

Department	Course	Year Group	Unit 1	Unit 2	Unit 3
Technology	Key Stage 3 Technology	7	<b>Food Preparation and Nutrition</b> <b>Healthy Eating -</b> Understanding nutrition and how it link to healthy eating. Establishing routines and procedures to produce dishes and food items safely and hygienically. Practical application of the use of different parts of the oven, cutting techniques, testing for readiness to produce quality well flavoured items of food	<b>Textiles</b> <b>Personalised doorstep using a variety of decorative techniques</b> Understanding the properties of different fibres and fabrics and how this affects their use. Introduction to the sewing machine and how to use it effectively, accurately and safely to produce quality outcomes. Practical application of tie dye, block printing, applique and surface decoration to produce a well constructed personalised item.	<b>Product Design - Mood Lamp</b> - Following a full health and safety introduction students begin to develop a Mood Lamp, initially working with manufactured boards to develop skills in cutting and adrawing. Then using HIPS with a vacuum former to shape an enclosure. Next they design a themed totem using CAD and then manufacturing it using a CAM Laser Cutter. Finally students learn how to solder electronic components to build a USB powered LED circuit.
		8	<b>Food Preparation and Nutrition - café culture</b> Cooking for self and others considering reduction of waste and producing items in batches. Adapting recipes to suit individuals preferences, healthy eating and life style choices. Introduction to the skills of sauce, biscuit, muffin and pastry making to make uniform, equally sized and portioned products.	<b>Textiles - recycled bags</b> Focuses on sustainability of fabric and reuses donated fabrics to create a product that is tailored towards a client. Building on the skills from Year 7 pupils widen their knowledge off the different construction methods used for fabrics. They are introduced to and use commercial patterns for the construction of their final item.	<b>Product Design - Sustainable trophy</b> Students explore modern issues about sustainable design and its impact on the environment. They demonstrate this by responding to a brief to design and make a trophy for an client of their choosing. Students then learn about preparing timber, reclaiming timber and manufacturing to include lamination, abrasive wheels and recycling.
		9	<b>Food Preparation and Nutrition - High quality, skilful dishes</b> Cooking for others and producing restaurant styled, highly skilful , well presented outcomes. Practicals building on and developed previous skills, adding in finishing techniques to individual, portioned controlled outcomes. Pupils create individual self generated design ideas based on their basic recipes and combine skills.	<b>Textiles -</b> focus is on surface design both digital print design and decorative machine techniques. Pupils use industry standard software to create their designs which ensure quality of outcome. The theory underpinning this module is scales of production and brand identity.	<b>Product Design - New IKEA product</b> Students research, design and develop a new product for IKEA based on the sensory needs of a person. They need to establish a gap in the market, the user needs and also that of IKEA before manufacturing a simple yet innovative outcome.
	Cambridge National Child Development	10	RO57 - written exam content covered as a general introduction to the knowledge to support the course content of health and well being for child development and RO58 (NEA)	The next 2 terms are taken up with completing the RO58 NEA which covers creating a safe environment and understanding the nutritional needs of children from birth to 5. This accounts for 30% of final GCSE grade.	Final part of this term will be an in production of theoretical elements for RO59 NEA
		11	Introduction of the externally set exam brief (NEA) RO59 based on expected developmental norms of children aged 0-5. This accounts for 30% of final GCSE grade. Pupils are directed and supported in the underpin theory which is covered prior to completing the various tasks. It focusses on the developmental norms for the specified age group, benefits of play and different observational methods to gather their information. Pupils then plan and evaluate a suitable play activity to support the child's developmental need. Pupils sit and mock exam of a full paper and detailed feedback is given as a future revision aide.	(NEA) RO59 continues up to February half term when the focus then changes to preparation for the written exam (RO57) recapping and revisiting knowledge covered in year 10 and identifying any knowledge gaps and filling them. RO57 This accounts for 40% of final GCSE grade. Pupils will complete exam style questions to sharpen exam practice and understanding of command used throughout the papers.  If any pupils were required to resubmit their RO58 from Year 10 it would be completed in this half term.	Final revision, short term target setting for individuals. Pupils follow a more individualised learning programme to complete their revision for RO57.This accounts for 40% of final GCSE grade.
	GCSE Product Design	10	Wooden Desktop Organiser: Timber properties, Wood joints, Finishes.	Pewter Casting Jewellery: Metal properties, laser cutting, casting process.	Starting of NEA: Analysis of brief, context research, establishing the needs of the client/user.
		11	NEA: Specification and design brief writing, design idea generation, development. Mock exam.	NEA: Continued development, modelling and practical. Revision of prior content.	NEA Practical and Evaluation. GCSE final exam revision
	WJEC Hospitality and Catering	10	Introduction to the theory component of both the hospitality and catering industry. Practicals are skill based but also look and different commodities and how they can form various parts of menus and dishes. Pupils are encouraged to up skill KS3 recipes and show creativity in their choice of outcomes. Catering for school based functions working as a brigade for preparing, cooking, presenting and serving food for external offsite visitors.	Pupils are introduced to key aspects of the <b>NEA assessment</b> through directed tasks and gain the knowledge needed to complete these section for the examination. There is greater expectation on pupils to find and resource their recipe choices. The emphasis is on producing restaurant quality products suitable for sale to others considering influential factors such as cost, seasonality and appropriateness of occasion or setting. Nutritional needs of others are researched along with the impact on nutrition of different cooking methods.	Pupils do a trial run through of a scaled down NEA and produce a dish with accompaniments under exam conditions. Feedback is used to target set for year 11 and highlights the skills gained using exam criteria which can be used as a future guide. Summer examination - gives pupils the experience of a whole paper sat either electronically or on paper. Feedback is detailed and provides a revision resource for Year 11.
		11	Recapping on practical skills, focus on upskilling basic dishes in to higher level skills required for top band marks. Skilful, Accompaniments are covered to compliment the main dishes and high quality finishing techniques applied more consistently. Knowledge is presented into organisers and revisionstargeies are covered on topics in preparation for exam. For the mock examinations pupils are issued with a revision list to help structure their revision. Detailed feedback given to add to revision notes/exam practice	The focus for this term is the preparation for the NEA (12 hour under exam conditions). Recapping notes, knowledge organisers are created to aid revision before the session particularly covering identified weaker areas. These will be marked and guidance given for improvement. Brief is given to pupils so that the 12 hours can begin. Work is completed on exam accounts and only open during specific times. There can be not teaching of content during this exam period.	Focus for this term is the acquisition of knowledge, preparation of revision notes and practice of exam techniques and exam style questions to prepare fully for the summer examination.