



**CLICK ME!**



# Art, Design & Technology Curriculum

St Thomas More High School



	Rotation 1 (Sept-Feb)		Rotation 2 (Feb-July)	
<b>Aims:</b>	In Art, Craft and Design, Year 7 Pupils will be encouraged to experiment and nurture emerging creativity and ideas. Students will be equipped with the practical skills and powerful knowledge to develop proficiency in their execution of practical skills. Students will begin to develop a critical understanding of traditional, historical and contemporary work, expressing reasoned judgements that can inform their own responses. Students will be provided with a knowledge rich curriculum content exploring a range of cultural and cross-curricular links throughout their studies. Students will focus on the Essential skills and Formal Elements to experiment and develop ability in a range of artistic Media including; Pencil, Paint, Sculpture, Clay, Print-making and more. All projects should develop students understanding of careers available in the appropriate sectors relating to Art, Craft and Design.			
<b>Topics</b>	Essential Skills: Cultural Masks Key Concepts : <ul style="list-style-type: none"> <li>Understand the importance of drawing from observation in a range of different media.</li> <li>Understand why proportions, accuracy, tone, blending and colour mixing are all essential skills in Art and Design.</li> <li>Understand the difference between Primary and Secondary observation.</li> </ul> Why is it important to know : <ul style="list-style-type: none"> <li>So that students can make informed decisions about colour choices, what media to work in and to understand that not all media has the same outcome and they will have strengths and weaknesses in varied areas of Art.</li> <li>Students will also understand the formal elements with-in Art and how these skills can become transferable not just within Art but other subjects.</li> <li>Students will also learn how to be self-critical about their own work and the work of others and understand the importance of challenge and working with unfamiliar materials.</li> </ul>		Experimental Skills: Cells Key Concepts : <ul style="list-style-type: none"> <li>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</li> <li>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</li> </ul> Why it is important to know : <ul style="list-style-type: none"> <li>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</li> <li>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</li> </ul>	
	Stretch and Challenge	Higher prior attaining students are challenged in their Art lessons by <ul style="list-style-type: none"> <li>Encouraging pupils to complete independent tasks outside of lessons to enhance independent enquiry and personalised outcomes.</li> <li>Stretch and challenge tasks on assessment learning screens.</li> <li>Challenge resources for students to access.</li> <li>Promotion ethos of high expectations and attainment.</li> <li>Verbal and written feedback focused on refinement and accuracy.</li> </ul>	SEND	SEND students are a key focus within the department in creating an inclusive curriculum for all to access and experience. <ul style="list-style-type: none"> <li>Knowing our students individual needs -support plans for SEND students where strategies can be put into practiced and reviewed.</li> <li>Scaffolded resources: step by step guides, video recordings on repeat, whiteboard for key information, laminated task sheets for focus and order.</li> <li>Individual printed resources/ coloured resources.</li> </ul>
	Numeracy	Numeracy is adapted into the KS3 curriculum when students are required use measurements within specific tasks. Rulers, Calculations, and Compasses can be used in Art when creating Grids for drawing support or within themes of Geometric style.	Literacy and writing	<ul style="list-style-type: none"> <li>Reading is adapted into the KS3 curriculum when students are researching into existing artists, analysing assessment criteria, reading instructions for a task or learning about Art history.</li> <li>Writing is implemented into the KS3 curriculum through self-assessment, peer assessment and evaluating teacher assessment. Students also complete writing tasks when creating titles for their sketch-books, annotating an artist's work or discussing their practical tasks' process step-by-step.</li> </ul>
<b>NCC Codes</b> <a href="#">See all descriptors here</a>	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.		To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. To increase their proficiency in the handling of different materials. Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day	
<b>Assessment</b>	Rotation 1 students will be assessed on their Tonal Pencil Mask Drawing. Rotation 2 students will be assessed on their Clay Cell. Students will be assessed throughout their completion of their rotation through DIRT tasks which will be documented in their sketchbooks. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.			
<b>Careers</b>	Students will learn the craftsmanship of mask making in a variety of different cultures. Students will learn about the career of being a mask maker and the different jobs involved during the mask making process. Students will study Artists Bruce Riley and Heather Knight to learn about the different Art jobs available, from painting through to sculpture. Students are made aware of the way in which Art works can be exhibited and depending on the medium used. Students are given a selected Artist to research and present to their class. Students learn how many different styles of Art there can be and learn about the process of how artists come to be, as well as the value of artworks.			
<b>E/L</b>	Students will be set an extended learning task each rotation which will be set via teams. Students are encouraged to attend Art club at lunch times where they can explore personal endeavours and experiment with a range of materials and media available in the department. Art competitions are held regularly throughout the year to help support students love for Art and contribute to the wider community in community Arts projects.			

	Rotation 1 (Sept-Feb)	Rotation 2 (Feb-July)
<b>Aims:</b>	In Food Technology, year 7 pupils will be encouraged to develop and embed their creativity and ideas. Students will be equipped with the practical skills and powerful knowledge to develop proficiency in their execution of practical skills. Students will begin to develop a critical understanding of applying principles of nutrition and health to create a range of healthy dishes to support them in life. Students will be provided with a knowledge rich curriculum content exploring a range of cultural and cross-curricular links throughout their studies. Students will develop the initial knowledge and skills required to be built upon to complete the GCSE Food Preparation and Nutrition course. All projects should develop students understanding of careers available in the appropriate sectors relating to Food & Nutrition.	
