

**Curriculum Overview for Year 7**

Term	Steady Hand	Key Holder	Lantern	Pencil Case	Passport to Food
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Key Skills</b> Cutting a thread. Vacuum Forming. Drilling with a pillar drill. Drilling with a cordless drill. Shaping using a file. Preparing wood for a finish. Applying a finish to wood. Soldering. Assembling a simple circuit. Working accurately Producing a high quality outcome <b>Key knowledge</b> Use of correct terminology For tools, machinery and materials. Thermo-forming polymers (HIPS). Manufactured timbers – Plywood. Metals – Low Carbon Steel. An understanding of safe working practise.</p>	<p><b>Key Skills</b> Developing a specification. Generation of ideas. Modelling and planning ideas Cutting materials with hand saws and machine saws. Shaping using files, Shaping using the band facer, and abrasive paper. Preparing and applying a finish, Use of templates. Working accurately Producing a high quality outcome <b>Key knowledge</b> Use of correct terminology For tools, machinery and materials. Manufactured timbers – Plywood An understanding of safe working practise</p>	<p><b>Key Skills</b> Research to identify a need Generation of ideas CAD for design CAD/CAM for manufacture Bending and shaping sheet metals. Working accurately Producing a high quality outcome <b>Key knowledge</b> Use of correct terminology For tools, machinery and materials. Thermo-forming polymers – Acrylic sheet Metals – Aluminium sheet Manufactured timber – MDF and plywood</p>	<p><b>Key Skills</b> <b>Key Skills</b> Hand Embroidery Use of Sewing Machine Inserting a zip Attaching buttons, beads and sequins Applique Responding to a design brief Evaluation of outcome and processes Time management Presenting design ideas Self evaluation Tie Dye Working accurately Producing a high quality outcome <b>Key knowledge</b> Safe working practice in textiles workroom Introduction to woven and non woven fabrics Correct terminology of subject equipment Seam allowances</p>	<p><b>Key Skills</b> Measuring Accuracy Team work Independence Following a recipe Bridge and claw cutting methods Basic skills – chopping, peeling, baking, grating, grilling, melting, shaping, measuring wet and dry ingredients, binding, whisking, kneading, flavouring, coating, dividing <b>Key knowledge</b> Hygiene procedures Health and Safety Use of Kitchen Equipment Basic skills Nutrients – Carbohydrates, Fats, Protein, Vitamins, Minerals, Fibre Eatwell Guide</p>
<p><b>Assessment:</b> The key assessment objectives that will be used.</p>	<p>Assessment of progress through out each lesson, feedback often individual and verbal.  Final product assessed to be below expected standard, meeting expected standard or exceeding expected standard.</p>	<p>Assessment of progress through out each lesson, feedback often individual and verbal.  Final product assessed to be below expected standard, meeting expected standard or exceeding expected standard.</p>	<p>Assessment of progress through out each lesson, feedback often individual and verbal.  Final product assessed to be below expected standard, meeting expected standard or exceeding expected standard.</p>	<p>Assessment of progress through out each lesson, feedback often individual and verbal. Whole class feedback built into SOW to improve Design ideas and during manufacturing.  Final product assessed to be below expected standard, meeting expected standard or exceeding expected standard.</p>	<p>Assessment of progress through out each lesson, feedback often individual and verbal.  Student skills assessed to be below expected standard, meeting expected standard or exceeding expected standard.</p>
<p><b>*Recovery:</b></p>	<p>Design and Technology baseline test. This will help to give staff an idea of what (if any) D&amp;T knowledge they will have from Primary School. Questions include materials and equipment knowledge. Basic drawing skills, research, evaluation and health &amp; safety knowledge. The questions relate to all areas of D&amp;T. Questioning and red for reflect will be used to clarify any misconceptions. The test will also be completed as part of the last lesson in year 7 helping to show progress throughout the academic year. <b>First lessons</b> in all subject areas and the start of all new rotations will include in depth teaching of classroom rules, procedures and health and safety. This will help students to understand the possible risks and expectations to secure a safe teaching environment.</p>				

