

2022-2023 Year 9 Curriculum and Assessment Plan for Key Stage 3 Design & Technology.

The curriculum and assessment of pupils at this stage of education has been carefully designed to develop the creative, technical and practical skills needed to perform everyday tasks confidently. The curriculum is built to apply knowledge and understanding of skills to design and make high- quality prototypes and products for a range of different users.

Please note: Pupils may start the term on Half term 1 or Half term 4, then they will rotate between specialist teachers.

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| <p>Half Term 1: Technology focus- Electronics/Wood workshop</p> <p>All pupils will know: Electronics- inputs and outputs. Basic electronic component symbols. Design a range of mood lights.</p> <p>All pupils will be assessed by: Knowledge quiz Practical assessment DNA End of unit test</p> <p>Impact- Why do we teach this? Apply computing and use electronics to embed intelligence in products that respond to inputs.</p> | <p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Safety in the workshop. Electronics <p>Reading Skills needed for this unit:</p> <p>Skim/Scan, summarising key information</p> <p>Key Vocabulary: Input Output Components Electronics Microcontrollers Isometric Memphis</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> PSHE- careers Math- measuring Art- Designing, art movements. | <p>Half Term 2: Technology focus- Electronics, CAD CAM</p> <p>All pupils will know: Use 2D design to create the light feature. Solder circuit together. Manufacture the timber frame for the light component</p> <p>All pupils will be assessed: Knowledge quiz Practical assessment DNA End of unit test</p> <p>Impact - Why do we teach this? Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</p> | <p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Soldering Laminating wood and paper Painting Dowel joint <p>Reading Skills needed for this unit:</p> <p>Skim/Scan, summarising key information</p> <p>Key Vocabulary: Soldering Laminating Dowelling</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> PSHE- careers Art- Designing | <p>Half Term 3: Technology focus- Textiles</p> <p>All pupils will know: How to use the heat press to transfer images to fabric. To use applique to hand sew on a personalised design for a customer of their choice. To use the sewing machine to manufacture a culture cushion case.</p> <p>All pupils will be assessed: Knowledge quiz Practical assessment DNA End of unit test</p> <p>Impact - Why do we teach this? To use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.</p> | <p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> <p>Reading Skills needed for this unit:</p> <p>Evaluating</p> <p>Key Vocabulary:</p> <p></p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> |
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| <p>Half Term 4: Technology focus- Food Technology</p> <p>All pupils will know: Balanced diet/cooking techniques/ make a meal Know that kitchens must be kept clean Use equipment to clean a kitchen Use products to clean a kitchen Know about different job/voluntary roles available in the catering and hospitality sector. Know about own skills in relation to catering and hospitality. Understand different methods of cooking. Recognise different equipment needed for cooking</p> <p>All pupils will be assessed: Knowledge quiz Practical assessment DNA End of unit test</p> <p>Impact - Why do we teach this? Match against NC.</p> <ul style="list-style-type: none"> • 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 | <p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • safety in food room • Knife skills • Using oven & hob • Use of small and large equipment • Preparation of different food • Use of different cooking methods <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, analysis and evaluating</p> <p>Key Vocabulary:</p> <p>Hygiene Safety, Bacteria, Large and small equipment names Back of house Front of house Kitchen brigade Sous chef Maitre D</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • PSHE- careers • Math- weights and measure • English- reading and following recipes in a logical sequence | <p>Half Term 5: Technology focus- Food Technology</p> <p>All pupils will know: Balanced diet/cooking techniques/ make a meal Understand what makes a balanced diet. Understand what is meant by healthy eating Know how to prepare a balanced meal. Understand the need for basic food hygiene Understand some techniques are healthier than others Know how to make a dish using different cooking methods</p> <p>All pupils will be assessed:</p> <p>Knowledge quiz Practical assessment DNA End of unit test</p> <p>Impact - Why do we teach this? Match against NC</p> <ul style="list-style-type: none"> • 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 | <p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • safety in food room • Knife skills • Using oven & hob • Use of small and large equipment • Preparation of different food • Use of different cooking methods <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, analysis and evaluating</p> <p>Key Vocabulary: Healthy eating Eat well guide Food groups Deficiency disease Healthy eating tips</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • Science- nutrition • Math- weights and measure • English- reading and following recipes in a logical sequence • PE- diet and exercise. | <p>Half Term 6: Technology focus. Food Technology</p> <p>All pupils will know: Balanced diet/cooking techniques/ make a meal Be able to select ingredients to make a meal Be able to prepare ingredients. Know how to use a cooker safely Be able to prepare ingredients. Be able to serve a meal</p> <p>All pupils will be assessed: Knowledge quiz Practical assessment DNA End of unit test</p> <p>Impact- Why do we teach this? Match against NC</p> <ul style="list-style-type: none"> • 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 | <p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • safety in food room • Knife skills • Using oven & hob • Use of small and large equipment • Preparation of different food. • Demonstrate skills to cook foods using different cooking methods. <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, analysis and evaluating</p> <p>Key Vocabulary: Cooking methods Healthy Balanced Eatwell guide Presentation Garnish Portion control.</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • Science- nutrition • Math- weights and measure • English- reading and following recipes in a logical sequence. • RE; special diets/ religion • PE- diet and exercise. |
| <p>Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p> | | | | | |
| <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> • Food club, food challenges. • After school club | | | | | |

Career opportunities/ links: Electrician, product designer, website designer, graphic designer.
Food Technology- Nutritionist, Chef, Hotel /Restaurant Managers ,Dietician, Farmers, Food scientist