<b>Topics</b>	<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Understand safety in the Food Technology Environment and essential First Aid and washing up.</li> <li>Understand how to use a knife safely and to understand different knife skills.</li> <li>Understand how to use basic equipment and using the grill.</li> <li>Understand weighing and measuring of ingredients.</li> <li>Understand how to use electrical equipment (hand whisk).</li> </ul> <p><b>Why it is important to know:</b></p> <ul style="list-style-type: none"> <li>These topics are covered to ensure students understand and can demonstrate how to work safely in the Food room to not injure themselves or other people that are working around them.</li> <li>The practical activities have been designed to enable students to make connections between theory and practice to apply their understanding of food and nutrition to practical preparation.</li> </ul> <p><b>Practical Skills:</b>                      To know how to make a fruit salad.                      To know how to make pizza toast.                      To know how to make a crumble.                      To know how to make Eton mess.</p>	<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Understand how to use a cooker safely</li> <li>Understand how to use the governments eat well guide to inform meal choices.</li> <li>Understand sources of protein.</li> <li>Understand environmental issues including food waste and leftovers.</li> <li>Understand about going shopping and food choice.</li> </ul> <p><b>Why it is important to know:</b></p> <ul style="list-style-type: none"> <li>In this rotation we consolidate and build on skills learnt in rotation 1.</li> <li>Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</li> <li>By understanding the principles of healthy eating and food provenance students will be able to make informed choices about the food they choose to eat.</li> </ul> <p><b>Practical Skills:</b>                      To know how to make a stir fry.                      To know how to make couscous salad.                      To know how to make hummus and crudites.                      To know how to make bread pudding.</p>
	<p><b>Stretch and Challenge</b></p> <p>Higher prior attaining students are challenged in their Food Technology lessons by</p> <ul style="list-style-type: none"> <li>Encouraging pupils to complete independent tasks outside of lessons to enhance independent enquiry and personalised outcomes.</li> <li>Stretch and challenge tasks in their work booklets.</li> <li>Challenge options to adapt recipes through ingredients and practical skill.</li> <li>Promotion ethos of high expectations and attainment.</li> <li>Verbal and written feedback focused on students using application of knowledge to practical cooking skills.</li> </ul>	<p><b>SEND</b></p> <p>SEND students are a key focus within the department in creating an inclusive curriculum for all to access and experience.</p> <ul style="list-style-type: none"> <li>Knowing our students individual needs -support plans for SEND students where strategies can be put into practiced and reviewed.</li> <li>Scaffolded resources: step by step guides, video recordings on repeat, whiteboard for key information, laminated task sheets for focus and order.</li> <li>Individual printed resources/ coloured resources.</li> <li>The food technology room has been adapted to allow for easy wheel chair access and facilities such as a low sink.</li> </ul>
	<p><b>Numeracy</b></p> <p>Numeracy is adapted into the KS3 curriculum when students are required to use measurements within specific Food Technology tasks.</p> <ul style="list-style-type: none"> <li>Students will understand how to use ratios for recipes as well as weight measurements (grams and ounces).</li> <li>Calculations are used when reviewing ingredient/ recipe costings.</li> <li>Students use time and addition/ subtraction when creating their time plans for their practical lessons.</li> </ul>	<p><b>Literacy and Writing</b></p> <ul style="list-style-type: none"> <li>Reading is adapted into the KS3 curriculum when students are researching into key topics, analysing assessment criteria, reading recipes, instructions for a task or learning about Food Theory.</li> <li>Writing is implemented into the KS3 curriculum through self-assessment, peer-assessment and evaluating teacher-assessment. Students also complete writing tasks when completing their work booklets, writing recipes and time plans for practical's.</li> </ul>
<b>NCC Codes</b> <a href="#">See all descriptors here</a>	<p>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>	
<b>Assessment</b>	<p>Rotation 1 students will be assessed on their practical Pizza Toast.                      Rotation 2 students will be assessed on their practical Hummus and Crudites.                      Students will be assessed throughout their completion of their rotation. This assessment will take place in their 'Skills Audit' section of their Food Tech Work Booklets.                      Students will be assessed on their cooker safety and their teacher will sign off their successful completion of passing their cooker safety in order to move onto cooker use in practical's.                      Students will be assessed on their extended writing task of writing a letter to the Prime Minister about the country's food waste.                      Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE.                      All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>	
<b>E/L</b>	<p>Cooking Journey Journal – accessible via TEAMS                      Students will be set an extended learning task each rotation which will be set via teams.</p>	

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<b>Aims:</b>	<p>In Design Technology, students 7 will be encouraged to develop and embed their creativity and ideas. Students will be equipped with the practical skills and powerful knowledge to develop proficiency in their execution of practical skills. Students will begin to develop a critical understanding of applying principles of designing and making to create product which meet user requirements. Students will be provided with a knowledge rich curriculum content exploring a range of cultural and cross-curricular links throughout their studies. Students will develop the initial knowledge and skills required to be built upon to complete the GCSE Design and Technology course.</p> <p>All projects should develop students understanding of careers available in the appropriate sectors relating to Design and Technology.</p>		
<b>Topics</b>	<p>Wood Technology Unit- Shelf</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• Introduction to practical activities in the workshop.</li> <li>• Understand wood theory.</li> <li>• Understand basic hand tools and equipment and their use.</li> <li>• Understand wood joining methods.</li> <li>• Understand health and safety in a workshop.</li> <li>• Understand different types of wood, their origins and uses.</li> </ul> <p>Why it is important to know:</p> <p>It is vital to understand the importance for health and safety in any workplace. Health and safety factors can involve students working on DIY woodwork projects at home or later in life in possible industry settings.</p> <p>In an age of increasing concern for the environment and sustainability it is important to know the impact of using different materials.</p>	<p>Electronics Unit- Moisture Sensor</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• Understand health and safety in a workshop.</li> <li>• Understand how electrical and electronic circuits works.</li> <li>• Understand electronic components (symbols and uses) and the systems approach to electronics.</li> <li>• Understand how to solder a circuit.</li> </ul> <p>Why it is important to know:</p> <p>Provides students with a basis to develop further electrical and electronics knowledge which can lead to careers in all fields of electrical service engineers and manufacturing.</p> <p>To support students knowledge of circuits to prepare them about various electrical components in products they may use in their life.</p>	
	<p>Stretch and Challenge</p> <p>Higher prior attaining students are challenged in their Design Technology lessons by</p> <ul style="list-style-type: none"> <li>• Encouraging pupils to complete independent tasks outside of lessons to enhance independent enquiry and personalised outcomes.</li> <li>• Stretch and challenge tasks in their work booklets.</li> <li>• Challenge options to adapt their practical product to include a higher skill of craftsmanship.</li> <li>• Promotion ethos of high expectations and attainment.</li> <li>• Verbal and written feedback focused on students using application of knowledge to practical skills.</li> </ul>	SEND	<p>SEND students are a key focus within the department in creating an inclusive curriculum for all to access and experience.</p> <ul style="list-style-type: none"> <li>• Knowing our students individual needs -support plans for SEND students where strategies can be put into practiced and reviewed.</li> <li>• Scaffolded resources: step by step guides, video recordings on repeat, whiteboard for key information, laminated task sheets for focus and order.</li> <li>• Individual printed resources/ coloured resources.</li> <li>• The food technology room has been adapted to allow for easy wheel chair access and facilities such as low work benches and adjustable height machinery.</li> </ul>
	<p>Numeracy</p> <p>Numeracy is adapted into the KS3 curriculum when students are required to use measurements and angles within specific Design Technology tasks.</p> <ul style="list-style-type: none"> <li>• Students will understand how to use a ruler for measuring materials.</li> <li>• Students will understand angles and how they can inform designs and joinery.</li> <li>• Calculations are used when costing up materials for projects.</li> </ul>	Literacy and writing	<ul style="list-style-type: none"> <li>• Reading is adapted into the KS3 curriculum when students are researching into key topics, analysing assessment criteria, reading design briefs, instructions for a task or learning about Design Technology Theory.</li> <li>• Writing is implemented into the KS3 curriculum through self-assessment, peer-assessment and evaluating teacher-assessment. Students also complete writing tasks when completing their work booklets, annotating their designs and evaluating their product.</li> </ul>
<b>NCC Codes</b>	<p>1.1 , 1.2 , 1.3 , 1.4 , 1.5 2.1 , 2.2 3.2, 3.3 4.1</p> <p><a href="#">See all descriptors here</a></p>		<p>1.2 2.1, 2.2 3.1 , 3.2 , 3.3 4.1 , 4.3 , 4.4</p> <p><a href="#">See all descriptors here</a></p>
<b>Assessment</b>	<p>Rotation 1 students will be assessed on their wooden shelf. Rotation 2 students will be assessed on their moisture sensor. Students will be assessed throughout their completion of their rotation through DIRT tasks which will be documented in their Design Technology booklets. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
<b>E/L</b>	<p>Students will be set an extended learning task each rotation which will be set via teams.</p>		

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<b>Aims:</b>	In Art, Craft and Design, Year 8 Pupils will be encouraged to develop and embed their creativity and ideas. Students will be equipped with the practical skills and powerful knowledge to develop proficiency in their execution of practical skills. Students will continue to develop a critical understanding of traditional, historical and contemporary work, expressing reasoned judgements that can inform their own responses. Students will be provided with a knowledge rich curriculum content exploring a range of cultural and cross-curricular links throughout their studies. Students will focus on the Essential skills and Formal Elements to experiment and develop ability in a range of artistic Media including; Pencil, Collage, Painting, Clay, Print-making and more. All projects should develop students understanding of careers available in the appropriate sectors relating to Art, Craft and Design.	