## Curriculum Overview for Year 8

Term	Clock	Amplifier	Engineering Challenge	Bag	Food
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Key Skills</b>                      Marking out                      Using hand tools to cut a joint                      Fitting a joint                      Using wood adhesive                      Drilling with a pillar drill.                      Drilling with a cordless drill.                      Preparing wood for a finish.                      Applying a finish to wood.                      Testing and checking for accuracy.                      Working accurately                      Producing a high quality outcome</p> <p><b>Key knowledge</b>                      Use of correct terminology                      For tools, machinery and materials.                      Natural Timbers - Softwood                      Manufactured timbers – Plywood.                      An understanding of safe working practise.</p>	<p><b>Key Skills</b>                      Generation of ideas                      CAD for design                      CAD/CAM for manufacture                      Soldering PCB and electronic components to form a functioning circuit.                      Assembling a product                      Working accurately                      Producing a high quality outcome</p> <p><b>Key knowledge</b>                      Use of correct terminology                      For tools, machinery, materials and components, including electronic components.                      Thermo-forming polymers – Acrylic sheet                      An understanding of safe working practise.</p>	<p><b>Key Skills</b>                      Identify and solve a design problem.                      Be able to organise tasks, cooperate with others and manage time effectively as a member of a team.                      Be able to use materials effectively.                      Be able to adapt materials to improve the performance of structural elements.                      Be able to use mechanical systems to enable changes in movement and force.</p> <p><b>Key knowledge</b>                      Use of correct terminology                      For tools, machinery,                      Understand that changing the shape of a material can change the effectiveness of a structure                      Understand that the correct use of shaped material can improve the function of a structure.                      An understanding that materials are limited for any given problem.</p>	<p><b>Key Skills</b>                      Hand Embroidery                      Use of Sewing Machine                      Working from a pattern                      Attaching buttons, beads and sequins                      Patch pockets                      Responding to a design brief                      Evaluation against a specification                      Time management                      Presenting design ideas                      Self evaluation                      Tie Dye                      Threading Sewing machine                      Block Printing</p> <p><b>Key knowledge</b>                      Cultural patterns                      Fabric manipulation                      Sustainability concerns                      Safe working practice</p>	<p><b>Key Skills</b>                      Measuring                      Accuracy                      Team work                      Independence                      Following a recipe                      Bridge and claw cutting methods                      Recipe modifications                      Basic skills – chopping, peeling, frying, sealing, seasoning, flavouring, boiling, simmering, whisking, thickening, rolling, layering, dividing, grating, measuring wet and dry ingredients</p> <p><b>Key knowledge</b>                      Hygiene procedures                      Health and Safety                      Use of Kitchen Equipment                      Basic skills                      Dietary needs – Halal, Vegetarian, Vegan                      Cultures – different meals from around the world including traditional ingredients and processes used</p>
<p><b>Assessment:</b> The key assessment objectives that will be used.</p>	<p>Assessment of progress through out each lesson, feedback often individual and verbal.</p> <p>Final product assessed to be below expected standard, meeting expected standard or exceeding expected standard.</p>	<p>Assessment of progress through out each lesson, feedback often individual and verbal.</p> <p>Final product assessed to be below expected standard, meeting expected standard or exceeding expected standard.</p>	<p>Students self-assess and amend design throughout the challenges.</p> <p>Assessment of progress through out each lesson, feedback often individual and verbal.</p> <p>Student skills assessed to be below expected standard, meeting expected standard or exceeding expected standard</p>	<p>Assessment of progress through out each lesson, feedback often individual and verbal.</p> <p>Whole class feedback built into SOW to improve Design ideas and during manufacturing.</p> <p>Final product assessed to be below expected standard, meeting expected standard or exceeding expected standard.</p>	<p>Assessment of progress through out each lesson, feedback often individual and verbal.</p> <p>Student skills assessed to be below expected standard, meeting expected standard or exceeding expected standard.</p>
<p><b>*Recovery:</b></p>	<p><b>First lessons</b> in all subject areas and the start of all new rotations will include in depth teaching of classroom rules, procedures and health and safety. This will help students to understand the possible risks and expectations to secure a safe teaching environment. Students will also complete a <b>knowledge organiser</b> that covers all areas taught in Year 7. Questions include equipment, materials, processes and health and safety knowledge. Some students will have missed out on the last rotation in D&amp;T meaning they will have missed out on one or more material area. Questioning and red for reflect will be used to clarify any misconceptions and help to upskills those students who missed out.</p>				

