes complement well practical physical prototype and evaluation activity undertaken by students.

Through integrating theory with practical activities required in NEA units, and using mock and practice assessments, students will be well prepared for the terminal examination in R038. They will be able to relate theory to practice, and to put into context responses to questions they are asked.

KS4 CURRICULUM L1/2 Engineering Design		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<b>Topic</b>	<p><b>R038:</b> Design requirements; user needs, manufacturing considerations, and influences on engineering product design</p> <p><b>R040:</b> Product analysis and disassembly activity</p> <p><b>R040:</b> NEA Assessment (working on)</p>	<p><b>R038:</b> Communicating design outcomes; Types of drawings, working drawings &amp; using CAD software.</p> <p><b>R040:</b> Virtual CAD modelling activity</p> <p><b>R040:</b> Virtual CAD/Physical modelling activity</p> <p><b>R040:</b> NEA Assessment (working on)</p>	<p><b>R038</b> Communicating design outcomes; evaluating design ideas.</p> <p><b>R040:</b> Virtual CAD/Physical modelling activity</p> <p><b>R039:</b> NEA Assessment (resubmit for moderation)</p> <p><b>R040:</b> NEA Assessment (submit for moderation)</p> <p><b>R038:</b> Examination (early opportunity)</p>	<p><b>R038:</b> Communicating design outcomes; evaluating design ideas.</p> <p><b>R038:</b> Revision of topic areas/exam revision</p> <p><b>R040:</b> Physical modelling activity</p>	<p><b>R038:</b> Exam revision</p>	<p><b>R038:</b> Examination takes place</p>
	<b>GCSE Specification Points</b>	TA4: Evaluating design ideas	TA4: Evaluating design ideas	TA2: Design requirements	TA3: Communicating design ideas	Revision	Examination
	<b>Summative Assessment</b>	NEA – Assessment	NEA – Assessment	NEA – Assessment	<b>Drawings for a design idea Revision:</b>	<b>Modelling design ideas revision:</b>	<b>Modelling design ideas revision:</b>
	<b>Formative Assessment</b>	Diagnostic Assessment of TA2	Diagnostic Assessment of TA3	Diagnostic Assessment of TA3	NEA – Chosen Contextual challenge	Diagnostic Assessment of Core content	Diagnostic Assessment of Core content

## **Y11 Intent & Rationale:**

In Year 11 the students will look at:

### **Communicating designs – sketching, drawing and CAD**

Students will be able to develop a deeper understanding of the design process through analysing a provided design specification, generating design ideas through sketching, and communicating final design proposals using engineering drawings and CAD models. Through practice they will become confident at generating and presenting design ideas, which will prepare them for the NEA assessment in **Communicating designs – sketching, drawing and CAD**

Students will be able to develop a deeper understanding of the design process through analysing a provided design specification, generating design ideas through sketching, and communicating final design proposals using engineering drawings and CAD models. Through practice they will become confident at generating and presenting design ideas, which will prepare them for the NEA assessment in R039.

### **Product Evaluation**

Product evaluation using primary and secondary research techniques, and through safe practical product disassembly, will allow students to explore how to use parts of the iterative design process effectively. It will allow them to investigate how manufacturing considerations are a key factor in the design process, and how to summarise and present their findings effectively. Once familiar with product analysis techniques including how to compare products objectively, they will be well prepared for the NEA assessment in R040.

### **Modelling Design Ideas**

Modelling of designs includes both virtual and physical prototyping. Students will be able to practice the skills required to create and simulate a virtual prototype using CAD software. This will build on CAD skills already developed throughout the qualification. They will then develop the skills required, including the use of materials, tools, and equipment.