<b>Topics</b>	<p>Essential Skills : Portraits</p> <p>Key Concepts :</p> <ul style="list-style-type: none"> <li>Understand the importance of drawing from observation in a range of different media.</li> <li>Understand why proportions, accuracy, tone, blending and colour mixing are all essential skills in Art and Design.</li> <li>Understand the difference between Primary and Secondary observation.</li> </ul> <p>Why is it important to know :</p> <ul style="list-style-type: none"> <li>So that students can make informed decisions about colour choices, what media to work in and to understand that not all media has the same outcome and they will have strengths and weaknesses in varied areas of Art.</li> <li>Students will also understand the formal elements with-in Art and how these skills can become transferable not just within Art but other subjects.</li> <li>Students will also learn how to be self-critical about their own work and the work of others and understand the importance of challenge and working with unfamiliar materials.</li> </ul>	<p>Experimental Skills: Gargoyles</p> <p>Key Concepts :</p> <ul style="list-style-type: none"> <li>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</li> <li>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</li> </ul> <p>Why it is important to know :</p> <ul style="list-style-type: none"> <li>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</li> <li>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</li> </ul>
<b>NCC Codes</b>	<p>Stretch and Challenge</p> <p>Higher prior attaining students are challenged in their Art lessons by</p> <ul style="list-style-type: none"> <li>Encouraging pupils to complete independent tasks outside of lessons to enhance independent enquiry and personalised outcomes.</li> <li>Stretch and challenge tasks on assessment learning screens.</li> <li>Challenge resources for students to access.</li> <li>Promotion ethos of high expectations and attainment.</li> <li>Verbal and written feedback focused on refinement and accuracy.</li> </ul>	<p>SEND</p> <p>SEND students are a key focus within the department in creating an inclusive curriculum for all to access and experience.</p> <ul style="list-style-type: none"> <li>Knowing our students individual needs -support plans for SEND students where strategies can be put into practiced and reviewed.</li> <li>Scaffolded resources: step by step guides, video recordings on repeat, whiteboard for key information, laminated task sheets for focus and order.</li> <li>Individual printed resources/ coloured resources.</li> </ul>
	<p>Numeracy</p> <p>Numeracy is adapted into the KS3 curriculum when students are required use measurements within specific tasks. Rulers, Calculations, and Compasses can be used in Art when creating Grids for drawing support or within themes of Geometric style.</p>	<p>Literacy and writing</p> <ul style="list-style-type: none"> <li>Reading is adapted into the KS3 curriculum when students are researching into existing artists, analysing assessment criteria, reading instructions for a task or learning about Art history.</li> <li>Writing is implemented into the KS3 curriculum through self-assessment, peerassessment and evaluating teacherassessment. Students also complete writing tasks when creating titles for their sketch-books, annotating an artist’s work or discussing their practical tasks’ process step-by-step.</li> </ul>
<b>NCC Codes</b>	<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>Use a range of techniques and media, including painting.</p> <p>To increase their proficiency in the handling of different materials</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p> <p>To learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>	
<b>Assessment</b>	<p>Rotation 1 students will be assessed on their Tonal Pencil Mask Drawing.</p> <p>Rotation 2 students will be assessed on their Clay Cell.</p> <p>Students will be assessed throughout their completion of their rotation through DIRT tasks which will be documented in their sketchbooks.</p> <p>Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE.</p> <p>All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>	
<b>Careers</b>	<p>Students will study Artists Craig Redman, Romero Britto and Julian Opie to learn about the different Artists styles relating to portraits as a theme. Students learn through this research about the various jobs available to practising Artists and how you can have a career in exhibiting Art work or working on a commission basis.</p> <p>Students are given a selected Art based Career to research and present to their class. Students learn how many different art related careers there are around the world.</p>	
<b>E/L</b>	<p>Students will be set an extended learning task each rotation which will be set via teams.</p> <p>Throughout the academic year in preparation for selecting their option subjects; students will create and present a presentation on a Creative Career. This task will be set via teams.</p>	

<p>Students are encouraged to attend Art club at lunch times where they can explore personal endeavours and experiment with a range of materials and media available in the department.</p> <p>Art competitions are held regularly throughout the year to help support students love for Art and contribute to the wider community in community Arts projects.</p>
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	Rotation 1 (Sept-Feb)	Rotation 2 (Feb-July)
<b>Aims:</b>	<p>In Food Technology, year 8 pupils will be encouraged to develop and embed their creativity and ideas. Students will be equipped with the practical skills and powerful knowledge to develop proficiency in their execution of practical skills. Students will begin to develop a critical understanding of applying principles of nutrition and health to create a range of healthy dishes to support them in life. Students will be provided with a knowledge rich curriculum content exploring a range of cultural and cross-curricular links throughout their studies. Students will develop the initial knowledge and skills required to be built upon to complete the GCSE Food Preparation and Nutrition course.</p> <p>All projects should develop students understanding of careers available in the appropriate sectors relating to Food &amp; Nutrition.</p>	
<b>Topics</b>	<p>Key concepts :</p> <ul style="list-style-type: none"> <li>Understand the 4 C's in food hygiene.</li> <li>Understand cross contamination.</li> <li>Understand food safety and temperature danger.</li> <li>Understand nutrients and their functions.</li> </ul> <p>Why is it important to know:</p> <ul style="list-style-type: none"> <li>This rotation builds on the knowledge gained in year 7.</li> <li>It is important that students understand food safety principles when preparing, cooking and serving food to ensure that what they make is safe to eat for themselves or others.</li> <li>Nutrition also focuses on how people can use dietary choices to reduce the risk of disease now and in later life.</li> </ul> <p>Practical skills:</p> <p>To know how to make bread. To know how to make risotto. To know how to make bolognaise. To know how to make Macaroni cheese.</p>	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>Understand how to conduct a sensory analysis.</li> <li>Understand government guidelines to healthy eating.</li> <li>Understand baking and different flour types.</li> <li>Understand sources of carbohydrates.</li> <li>Understand environmental food factors.</li> </ul> <p>Why is it important to know:</p> <ul style="list-style-type: none"> <li>We aim to introduce the key concepts covered in the Food Preparation and Cooking GCSE qualification.</li> <li>Students will have learnt a range of practical skills so that they confidently feed themselves and others.</li> <li>Students will have a firm understanding of 'why' we use certain ingredients as they discover the scientific principles underlying in processes when preparing and cooking food.</li> </ul> <p>Practical Skills:</p> <p>To know how to make scone based pizza. To know how to make an omelette. To know how to make a Jam Tart. To know how to make Bombay potatoes.</p>
	<p>Stretch and Challenge</p> <p>Higher prior attaining students are challenged in their Food Technology lessons by</p> <ul style="list-style-type: none"> <li>Encouraging pupils to complete independent tasks outside of lessons to enhance independent enquiry and personalised outcomes.</li> <li>Stretch and challenge tasks in their work booklets.</li> <li>Challenge options to adapt recipes through ingredients and practical skill.</li> <li>Promotion ethos of high expectations and attainment.</li> <li>Verbal and written feedback focused on students using application of knowledge to practical cooking skills.</li> </ul>	<p>SEND</p> <p>SEND students are a key focus within the department in creating an inclusive curriculum for all to access and experience.</p> <ul style="list-style-type: none"> <li>Knowing our students individual needs -support plans for SEND students where strategies can be put into practiced and reviewed.</li> <li>Scaffolded resources: step by step guides, video recordings on repeat, whiteboard for key information, laminated task sheets for focus and order.</li> <li>Individual printed resources/ coloured resources.</li> <li>The food technology room has been adapted to allow for easy wheel chair access and facilities such as a low sink.</li> </ul>
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<b>NCC Codes</b>	<p>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>	
<b>Assessment</b>	<p>Rotation 1 students will be assessed on their practical Risotto. Rotation 2 students will be assessed on their practical Jam Tarts. Students will be assessed throughout their completion of their rotation. This assessment will take place in their 'Skills Audit' section of their Food Tech Work Booklets. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>	
<b>E/L</b>	<p>Cooking Journey Journal – accessible via TEAMS Students will be set an extended learning task each rotation which will be set via teams.</p>	

		Rotation 1 (Sept-Feb)	Rotation 2 (Feb-July)							
<b>Aims:</b>		In Design Technology, year 8 students will be encouraged to develop and embed their creativity and ideas. Students will be equipped with the practical skills and powerful knowledge to develop proficiency in their execution of practical skills. Students will begin to develop a critical understanding of applying principles of designing and making to create product which meet user requirements. Students will be provided with a knowledge rich curriculum content exploring a range of cultural and cross-curricular links throughout their studies. Students will develop the initial knowledge and skills required to be built upon to complete the GCSE Design and Technology course. All projects should develop students understanding of careers available in the appropriate sectors relating to Design and Technology.								