## Curriculum Overview for Year 9 GCSE D&T Textiles

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Skills</b>            Setting up sewing machine            Basic Seam            French Seam            Flat Felled Seam            Applique            Reverse Applique            Changing stitch settings            Hand Embroidery            Free Machine Embroidery            How to change presser foot on sewing machine            Accuracy            Manufacture            Independence            Time management            Cutting pattern pieces</p> <p><b>Knowledge</b>            Textiles/ Fashion terminology            Knowledge of materials and their working properties</p>	<p><b>Skills</b>            Working with Stretch fabric            Working with overlocker            Ladder stitch Darts            Gathering            Shirring            Pleats            Pintuck            How to manufacture a patch pocket            Seam allowance            Top stitching            Button holes            Eyelets</p> <p><b>Knowledge</b>            Unit 6 – Textile PG ONLINE            Sources, origins and sustainability</p>	<p><b>Skills</b>            Manufacture            Pinning fabric            Independence            Basic seams</p> <p><b>Knowledge</b>            Unit 6 – Textile PG ONLINE            Physical and working properties</p>	<p><b>Skills</b>            Basic seams            embellishments            Creating an elasticated waistband            Alterations            Manufacture</p> <p><b>Knowledge</b>            Unit 6 – Textile PG ONLINE            Selection of materials</p>	<p><b>Skills</b>            Eyelets            Zips            Press studs            Velcro            Hook and Eye            Basic hem            Bias binding hem            Lace hem            Double hem            Glued Hem</p> <p><b>Knowledge</b>            Unit 6 – Textile PG ONLINE            Stock forms, planning and production</p>	<p><b>Skills</b>            Research            Recording data            Client profile            Excel</p> <p><b>Knowledge</b>            Unit 6 – Textile PG ONLINE            Surface treatments and finishing            End of unit assessment</p>
<p><b>Assessment:</b> The key assessment objectives that will be used.</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>
<p><b>*Recovery:</b></p>	<p>N/A – No year 9 class this year</p>					

## Curriculum Overview for Year 9 GCSE D&T Timbers

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Skills</b> Measuring and marking out accurately  Removing material to a measurement Marking out and hand tool skills</p> <p><b>Knowledge</b> <b>PG Online timbers U6 - Timbers Sources origins and properties</b> Processes and finishing</p>	<p><b>Skills – money box</b> Marking out accurately following an orthographic drawing  Cutting a tenon accurately</p> <p><b>Knowledge</b> <b>PG Online timbers U6 - Timbers Selection and reinforcement of material</b> Processes and finishing</p>	<p><b>Skills</b> Checking for accuracy Checking for correct fitting. Adjusting for fit.</p> <p><b>Knowledge</b> <b>PG Online timbers U6 - Timbers material stock form and production</b> Processes and finishing</p>	<p><b>Skills</b> Using the laser cutter to etch an image 2D design (CAD). Vectorising an existing image.</p> <p><b>Knowledge</b> <b>PG Online Unit 1 – new and emerging technologies</b> Processes and finishing End of unit assessment</p>	<p><b>Skills</b> Grades of sand paper. Holding work for sanding</p> <p><b>Knowledge</b> <b>PG Online Unit 1 – new and emerging technologies</b></p>	<p><b>Skills</b> Using sanding blocks Marking out and using 'knock down fixings' to join materials</p> <p><b>Knowledge</b> <b>PG Online Unit 2 – Informing design decisions</b></p>
<p><b>Assessment:</b> The key assessment objectives that will be used.</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>
<p><b>*Recovery:</b></p>	<p>In depth teaching of classroom rules, procedures and health and safety. This will help students to understand the possible risks and expectations to secure a safe teaching environment. Task to recall specific information taught during year 7/8 relating specifically to Timbers. Questions include materials, equipment and health &amp; safety knowledge. Some students will have missed out on the last rotation in D&amp;T meaning they will have missed out on Timbers as a material area. Questioning and red for reflect will be used to clarify any misconceptions and help to upskills students who missed out. Practical tasks re-capping main skills such as marking out, cutting, joining.</p>					