KS4 CURRICULUM L1/2 Hospitality & Catering		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic	<b>Theory element:</b> <b>Unit 1:</b> 1.3.2 HACCAP forms 1.4.1 Food related ill health: <ul style="list-style-type: none"> <li>• food labelling laws</li> <li>• food safety legislation</li> <li>• food hygiene.</li> </ul>	<b>Practical element:</b> <b>Unit 2</b> 2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques. 2.3.3 Food safety Practices 2.1.1 Understanding the importance of nutrition. 2.1.2 How cooking methods can impact on nutritional value.	<b>Theory element:</b> <b>Unit 1:</b> 1.4.2 Symptoms and signs of food-induced ill health 1.4.1 Food related causes of ill health 1.4.3 Preventative control measures of food-induced ill health <b>Unit 2</b> <b>Mock controlled assessment task</b> on 2.1.1/2.1.2 2.2.1 Factors affecting menu planning. 2.2.2 How to plan production. 2.3.2 Presentation techniques 2.3.3 Food Safety practices 1.2.3 Hospitality and catering provision to meet specific requirements.	<b>Practical element: Unit 2</b> 2.3.1 how to prepare and make dishes: prepare techniques/knives skills/cooking techniques. Building preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3	<b>SAMs mock Controlled Assessment Task</b> <b>Theory:</b> <b>Unit 1</b> 1.3.1 Health and safety in hospitality and catering provision. 2.3.3 Food safety practices	<b>SAMs mock Controlled Assessment Task</b> <b>Practical:</b> <b>Unit 2</b> 2.3.1 How to prepare and make dishes. 2.3.2 Presentation techniques 2.3.3 Food safety practices 2.4.1 Reviewing of dishes. 2.4.2 Reviewing own performance. Building Preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3
	<b>GCSE Specification Points</b>	1.32 to 1.41	2.11 to 2.33	1.42 to 1.43	1.41 to 1.43	1.31 to 2.33	2.31 to 2.42

<b>Summative Assessment</b>	Food safety and legislation PLC	Food safety practices PLC	Factors affecting menu planning PLC	How to prepare dishes/Cooking skills PLC	Food safety practices PLC	Presentation techniques PLC
<b>Formative Assessment</b>	Diagnostic Assessment of 1.32 to 1.41	Diagnostic Assessment of 2.11 to 2.33	Diagnostic Assessment of 1.42 to 1.43	Diagnostic Assessment of 1.41 to 1.43	Diagnostic Assessment of 1.31 to 2.22	Diagnostic Assessment of 2.31 to 2.42

**Y10 Intent & Rationale:**

Our Year 10 course in Hospitality & Catering covers 2 main units of work:

**Unit 1** enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

**UNIT 2**

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook, and present dishes. They will also learn how to review their work effectively.

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) consists of 2 units: Unit title	Type of Assessment		Weighting
Unit 1	The hospitality and catering industry	External	40%
Unit 2	Hospitality and catering in action	Internal	60%

KS4 CURRICULUM L1/2 Hospitality & Catering		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	<p><b>Refresh: Health &amp; Safety training/certificate Level 2</b></p> <p><b>Unit 1 Theory:</b></p> <p>1.3.1 Health and safety in hospitality and catering provision of the kitchen and front of house</p> <p>1.3.2 Food Safety</p> <p>1.4.1 Food related causes of ill health</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p>Unit 1</p> <p>1.4.4 The Environmental Health Officer (EHO)</p> <p>1.2.2 Customer requirements in hospitality and catering</p>	<p><b>Unit 2 Practical:</b></p> <p>2.3.1 how to prepare and make dishes: prepare techniques/knives skills/cooking techniques.</p> <p>Building preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3</p>	<p><b>Unit 1 Theory:</b></p> <p>1.2.1 The operation of the front and back of house</p> <p>1.1.1 Hospitality and catering providers</p> <p>1.1.2 Working in the hospitality and catering industry.</p> <p>1.1.3 Working conditions in the hospitality and catering industry/</p> <p><b>Controlled Assessment Task begins</b></p>	<p><b>Controlled Assessment Task</b></p>	<p><b>Controlled Assessment Task</b></p>	<p><b>Summer Examination topic areas:</b></p> <p>1.1.1 Hospitality and catering providers</p> <p>1.1.2 Working in the hospitality and catering industry.</p> <p>1.1.3 Working conditions in the hospitality and catering industry.</p> <p>1.1.4 Contributing factors to the success of hospitality and catering provision</p> <p>1.2.1 The operation of the front and back of house</p> <p>1.2.2 Customer requirements in hospitality and catering</p> <p>1.2.3 Hospitality and catering provision to meet specific requirements.</p>



1.3.1 Health and safety in hospitality and catering provision  
1.3.2 Food Safety

<b>GCSE Specification Points</b>	1.22 to 1.42	2.31	1.13 to 1.21	<b>Controlled Assessment Task</b>	<b>Controlled Assessment Task</b>	Examination
<b>Summative Assessment</b>	EHO Inspector checklist PLC	Food safety practices PLC	Food safety and legislation PLC	<b>Controlled Assessment Task</b>	<b>Controlled Assessment Task</b>	Examination
<b>Formative Assessment</b>	Diagnostic Assessment of 1.22 to 1.42	Diagnostic Assessment of 2.31	Diagnostic Assessment of 1.13 to 1.21	<b>Controlled Assessment Task</b>	<b>Controlled Assessment Task</b>	

**Y11 Intent & Rationale:**

In Year 11 the Hospitality & Catering students undertake a Level 2 hygiene course online that will allow them to continue their skills and experiences in year 10 with a recognised qualification that can be used in the Hospitality sector. This training will then follow on with working as a EHO health inspector. The students will undertake a series of tasks to ascertain whether a food establishment is safe with regards to hygiene management systems.