<b>Topics</b>		Wood Technology and Plastics Unit- Desk Tidy Key concepts: <ul style="list-style-type: none"> <li>• Understand basic hand tools and equipment and their use.</li> <li>• Understand wood joining methods.</li> <li>• Understand health and safety in a workshop.</li> <li>• Understand different types of wood, their origins and uses.</li> <li>• Understand Plastics theory.</li> <li>• Understand different types of plastics, their origins and uses.</li> <li>• Understand sustainability of materials.</li> <li>• Understand how to combine a range of manufacturing processes to design.</li> <li>• Understand how to combine a range of different materials to satisfy a problem</li> </ul> Why it is important to know? <ul style="list-style-type: none"> <li>• It is vital to understand the importance for health and safety in any workplace. Health and safety factors can involve students working on DIY woodwork projects at home or later in life in possible manufacturing industry settings.</li> <li>• In an age of increasing concern for the environment and sustainability it is important to know the impact of using different materials.</li> <li>• Different materials have different advantages and disadvantages. This allows students to make informed choices.</li> </ul>	Textiles Unit- Sport Bag Key Concepts <ul style="list-style-type: none"> <li>• Understand different types of fibres, their origins and uses.</li> <li>• Understand how to use and explain textiles manufacturing techniques</li> <li>• Understand sewing machine functions</li> <li>• Understand hand sewing stitches</li> <li>• Understand design of a product and its user requirements</li> <li>• Understand fabric treatment</li> <li>• Understand industrial techniques used in the textiles industry. How to create designs using influences from past designers.</li> </ul> Why is it important to know? <ul style="list-style-type: none"> <li>• Students will have the knowledge and skills needed to make simple repairs and make products for themselves. In an age of increasing concern for the environment and sustainability it is important to know the impact of using different materials.</li> <li>• Students will have knowledge needed to allow them to pursue careers in marketing and advertising and gives them a broader scope than just visual advertising</li> </ul>							
		<table border="1"> <tr> <td style="width: 15%;">Stretch and Challenge</td> <td>                             Higher prior attaining students are challenged in their Design Technology lessons by                             <ul style="list-style-type: none"> <li>• Encouraging pupils to complete independent tasks outside of lessons to enhance independent enquiry and personalised outcomes.</li> <li>• Stretch and challenge tasks in their work booklets.</li> <li>• Challenge options to adapt their practical product to include a higher skill of craftsmanship.</li> <li>• Promotion ethos of high expectations and attainment.</li> <li>• Verbal and written feedback focused on students using application of knowledge to practical skills.</li> </ul> </td> <td style="width: 15%;">SEND</td> <td>                             SEND students are a key focus within the department in creating an inclusive curriculum for all to access and experience.                             <ul style="list-style-type: none"> <li>• Knowing our students individual needs -support plans for SEND students where strategies can be put into practiced and reviewed.</li> <li>• Scaffolded resources: step by step guides, video recordings on repeat, whiteboard for key information, laminated task sheets for focus and order.</li> <li>• Individual printed resources/ coloured resources.</li> <li>• The design technology room has been adapted to allow for easy wheel chair access and facilities such as low work benches and adjustable height machinery.</li> </ul> </td> </tr> <tr> <td>Numeracy</td> <td>                             Numeracy is adapted into the KS3 curriculum when students are required to use measurements and angles within specific Design Technology tasks.                             <ul style="list-style-type: none"> <li>• Students will understand how to use a ruler for measuring materials.</li> <li>• Students will understand angles and how they can inform designs and joinery.</li> <li>• Calculations are used when costing up materials for projects.</li> </ul> </td> <td>Literacy and writing</td> <td> <ul style="list-style-type: none"> <li>• Reading is adapted into the KS3 curriculum when students are researching into key topics, analysing assessment criteria, reading design briefs, instructions for a task or learning about Design Technology Theory.</li> <li>• Writing is implemented into the KS3 curriculum through self-assessment, peer-assessment and evaluating teacher-assessment. Students also complete writing tasks when completing their work booklets, annotating their designs and evaluating their product.</li> </ul> </td> </tr> </table>	Stretch and Challenge	Higher prior attaining students are challenged in their Design Technology lessons by <ul style="list-style-type: none"> <li>• Encouraging pupils to complete independent tasks outside of lessons to enhance independent enquiry and personalised outcomes.</li> <li>• Stretch and challenge tasks in their work booklets.</li> <li>• Challenge options to adapt their practical product to include a higher skill of craftsmanship.</li> <li>• Promotion ethos of high expectations and attainment.</li> <li>• Verbal and written feedback focused on students using application of knowledge to practical skills.</li> </ul>	SEND	SEND students are a key focus within the department in creating an inclusive curriculum for all to access and experience. <ul style="list-style-type: none"> <li>• Knowing our students individual needs -support plans for SEND students where strategies can be put into practiced and reviewed.</li> <li>• Scaffolded resources: step by step guides, video recordings on repeat, whiteboard for key information, laminated task sheets for focus and order.</li> <li>• Individual printed resources/ coloured resources.</li> <li>• The design technology room has been adapted to allow for easy wheel chair access and facilities such as low work benches and adjustable height machinery.</li> </ul>	Numeracy	Numeracy is adapted into the KS3 curriculum when students are required to use measurements and angles within specific Design Technology tasks. <ul style="list-style-type: none"> <li>• Students will understand how to use a ruler for measuring materials.</li> <li>• Students will understand angles and how they can inform designs and joinery.</li> <li>• Calculations are used when costing up materials for projects.</li> </ul>	Literacy and writing	<ul style="list-style-type: none"> <li>• Reading is adapted into the KS3 curriculum when students are researching into key topics, analysing assessment criteria, reading design briefs, instructions for a task or learning about Design Technology Theory.</li> <li>• Writing is implemented into the KS3 curriculum through self-assessment, peer-assessment and evaluating teacher-assessment. Students also complete writing tasks when completing their work booklets, annotating their designs and evaluating their product.</li> </ul>
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<b>NCC Codes</b>	<a href="#">See all descriptors here</a> 1.2 , 1.3 , 1.4 , 1.5 2.1 , 2.2 3.2 , 3.3 4.1		<a href="#">See all descriptors here</a> 1.1 , 1.2 , 1.3 , 1.4 , 1.5 2.1 , 2.2 3.1 , 3.2 , 3.3 4.1 , 4.2							
<b>Assessment</b>	Rotation 1 students will be assessed on their Desk Tidy. Rotation 2 students will be assessed on their Sports Bag. Students will be assessed throughout their completion of their rotation through DIRT tasks which will be documented in their Design Technology booklets. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.									