## Curriculum Overview for Year 9 Level 1&2 Hospitality and Catering

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. General practical skills</li> <li>2. Knife skills</li> <li>3. Preparing fruit and vegetables</li> <li>4. Use of the cooker</li> <li>5. Use of equipment</li> <li>6. Cooking methods</li> <li>7. Prepare, combine and shape</li> <li>8. Sauce making</li> <li>9. Tenderise and marinate</li> <li>10. Doughs</li> <li>11. Raising agents</li> </ol> <p>Setting mixtures</p> <p><b>Knowledge</b></p> <p><b>Food Safety</b></p> <p>Personal hygiene Kitchen hygiene Cross contamination Kitchen work flow High risk food Bacteria growth Food spoilage Food poisoning Temperatures 4 C's Health and Safety Law</p>	<p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. General practical skills</li> <li>2. Knife skills</li> <li>3. Preparing fruit and vegetables</li> <li>4. Use of the cooker</li> <li>5. Use of equipment</li> <li>6. Cooking methods</li> <li>7. Prepare, combine and shape</li> <li>8. Sauce making</li> <li>9. Tenderise and marinate</li> <li>10. Doughs</li> <li>11. Raising agents</li> <li>12. Setting mixtures</li> </ol> <p><b>Knowledge</b></p> <p>Micro and Macro nutrients</p> <p><b>7 Nutrients</b></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Sources</li> <li>• Functions</li> <li>• Deficiency</li> <li>• Excess</li> <li>• DRV</li> </ul>	<p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. General practical skills</li> <li>2. Knife skills</li> <li>3. Preparing fruit and vegetables</li> <li>4. Use of the cooker</li> <li>5. Use of equipment</li> <li>6. Cooking methods</li> <li>7. Prepare, combine and shape</li> <li>8. Sauce making</li> <li>9. Tenderise and marinate</li> <li>10. Doughs</li> <li>11. Raising agents</li> <li>12. Setting mixtures</li> </ol> <p><b>Knowledge</b></p> <p><b>Special Diets</b></p> <ul style="list-style-type: none"> <li>• Lifestyle diets- vegetarian, vegan, pescatarian</li> <li>• Medical diets – Coeliac, Lactose, Diabetes, Allergies</li> <li>• Religious – Halal, Kosher, Hinduism, Buddhism, Christianity</li> <li>• Weight Management – weight loss, weight gain</li> </ul>	<p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. General practical skills</li> <li>2. Knife skills</li> <li>3. Preparing fruit and vegetables</li> <li>4. Use of the cooker</li> <li>5. Use of equipment</li> <li>6. Cooking methods</li> <li>7. Prepare, combine and shape</li> <li>8. Sauce making</li> <li>9. Tenderise and marinate</li> <li>10. Doughs</li> <li>11. Raising agents</li> <li>12. Setting mixtures</li> </ol> <p><b>Knowledge</b></p> <p><b>Job Roles</b></p> <ul style="list-style-type: none"> <li>• Chefs</li> <li>• Restaurant Workers</li> <li>• Linked to food industry</li> <li>• Health and safety</li> </ul>	<p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. General practical skills</li> <li>2. Knife skills</li> <li>3. Preparing fruit and vegetables</li> <li>4. Use of the cooker</li> <li>5. Use of equipment</li> <li>6. Cooking methods</li> <li>7. Prepare, combine and shape</li> <li>8. Sauce making</li> <li>9. Tenderise and marinate</li> <li>10. Doughs</li> <li>11. Raising agents</li> <li>12. Setting mixtures</li> </ol> <p><b>Knowledge</b></p> <p><b>International cuisine –</b> Traditional ingredients, eating patterns, cooking methods and equipment</p>	<p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. General practical skills</li> <li>2. Knife skills</li> <li>3. Preparing fruit and vegetables</li> <li>4. Use of the cooker</li> <li>5. Use of equipment</li> <li>6. Cooking methods</li> <li>7. Prepare, combine and shape</li> <li>8. Sauce making</li> <li>9. Tenderise and marinate</li> <li>10. Doughs</li> <li>11. Raising agents</li> <li>12. Setting mixtures</li> </ol> <p><b>Knowledge</b></p> <p><b>3 course meal –</b> Recipe appropriateness Adapting and modifying recipes Menu design</p>
<p><b>Assessment:</b> The key assessment objectives that will be used.</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>
<p><b>*Recovery:</b></p>	<p>In depth teaching of classroom rules, procedures and health and safety. This will help students to understand the possible risks and expectations to secure a safe teaching environment. Practical's will start with the <b>basic, easy and quick recipes</b> to help build up students' practical skills quickly but also safely due to covid and the time restraints needed for extra cleaning and hygiene.</p> <p>Test to recall specific information taught during year 7/8 relating specifically to Food. Questions include ingredients, equipment and health &amp; safety knowledge. Some students will have missed out on the last rotation in D&amp;T meaning they will have missed out on Food as a material area. Questioning and red for reflect will be used to clarify any misconceptions and help to upskills students who missed out.</p>					