The remainder of the year 11 course is the controlled assessment task which is assessed below:

**SUMMARY OF ASSESSMENT Summary of Assessment**

Unit 1: The hospitality and catering industry

Written examination: 1 hour 20 minutes

40% of qualification

80 marks

Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Unit 2: Hospitality and catering in action

Controlled assessment: approximately 12 hours

60% of qualification

120 marks

An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

KS4 CURRICULUM L1/2 Construction and the built environment		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<b>Topic</b>	Unit 1: Introduction to the Construction sector	Unit 1: The Built Environment sector  Unit 3 – Skills development relevant to all areas of content for trade-based task 1 – Carpentry & Joinery	Unit 1: Types of building and structure	Unit 1: Technologies and materials  Unit 3 – Skills development relevant to all areas of content for trade-based task 2 – Electrical installations	Unit 1: Building Structures and forms	Unit 1: Sustainable construction methods  Unit 3 – Skills development relevant to all areas of content for trade-based task 3 – Painting & Decorating
	<b>GCSE Specification Points</b>	1.1, 2.1, 2.2	1.2, 2.1, 2.8	1.3, 2.3, 2.5, 2.6	1.4, 2.4, 2.5, 2.6	1.5, 1.6, 2.7	1.5, 1.6, 2.7
	<b>Summative Assessment</b>	Introduction to the Construction sector PLC	The Built Environment sector PLC	Types of building and structure PLC	Technologies and materials PLC	Building Structures and forms PLC	Sustainable construction methods PLC
	<b>Formative Assessment</b>	Diagnostic Assessment of 1.1, 2.1, 2.2	Diagnostic Assessment of 1.2, 2.1, 2.8	Diagnostic Assessment of 1.3, 2.3, 2.5, 2.6	Diagnostic Assessment of 1.4, 2.4, 2.5, 2.6	Diagnostic Assessment of 1.5, 1.6, 2.7	Diagnostic Assessment of 1.5, 1.6, 2.7
	<b>Y10 Intent &amp; Rationale:</b> Our Year 10 GCSE in Construction enables the students to be introduced to the principles of the built environment and can develop the skills, knowledge and understanding in identifying, explaining, and evaluating different ideas and concepts of the built environment. Explore a range of professional and trade roles Explore some of the different structures and buildings of the built environment. The students will develop a range of skills which are attractive to employers, colleges and universities including: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical thinking</li> <li>• Independent learning</li> <li>• Research</li> <li>• Time management.</li> </ul>						

KS4 CURRICULUM L1/2 Construction and the built environment		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	Unit 1: Trade, employment, and careers	Unit 1: Health & Safety	Revision for Examination  Unit 2/3 Controlled Assessment	Revision for Examination  Unit 2/3 Controlled Assessment	Revision for Examination  Unit 2/3 Controlled Assessment	Final Revision for Examination  Completion/Submission Unit 2/3 Controlled Assessment
	GCSE Specification Points	1.7	1.8	Unit 2/3 Controlled Assessment	Unit 2/3 Controlled Assessment	Unit 2/3 Controlled Assessment	Summer Examination
	Summative Assessment	Trade, employment, and careers PLC	Health & Safety PLC	Unit 2/3 Controlled Assessment	Unit 2/3 Controlled Assessment	Unit 2/3 Controlled Assessment	Summer Examination
	Formative Assessment	Diagnostic Assessment of 1.7	Diagnostic Assessment of 1.8	Unit 2/3 Controlled Assessment	Unit 2/3 Controlled Assessment	Unit 2/3 Controlled Assessment	Summer Examination
<p><b>Y11 Intent &amp; Rationale:</b></p> <p>In Year 11 you will choose between Unit 2 or 3 Unit 2: Designing the Built Environment (option 1) Building on the skills, knowledge and understanding you will develop through Unit 1, our Designing the Built Environment unit will offer you the opportunity to interpret and produce drafts, drawings, and models of design plans.</p> <p>Unit 3: Constructing the Built Environment (option 2) You will study three construction trade areas of the built environment, including planning, undertaking, and evaluating construction tasks. The three chosen units will be:</p> <ul style="list-style-type: none"> <li>• Carpentry &amp; Joinery</li> <li>• Electrical installations</li> <li>• Painting &amp; Decorating</li> </ul>							