<b>E/L</b>	Students will be set an extended learning task each rotation which will be set via teams.									



	Autumn Term	Spring Term	Summer Term
Topics	<p>Theme/ Topic : Circus Students will be continued onto a theme of 'Circus' and explore a range of cultural and historical perceptions of the topic. Students will explore the Essential skills and Experimental Skills within a range of media and refine learning within the Formal Elements.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>Understand the importance of drawing from observation in a range of different media. Understand why proportions, accuracy, tone, blending and colour mixing are all essential skills in Art and Design.</li> <li>Understand the difference between Primary and Secondary observation</li> <li>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</li> <li>Careers-Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</li> </ul> <p>Why is it important to know?</p> <ul style="list-style-type: none"> <li>So that students can make informed decisions about colour choices, what media to work in and to understand that not all media has the same outcome and they will have strengths and weaknesses in varied areas of Art.</li> <li>Students will also understand the formal elements within Art and how these skills can become transferable not just within Art but other subjects.</li> <li>Students will also learn how to be self-critical about their own work and the work of others and understand the importance of challenge and working with unfamiliar materials.</li> </ul>	<p>Theme/ Topic : Circus Students will be continued onto a theme of 'Circus' and explore a range of cultural and historical perceptions of the topic. Students will explore the Essential skills and Experimental Skills within a range of media and refine learning within the Formal Elements.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>Understand the importance of drawing from observation in a range of different media. Understand why proportions, accuracy, tone, blending and colour mixing are all essential skills in Art and Design.</li> <li>Understand the difference between Primary and Secondary observation</li> <li>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</li> <li>Careers-Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</li> </ul> <p>Why is it important to know?</p> <ul style="list-style-type: none"> <li>So that students can make informed decisions about colour choices, what media to work in and to understand that not all media has the same outcome and they will have strengths and weaknesses in varied areas of Art.</li> <li>Students will also understand the formal elements within Art and how these skills can become transferable not just within Art but other subjects.</li> <li>Students will also learn how to be self-critical about their own work and the work of others and understand the importance of challenge and working with unfamiliar materials.</li> </ul>	<p>Theme/ Topic: Surfaces Students will experience a short project on the theme of 'Surfaces' and explore a range of sources and Artists on the theme. Students will explore the Essential skills and Experimental Skills within a range of media and refine learning within the Formal Elements.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>Understand the importance of drawing from observation in a range of different media. Understand why proportions, accuracy, tone, blending and colour mixing are all essential skills in Art and Design.</li> <li>Understand the difference between Primary and Secondary observation</li> <li>Understand how to work in a wide range of disciplines and materials whilst learning new techniques and process along the way.</li> <li>Careers- Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work.</li> </ul> <p>Why is it important to know?</p> <ul style="list-style-type: none"> <li>So that students can make informed decisions about colour choices, what media to work in and to understand that not all media has the same outcome and they will have strengths and weaknesses in varied areas of Art.</li> <li>Students will also understand the formal elements within Art and how these skills can become transferable not just within Art but other subjects.</li> <li>Students will also learn how to be self-critical about their own work and the work of others and understand the importance of challenge and working with unfamiliar materials</li> </ul>
Exam Specification <a href="#">click here</a>	<p>Skills: Tonal pencil, colour pencil, stick and ink drawing, biro, fine liner, wire sculpture, lino printing, mono printing, poly printing, mixed media, collage, stencilling, image-transfer, digital art, photography, Students will explore a range of Artists throughout their topic.</p>	<p>Skills: Tonal pencil, colour pencil, stick and ink drawing, biro, fine liner, wire sculpture, lino printing, mono printing, poly printing, mixed media, collage, stencilling, image-transfer, digital art, photography. Students will explore a range of Artists throughout their topic.</p>	<p>Skills: Tonal pencil, colour pencil, stick and ink drawing, biro, fine liner, wire sculpture, lino printing, mono printing, poly printing, mixed media, collage, stencilling, image-transfer, digital art, photography. Students will explore a range of Artists throughout their topic.</p>
Assessment	<p>Students will be assessed throughout their completion of year 9 at various points. Initially students will be assessed on a baseline assessment which will include a tonal pencil drawing. Students will produce work on A1 sheets to create a personal portfolio. Each sheet will contain work which is thematic on either an assessment objective or a contextual theme. Each sheet will be individually marked with breakdowns of the pieces of work. Students will be provided with DIRT feedback to improve their work. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
E/L	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons. Extended learning will be set throughout the year- this will be set via TEAMs. Extended learning tasks can comprise of writing up Artist research, taking photographs, creating Artwork and writing up annotations for their portfolio. Students will be expected to take home their Art Folders and any necessary equipment from the Art department to complete extended learning to their best ability. They will need to ensure they have their Artwork on them every learning session.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p>Topic/ Theme: Flatlays Key Concepts:</p> <ul style="list-style-type: none"> <li>Students will begin their GCSE course within the theme of 'Food' and explore a range of cultural and historical perceptions of the topic. Students will explore and evidence skills within a range of media and evidence their ability whilst addressing the four AQA GCSE assessment objectives.</li> <li>Students will continue with development into Artistic Vocabulary and progress their knowledge to implement this language into their personal use accurately.</li> <li>Careers-They will continue to develop critical thinking and writing skills through analysing artists or artistic work.</li> <li>They will embed progression in a range of Media and develop skills in how to use them with control.</li> </ul>	<p>Topic/ Theme: Flatlays Key Concepts:</p> <ul style="list-style-type: none"> <li>Students will begin their GCSE course within the theme of 'Food' and explore a range of cultural and historical perceptions of the topic. Students will explore and evidence skills within a range of media and evidence their ability whilst addressing the four AQA GCSE assessment objectives.</li> <li>Students will continue with development into Artistic Vocabulary and progress their knowledge to implement this language into their personal use accurately.</li> <li>Careers-They will continue to develop critical thinking and writing skills through analysing artists or artistic work.</li> <li>They will embed progression in a range of Media and develop skills in how to use them with control.</li> </ul>	<p>Topic/ Theme: Flatlays Key Concepts:</p> <ul style="list-style-type: none"> <li>Students will begin their GCSE course within the theme of 'Food' and explore a range of cultural and historical perceptions of the topic. Students will explore and evidence skills within a range of media and evidence their ability whilst addressing the four AQA GCSE assessment objectives.</li> <li>Students will continue with development into Artistic Vocabulary and progress their knowledge to implement this language into their personal use accurately.</li> <li>Careers- They will continue to develop critical thinking and writing skills through analysing artists or artistic work.</li> <li>They will embed progression in a range of Media and develop skills in how to use them with control.</li> </ul>
<a href="#">Exam Specification click here</a>	<p>Skills: Tonal Pencil, Colour pencil, Charcoal, Biro, fine liner, stick and ink, Watercolour painting, Acrylic painting, spray painting, Lino Printing, Mono printing, Poly-printing, Mixed media, image transfer, collage, textiles, stencilling, sculpture, photography, digital art. Students will explore a range of Artists throughout their topic.</p>	<p>Skills: Tonal Pencil, Colour pencil, Charcoal, Biro, fine liner, stick and ink, Watercolour painting, Acrylic painting, spray painting, Lino Printing, Mono printing, Poly-printing, Mixed media, image transfer, collage, textiles, stencilling, sculpture, photography, digital art. Students will explore a range of Artists throughout their topic.</p>	<p>Skills: Tonal Pencil, Colour pencil, Charcoal, Biro, fine liner, stick and ink, Watercolour painting, Acrylic painting, spray painting, Lino Printing, Mono printing, Poly-printing, Mixed media, image transfer, collage, textiles, stencilling, sculpture, photography, digital art. Students will explore a range of Artists throughout their topic.</p>