## Curriculum Overview for Year 10 GCSE D&T Textiles

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Skills Knowledge</b> Recap on UNIT 6 PG Online textiles</p>	<p><b>Skills Knowledge</b> UNIT 1 PG Online New and emerging technologies industry and enterprise Sustainability and environment People and culture Production techniques End of unit test</p>	<p><b>Skills Knowledge</b> UNIT 2 PG Online Informing design decisions Critical evaluations Contemporary scenarios Ethics and environmental Unit assessment</p>	<p><b>Skills Knowledge</b> Unit 3 PG Online Energy materials devices and systems Energy generation Power systems Modern and smart materials Composite materials</p>	<p><b>Skills Knowledge</b> Unit 3 PG Online cont. Technical textiles Mechanical devices Electronic systems Programmable components Unit assessment</p>	<p><b>Skills Knowledge</b> Unit 4 PG Online Material types properties and structures Ferrous and non ferrous Papers and boards Polymers Textiles Natural and manufactured materials Unit assessment</p>
<p><b>Assessment:</b> The key assessment objectives that will be used.</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.  Knowledge tested at the end of each topic area</p>
<p><b>*Recovery:</b></p>	<p>In depth teaching of classroom rules, procedures and health and safety. This will help students to understand the possible risks and expectations to secure a safe teaching environment. Tasks to recall specific information taught during year 9 relating specifically to D&amp;T Textiles specification. Questions include materials, equipment and health &amp; safety knowledge. Questioning and red for reflect will be used to clarify any misconceptions and help to upskills students who missed out. Practical tasks re-capping main skills such as measuring, cutting and joining fabrics</p>					

## Curriculum Overview for Year 10 GCSE D&T Timbers

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Skills</b> <b>Skills review tasks</b> Marking out Using hand tools to cut a variety of different joints Using machinery to cut a variety of different joints Fitting a joint</p> <p><b>Knowledge</b> <b>PG Online U4 – Material types, Properties and Structure.</b></p>	<p><b>Skills</b> <b>Pencil Box</b></p> <p><b>Knowledge</b> <b>PG Online U3- Energy materials, devices and systems.</b></p>	<p><b>Skills</b> <b>Adjustable Lamp (cont)</b> Research Designing Testing design Reviewing designs Planning Marking out and checking Cutting Drilling with a pillar drill. Drilling with a cordless drill. Joining using mechanical components. Preparing wood for a finish. Applying a finish to wood. Testing and checking for accuracy. Working accurately Producing a high quality outcome Evaluating</p> <p><b>Knowledge</b> <b>PG Online U3- Energy materials, devices and systems.</b></p>	<p><b>Skills</b> Mini NEA Project Research, Designing, Development, Modelling, Making Evaluation</p> <p><b>Knowledge</b> <b>PG Online U5 – Designing Principles</b></p>	<p><b>Skills</b> Mini NEA Project Research, Designing, Development, Modelling, Making Evaluation</p> <p><b>Knowledge</b> <b>PG Online U5 – Designing Principles</b></p>	<p><b>Skills</b> NEA (research) from 1<sup>st</sup> June Research and designing sections</p> <p><b>Students to display</b> Independence Resilience Creativity Time management</p>
<p><b>Assessment:</b> The key assessment objectives that will be used.</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>
<p><b>*Recovery:</b></p>	<p>In depth teaching of classroom rules, procedures and health and safety. This will help students to understand the possible risks and expectations to secure a safe teaching environment. Tasks to recall specific information taught during year 9 relating specifically to D&amp;T Timbers specification. Questions include materials, equipment and health &amp; safety knowledge. Questioning and red for reflect will be used to clarify any misconceptions and help to upskills students who missed out. Practical tasks re-capping main skills such as marking out, cutting, joining.</p>					

## Curriculum Overview for Year 10 Level 1&2 Hospitality and Catering

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Skills</b>  <b>Low, medium and high-level recipes using different food commodities</b></p> <p>Improving 12 key skills            Basic skills in cooking            Accuracy            Measuring skills            Timing            Independence            Resilience            Paired work            Reading recipes</p> <p><b>Knowledge</b>            AC1.1 structure of the H&amp;C industry            1.2 job requirements            1.3 working conditions            1.4 factors affecting success</p>	<p><b>Skills</b>  <b>Low, medium and high-level recipes using different food commodities</b></p> <p>Improving 12 key skills            Basic skills in cooking            Accuracy            Measuring skills            Timing            Independence            Resilience            Paired work            Reading recipes</p> <p><b>Knowledge</b>            AC2.2 Understand how H&amp;C provisions operate            Describe the operations of the kitchen, front of house, how they meet customer needs and requirements</p>	<p><b>Skills</b>  <b>Low, medium and high-level recipes using different food commodities</b></p> <p>Improving 12 key skills            Basic skills in cooking            Accuracy            Measuring skills            Timing            Independence            Resilience            Paired work            Reading recipes</p> <p><b>Knowledge</b>            AC3.1 How H&amp;C establishments meet H&amp;S requirements            Safety responsibilities of the workforce            Risk to personal safety            Recommend personal safety</p>	<p><b>Skills</b>  <b>Low, medium and high-level recipes using different food commodities</b></p> <p>Improving 12 key skills            Basic skills in cooking            Accuracy            Measuring skills            Timing            Independence            Resilience            Paired work            Reading recipes</p> <p><b>Knowledge</b>            AC4.1 How food can cause ill health            Food related illnesses            Role of the EHO            Food safety legislation            Comment types of food poisoning            Food induced ill health</p>	<p><b>Skills</b>  <b>Low, medium and high-level recipes using different food commodities</b></p> <p>Improving 12 key skills            Basic skills in cooking            Accuracy            Measuring skills            Timing            Independence            Resilience            Paired work            Reading recipes</p> <p><b>Knowledge</b>            AC5.1 Proposal of a H&amp;S establishment to provide specific requirements            Different options            Recommended options</p>	<p><b>Skills</b>  <b>Knowledge</b>  <b>Start Controlled assessment preparation</b></p> <p>AC1.1 – describe the function of nutrients in the body            AC1.2 – Compare nutritional needs of specific groups            AC1.3- Explain characteristics of unsatisfactory nutritional intake            AC1.4- Explain how cooking methods impact on nutritional values</p>
<p><b>Assessment:</b>            The key assessment objectives that will be used.</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>
<p><b>*Recovery:</b></p>	<p>In depth teaching of classroom rules, procedures and health and safety. This will help students to understand the possible risks and expectations to secure a safe teaching environment. Practical's will start with the <b>low-level recipes</b> for the different food commodities to help build up students' practical skills quickly but also safely due to covid and the time restraints needed for extra cleaning and hygiene.            Tests to recall specific information taught during year 9. Questions include materials, equipment and health &amp; safety knowledge. Questioning and red for reflect will be used to clarify any misconceptions.</p>					