Assessment	<p>Students will begin their GCSE coursework this Academic year starting from September. Students coursework equates to 60% of their overall GCSE grade. Students will be assessed on 4 different assessment objectives. AO1 Develop ideas through investigations, demonstrating critical understanding of sources 25% AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes 25% AO3 Record ideas, observations and insights relevant to intentions as work progresses 25% AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 25% Students will be assessed throughout their completion of year 10 at various points. Initially students will be assessed on a baseline assessment which will include a tonal pencil drawing. Students will produce work on A1 sheets to create a personal portfolio. Each sheet will contain work which is thematic on either an assessment objective or a contextual theme. Each sheet will be individually marked with breakdowns of the pieces of work. Students will be provided with DIRT feedback to improve their work. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
E/L	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons. Extended learning will be set throughout the year- this will be set via TEAMS. Extended learning tasks can compromise of writing up Artist research, taking photographs, creating Artwork and writing up annotations for their portfolio. Students will be expected to take home their Art Folders and any necessary equipment from the Art department to complete extended learning to their best ability. Students will need to ensure their have their Artwork on them every learning session.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p>Topic/ Theme: Flatlays</p> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>Students will continue their GCSE course within the theme of 'Flatlays' and explore a range of visual perceptions of the topic.</li> <li>Students will explore and evidence skills within a range of media and evidence their ability whilst addressing the four AQA GCSE assessment objectives.</li> <li>Students will continue with development into Artistic Vocabulary and progress their knowledge to implement this language into their personal use accurately.</li> <li>Careers- They will continue to develop critical thinking and writing skills through analysing artists or artistic work.</li> <li>They will embed progression in a range of Media and develop skills in how to use them with control.</li> </ul>	<p>Topic/ Theme: GCSE Edexcel Externally Set Assignment theme set by exam board. This externally set assignment will equate to 40% of the students overall Art GCSE.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>Students will be given a theme set by the exam board in January. Students will explore a range of visual perceptions of the externally set assignment.</li> <li>Students will explore and evidence skills within a range of media and evidence their ability whilst addressing the four AQA GCSE assessment objectives.</li> <li>Students will continue with development into Artistic Vocabulary and progress their knowledge to implement this language into their personal use accurately.</li> <li>Careers- They will continue to develop critical thinking and writing skills through analysing artists or artistic work.</li> <li>They will embed progression in a range of Media and develop skills in how to use them with control.</li> </ul>	<p>Topic/ Theme: GCSE Edexcel Externally Set Assignment theme set by exam board. This externally set assignment will equate to 40% of the students overall Art GCSE.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>Students will be given a theme set by the exam board in January. Students will explore a range of visual perceptions of the externally set assignment.</li> <li>Students will explore and evidence skills within a range of media and evidence their ability whilst addressing the four AQA GCSE assessment objectives.</li> <li>Students will continue with development into Artistic Vocabulary and progress their knowledge to implement this language into their personal use accurately.</li> <li>Careers- They will continue to develop critical thinking and writing skills through analysing artists or artistic work.</li> <li>They will embed progression in a range of Media and develop skills in how to use them with control.</li> </ul>
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Assessment	<p>Students will continue with their GCSE coursework which equates to 60% of their overall GCSE grade. Students will hand their coursework in their first week back after the Christmas break. Students will receive their externally set assignment from the exam board Edexcel in January. Students will be assessed on 4 different assessment objectives during their externally set assignment.</p> <p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources 25%</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes 25%</p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses 25 %</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 25%</p> <p>Students will be assessed throughout their completion of year 11 at various points.</p> <p>Students will produce work on A1 sheets to create a personal portfolio. Each sheet will contain work which is thematic on either an assessment objective or a contextual theme. Each A1 sheet in their portfolio will be individually marked with breakdowns of the pieces of work. Students will be provided with DIRT feedback to improve their work.</p> <p>Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
E/L	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons. Extended learning will be set throughout the year- this will be set via TEAMS.</p> <p>Extended learning tasks can comprise of writing up Artist research, taking photographs, creating Artwork and writing up annotations for their portfolio.</p> <p>Students will be expected to take home their Art Folders and any necessary equipment from the Art department to complete extended learning to their best ability. Students will need to ensure their have their Artwork on them every learning session.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>Topic/ Theme: Surfaces</b> Students will begin their A Level journey by experiencing a range of workshops to introduce students to a broad range of practical skills as well as encourage students to expand their written annotation understanding and skill to complete the course.</p> <p>Students will begin to investigate the course content and explore ways in which they can independently apply their skills and knowledge to explore the assessment objectives and course requirements to create a successful personal response.</p> <p>Careers- Students will experience gallery trips to expand their culture capital and careers awareness of the creative industries as well as supporting students in beginning their personal investigation.</p> <p><b>Practical Skills Workshops:</b> Drawing- tonal, biro, colour, charcoal, ink Mixed media- collage, objects, fabrics Printing- stencilling, mono printing, lino printing, cyanotypes Sculpture- wire, clay, mod rock Painting- watercolour, acrylic, oil</p> <p><b>Written Skills Workshops:</b> Students will be required to consistently annotate their making process and focus on developing their ideas not only through the making process but also through contextual influences. Students are required to research and independently investigate a contextual theme which they are interested in. Students will develop their essay writing skills by researching Artists, Art Movements and Art Theory throughout their contextual starting points.</p>	<p><b>Topic/ Theme: Personal Investigation</b> Students will work from a personal theme to investigate visual elements and contextual themes through the four assessment objectives. Students will develop their studies to create a personal portfolio of work which will indicate practical skills learnt and a personal investigation of a topic as well.</p> <p>Students will learn, throughout this term, how to link develop their personal projects to the assessment objects and will be taught how to develop and refine an idea.</p> <p>Students will continue to develop their written skills through extended pieces of writing in the sketchbooks. Students will be taught how to critically analyse the work of others as they develop and refine their ideas to product their first outcome in summer term.</p>	<p><b>Topic/ Theme: Personal Investigation</b> Students will continue to develop their personal theme to investigate visual elements and contextual themes through the four assessment objectives. Students will develop their studies to create a personal portfolio of work which will indicate practical skills learnt and a personal investigation of a topic as well.</p> <p>Students will learn, throughout this term, how to master the skills required to develop and refine their ideas and apply this knowledge to produce a personal outcome.</p> <p>Careers- Students will take an active part in setting up the summer exhibition which will encourage students to experience culture capital elements of the Creative Industry process. Students will experience key aspects of Creative Career Industries and will be introduced to working environments and procedures to support them later in life.</p>