## Curriculum Overview for Year 11 GCSE D&T Textiles

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Skills</b> NEA (research) from 1<sup>st</sup> June Development and Making sections</p> <p><b>Students to display</b> Independence Resilience Creativity Time management</p> <p><b>Knowledge</b> PG Online Unit 5 Design Principles</p> <p>Social and economic challenge The work of others Avoiding design fixation Developing design ideas</p>	<p><b>Skills</b> NEA (research) from 1<sup>st</sup> June Development and Making sections</p> <p><b>Students to display</b> Independence Resilience Creativity Time management</p>	<p><b>Skills</b> NEA (research) from 1<sup>st</sup> June Evaluation and Testing section</p> <p><b>Students to display</b> Independence Resilience Creativity Time management</p>	<p><b>Skills</b> Exam Revision Using Seneca Exam Question practice</p> <p><b>Knowledge</b> Recapping and Revisiting U1 U2 U3 U4 U5 U6</p>	<p><b>Skills</b> Exam Revision Using Seneca Exam Question practice</p> <p><b>Knowledge</b> Recapping and Revisiting U1 U2 U3 U4 U5 U6</p>	<p><b>Skills</b> <b>Knowledge</b></p>
<p><b>Assessment:</b> The key assessment objectives that will be used.</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>
<p><b>*Recovery:</b></p>	<p>In depth teaching of classroom rules, procedures and health and safety. This will help students to understand the possible risks and expectations to secure a safe teaching environment.</p> <p>Tasks to recall specific information taught during year 10 relating specifically to D&amp;T Textiles specification. Questions include materials, equipment and health &amp; safety knowledge. Questioning and red for reflect will be used to clarify any misconceptions and help to upskills students who missed out. Practical tasks re-capping main skills such as measuring, cutting and joining fabrics</p>					

## Curriculum Overview for Year 11 GCSE D&T Timbers

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Skills</b> NEA (research) from 1<sup>st</sup> June Development and Making sections</p> <p><b>Students to display</b> Independence Resilience Creativity Time management</p> <p><b>Knowledge</b> PG Online Unit 5 Design Principles</p> <p>Social and economic challenge The work of others Avoiding design fixation Developing design ideas</p>	<p><b>Skills</b> NEA (research) from 1<sup>st</sup> June Development and Making sections</p> <p><b>Students to display</b> Independence Resilience Creativity Time management</p>	<p><b>Skills</b> NEA (research) from 1<sup>st</sup> June Evaluation and Testing section</p> <p><b>Students to display</b> Independence Resilience Creativity Time management</p>	<p><b>Skills</b> Exam Revision Using Seneca Exam Question practice</p> <p><b>Knowledge</b> Recapping and Revisiting U1 U2 U3 U4 U5 U6</p>	<p><b>Skills</b> Exam Revision Using Seneca Exam Question practice</p> <p><b>Knowledge</b> Recapping and Revisiting U1 U2 U3 U4 U5 U6</p>	<p><b>Skills</b> <u>Knowledge</u></p>
<p><b>Assessment:</b> The key assessment objectives that will be used.</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.</p> <p>Knowledge tested at the end of each topic area</p>
<p><b>*Recovery:</b></p>	<p>In depth teaching of classroom rules, procedures and health and safety. This will help students to understand the possible risks and expectations to secure a safe teaching environment. Lessons will cover the research and investigation sections of the NEA helping students who couldn't complete the work during school closure to catch up. Design ideas prompts for all students provided to assist students in progressing with their NEA.</p>					

## Curriculum Overview for Year 11 Level 1&2 Hospitality and Catering

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b> The key knowledge and skills that will be taught.</p>	<p><b>Skills</b>  <u>Presentation skills</u>                      Fruit Garnishes                      Chocolate work                      Vegetable garnishes                      Spun Sugar                      Plating Techniques  <b>Knowledge</b>  <u>Controlled Assessment</u>  <b>Preparation</b>                      AC2.1-Explain factors to consider when proposing dishes for a menu                      AC2.2-Explain how dishes on a menu address environmental issues                      AC2.3-Explain how dishes meet customer needs                      AC2.4-plan the production of dishes for the menu</p>	<p><b>Skills</b>                      Presentations skill used for chosen dishes                      Independence                      Resilience                      Time management                      Reading recipes accurately                      Measuring skills                      Temperature control                      Quality control                      Health and Safety  <b>Knowledge</b>  <u>PPE controlled assessment</u>                      Students to show knowledge of all AC's for controlled assessment                      AC1.1                      AC1.2                      AC1.3                      AC1.4                      AC2.1                      AC2.2                      AC2.3                      AC2.4</p>	<p><b>Skills</b>                      Presentations skill used for chosen dishes                      Independence                      Resilience                      Time management                      Reading recipes accurately                      Measuring skills                      Temperature control                      Quality control                      Health and Safety  <b>Knowledge</b>  <u>Actual CA</u>                      Students to show knowledge of all AC's for controlled assessment                      AC1.1                      AC1.2                      AC1.3                      AC1.4                      AC2.1                      AC2.2                      AC2.3                      AC2.4</p>	<p><b>Skills</b>                      Presentations skill used for chosen dishes                      Independence                      Resilience                      Time management                      Reading recipes accurately                      Measuring skills                      Temperature control                      Quality control                      Health and Safety  <b>Knowledge</b>  <u>Finishing Actual CA</u>                      Students to show knowledge of all AC's for controlled assessment                      AC1.1                      AC1.2                      AC1.3                      AC1.4                      AC2.1                      AC2.2                      AC2.3                      AC2.4</p>	<p><b>Skills</b>  <u>Independence</u>                      Quality of written answers                      Maximising marks                      Use of key terms and vocabulary  <b>Knowledge</b>  <u>Revisit and Recap all AC's for exam resits</u>                      Exam questions                      Quizzes                      Tests</p>	
<p><b>Assessment:</b>                      The key assessment objectives that will be used.</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.                       Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.                       Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.                       Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.                       Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.                       Knowledge tested at the end of each topic area</p>	<p>Assessment of skills progress through out each lesson, feedback often individual and verbal.                       Knowledge tested at the end of each topic area</p>
<p><b>*Recovery:</b></p>	<p>In depth teaching of classroom rules, procedures and health and safety. This will help students to understand the possible risks and expectations to secure a safe teaching environment.                      Theory-based covering assessment criteria 1.1-1.4 of the controlled assessment helping students who couldn't complete the work to catch up on worksheets required.  <b>Approx 4 weeks</b>                      Students who did complete the work will be able to complete practical work with the support of the food technician. Practical's will start with the <b>quick and easy recipes</b> to help build up students' practical skills quickly but also safely due to covid and the time restraints needed for extra cleaning and hygiene.                      All students will start on assessment criteria 2.1-2.4 for their controlled assessment.</p>					