Exam Specification <a href="#">click here</a>	<p>Students are encouraged to work and develop skills in a multi- disciplinary and cross disciplinary way. Exploring connections between art, craft and design. Students will provided with opportunities to work in different disciplinary’s across the endorsed titles.</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25%</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25%</p> <p>AO3 Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress 25%</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 25%</p>	<p>Students are encouraged to work and develop skills in a multi- disciplinary and cross disciplinary way. Exploring connections between art, craft and design. Students will provided with opportunities to work in different disciplinary’s across the endorsed titles.</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25%</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25%</p> <p>AO3 Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress 25%</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 25%</p>	<p>Students are encouraged to work and develop skills in a multi- disciplinary and cross disciplinary way. Exploring connections between art, craft and design. Students will provided with opportunities to work in different disciplinary’s across the endorsed titles.</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25%</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25%</p> <p>AO3 Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress 25%</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 25%</p>

Assessment	<p>The A Level Art, Craft and Design course comprises of 2 components.</p> <p>Firstly, students will complete a body of work which is their coursework – this equates to 60% of their overall A Level qualification. Within the coursework the students will produce a personal study essay which will equate to 12% of their coursework component. Their practical work will equate to 78% of their coursework component.</p> <p>In February of year 13 students will receive a theme from the exam board. They will create a selection of work on this externally set assignment which will equate to 40% of their overall A level qualification.</p> <p>Students will be marked based on 4 different assessment objectives.</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25%</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25%</p> <p>AO3 Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress 25%</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 25%</p> <p>Students will undertake a mock exam December and June of year 12.</p> <p>Throughout the course students will receive regular verbal feedback which will be logged in the students Art Planner. Students will be given opportunities to improve their work throughout the course through DIRT tasks.</p> <p>Students will be moderated internally and they will receive their raw mark prior to external moderation.</p>
E/L	<p>Students will individually be given extended learning every week to improve their work- this will be given by their teachers in lessons and targets for improvement will be logged in their Art Planners.</p> <p>Every couple of weeks, all students will be given extended learning tasks to complete in order to prepare for lessons and expand on knowledge/ skills that have been taught in lessons. This work will be set via teams.</p>

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>Topic/ Theme: Personal Study, Personal Investigation</b> Students will continue to develop their personal theme to investigate visual elements and contextual themes through the four assessment objectives. Students will develop their studies to create a personal portfolio of work which will indicate practical skills learnt and a personal investigation of a topic as well.</p> <p>Students will continue to develop their written skills through extended pieces of writing in the sketchbooks. Students must complete a written essay comprising of 2000-3000 words with Harvard referencing that demonstrates a critical and analytical understanding of their chosen Artist of Topic.</p> <p>Students will continue to develop and refine their ideas and processes to produce a focused personal response outcome for assessment objective 4.</p>	<p><b>Topic/ Theme: Externally Set Assignment from Exam Board</b> Students will receive the exam paper set by the exam board.</p> <p>Students will need to investigate the set theme and produce a series of work which investigates the theme in their chosen direction and interest independently and personally.</p> <p>Students will complete a unit of work based on their chosen theme in which they must address the 4 Assessment objectives.</p>	<p><b>Topic/ Theme: Exhibition set up (Careers/ Culture Capital)</b> Students will receive the exam paper set by the exam board. Students will need to investigate the set theme and produce a series of work which investigates the theme in their chosen direction and interest independently and personally.</p> <p>Students will be required to create an outcome in a 15-hour period of sustained focus under examination conditions. The 15 hours would be split over 3 days.</p> <p>Careers- Students will take an active part in setting up the summer exhibition which will encourage students to experience culture capital elements of the Creative Industry process. Students will experience key aspects of Creative Career Industries and will be introduced to working environments and procedures to support them later in life.</p>
Exam Specification <a href="#">Click here</a>	<p>Students are encouraged to work and develop skills in a multi- disciplinary and cross disciplinary way. Exploring connections between art, craft and design. Students will provided with opportunities to work in different disciplinary’s across the endorsed titles.</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25%</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25%</p> <p>AO3 Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress 25%</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 25%</p>	<p>Students are encouraged to work and develop skills in a multi- disciplinary and cross disciplinary way. Exploring connections between art, craft and design. Students will provided with opportunities to work in different disciplinary’s across the endorsed titles.</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25%</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25%</p> <p>AO3 Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress 25%</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 25%</p>	<p>Students are encouraged to work and develop skills in a multi- disciplinary and cross disciplinary way. Exploring connections between art, craft and design. Students will provided with opportunities to work in different disciplinary’s across the endorsed titles.</p> <p>AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25%</p> <p>AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25%</p> <p>AO3 Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress 25%</p> <p>AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 25%</p>
Assessment	<p>The A Level Art, Craft and Design course comprises of 2 components. Firstly, students will complete a body of work which is their coursework – this equates to 60% of their overall A Level qualification. Within the coursework the students will produce a personal study essay which will equate to 12% of their coursework component. Their practical work will equate to 78% of their coursework component. In February of year 13 students will receive a theme from the exam board. They will create a selection of work on this externally set assignment which will equate to 40% of their overall A level qualification. Students will be marked based on 4 different assessment objectives. AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25% AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25% AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 25% AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 25% Students will undertake a mock exam December of year 13. Throughout the course students will receive regular verbal feedback which will be logged in the students Art Planner. Students will be given opportunities to improve their work throughout the course through DIRT tasks.</p> <p>Students will be moderated internally and they will receive their raw mark prior to external moderation.</p>		
E/L	<p>Students will individually be given extended learning every week to improve their work- this will be given by their teachers in lessons and targets for improvement will be logged in their Art Planners. Every couple of weeks, all students will be given extended learning tasks to complete in order to prepare for lessons and expand on knowledge/ skills that have been taught in lessons. This work will be set via teams.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>Half Term 1- Food Safety and Knife skills</b> Students will be introduced to the GCSE course content and expectations which will include familiarisation with the food room/ storage and health and safety. Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge. <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand knife safety and types of knives by chopping onions (fine dice, large dice and slices) through students producing a coleslaw dish.</li> <li>Understand how to use the grill and chopping skills (fine dice, large dice and Julienne, baton) by creating vegetable and halloumi kebabs.</li> <li>Understand temperature control using a temperature probe cross contamination through making chicken fajitas and stir fry.</li> <li>Understand personal hygiene.</li> <li>Understand buying and storing food.</li> <li>Understand types of food and poisoning bacteria.</li> <li>Understand knife skills by creating apple swans.</li> </ul> <p><b>Half term 2- Food Science</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge. <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand why we cook.</li> <li>Understand methods of heat transfer and water based methods using the hob by creating tomato and bacon pasta.</li> <li>Understand cooking with fat and effects on nutrients by creating chilli con carne.</li> <li>Understand cooking with dry heat by creating naan bread.</li> <li>Understand raising agents by creating scones.</li> <li>Understand microwave cooking by creating mug cakes.</li> </ul>	<p><b>Half Term 3- Food, Nutrition and Health</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge. <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand why we eat food.</li> <li>Understand the Governments Eat Well guide.</li> <li>Understand macronutrients by creating high fibre date slice.</li> <li>Understand micronutrients by creating a cheese and vegetable wedge.</li> <li>Understand how to use nutritional analysis to understand nutritional needs of different groups of people by creating burgers.</li> </ul> <p><b>Half Term 4- Food Choice</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge. <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand factors that influence food choice by creating pancakes</li> <li>Understand how religion can influence food choice by creating a seasonal fruit tart and sausage rolls.</li> <li>Understand how medical conditions can influence food choice by creating a nut free Bakewell tart. Understand food labelling and links to labelling allergies.</li> <li>Understand the cost of food.</li> </ul>	<p><b>Half Term 5- Food Provenance</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge. <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand food sources.</li> <li>Understand sustainable fishing by creating fish cakes.</li> <li>Understand food and the environment waste and seasonal food by creating bread and butter pudding.</li> <li>Understand farming methods involving eggs/ RSPCA assured/ red tractor by creating chocolate mousse and mini pancakes.</li> </ul> <p><b>Half Term 6- Food Provenance</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge. <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand food production and primary processing meat by creating a chicken pie.</li> <li>Understand Primary process of wheat by creating roly-poly bread.</li> <li>Understand secondary processing by creating bread/ pasta.</li> <li>Understand primary processing of milk and dairy by planning and preparing a dish using a choice of the students choice.</li> </ul>
Exam Specification <a href="#">click here</a>	Skill 1 – General practical skills Skill 2 – Knife skills Skill 3 – Preparing fruit and vegetables Skill 4 – Use of the cooker Skill 5 – Use of equipment Skill 6 – Cooking methods Skill 7 – Prepare, combine and shape Skill 8 – Sauce making Skill 9 – Tenderise and marinade Skill 10 – Dough Skill 11 – Raising agents 3.2.2.1 how preparation and cooking affects the nutritional properties of food 3.3.1 Cooking of food and heat transfer 3.3.2 Functional and chemical properties of food 3.4.2 Principles of food safety	Skill 1 – General practical skills Skill 2 – Knife skills Skill 3 – Preparing fruit and vegetables Skill 4 – Use of the cooker Skill 5 – Use of equipment Skill 6 – Cooking methods Skill 7 – Prepare, combine and shape Skill 8 – Sauce making Skill 10 - Dough Skill 12 – Setting mixtures 3.2.3 Nutritional needs and health 3.5.1 Factors affecting food choice 3.2.1 Macronutrients 3.2.2 Micronutrients 3.2.3.2 Energy needs 3.2.3.3 How to carry out nutritional analysis	Skill 1 – General practical skills Skill 2 – Knife skills Skill 3 – Preparing fruit and vegetables Skill 4 – Use of the cooker Skill 5 – Use of equipment Skill 6 – Cooking methods Skill 7 – Prepare, combine and shape Skill 8 – Sauce making Skill 10 – Dough Skill 11 – Raising agents Skill 12 – Setting mixtures 3.6.2.1 Food production 3.6.1 Environmental impact and sustainability of food 3.6.2.1 Food production

	3.4.2.2 Preparing, cooking and serving food	3.6.1 Environmental impact and sustainability of food 3.6.2.1 Food production	
Assessment	<p>Student will have an end of half term test on theory and a practical assessment every half term.            Students will receive regular consistent verbal feedback during practical lessons through the making process.            Students will be expected to complete green pen activities to improve their work from DIRT tasks.            Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
E/L	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons.            Extended learning will be set throughout the year- this will be set via TEAMS.</p>		



	Autumn Term	Spring Term	Summer Term
Topics	<p><b>Half Term 1-</b>  <b>Food, nutrition and health</b>  <b>Macronutrients – Protein, Fat, CHO</b>  <b>Micronutrients – Fat and water soluble vitamins, antioxidants, water</b>                      Students will continue to expand their knowledge and build on their proficiency of GCSE course content.                      Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.  <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain the functions of protein in the body. Describe the terms low and high biological value proteins and protein complementation. Identify the main food sources of protein and protein alternatives. Recall the main DRVs for protein.</li> <li>• Explain the functions of fat in the diet. Name the main food sources of fat in the diet. Describe the terms saturated fat, monounsaturated fat and polyunsaturated fat. Recall the maximum amount of fat recommended in the diet to stay healthy. Create a quiche in response to the learnt key knowledge about fat.</li> <li>• Explain the functions of carbohydrate in the body. Name the main food sources of carbohydrates. Name the different groups of carbohydrate to include sugar, starch and dietary fibre. Name the different types of carbohydrates: monosaccharides – glucose and fructose; disaccharides – sucrose, maltose and lactose; and polysaccharides – starch and dietary fibre. Describe the effects of deficiency and excess of carbohydrates. Explain the functions of the fat and water soluble vitamins in the body. Name the main food sources of fat and water soluble vitamins in the diet. Understand the effects of deficiency and excess of the fat and water soluble vitamins. Recall the DRVs for the fat and water soluble vitamins. Create a rice dish in response to the learnt key knowledge about carbohydrates.</li> <li>• Explain the functions of antioxidant vitamins in the body. Understand the benefits of diets high in antioxidant vitamins. Name food sources of the antioxidant vitamins. Explain the functions of the minerals in the body. Understand the effects of deficiency and excess of minerals. Name the main food sources of minerals in the diet. Recall the DRVs for the minerals. Create a shepherd’s pie in response to the learnt key knowledge on antioxidants in the body.</li> <li>• Explain the functions of water in the diet and how it is lost from the body.</li> </ul>	<p><b>Half Term 3-</b>  <b>Food science – cooking methods and heat transfer</b>  <b>Functional and chemical properties of food.</b>                      Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.  <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• State the reasons why food is cooked.</li> <li>• Identify the three different ways in which heat is transferred. Explain how heat is transferred.</li> <li>• Identify the different types of cooking methods. Understand how the methods of cooking affect the nutrients and sensory qualities of food. Understand the importance of steaming as a cooking method</li> <li>• Explain the term denaturation.</li> <li>• Explain the term coagulation.</li> <li>• Explain the term gluten formation.</li> <li>• Explain the term foam formation.</li> <li>• Explain the term gelatinisation.</li> <li>• Explain the term dextrinization.</li> <li>• Explain the term caramelisation</li> <li>• Create a lemon meringue pie in response to different types of cooking methods.</li> </ul> <p><b>Half Term 4-</b>  <b>Food safety – food spoilage</b>                      Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.  <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain the term plasticity.</li> <li>• Explain the term emulsification.</li> <li>• Explain the term shortening.</li> <li>• Explain the term aeration (by creaming).</li> <li>• Practical mini cakes investigation (NEA1 style)</li> <li>• Describe what is meant by the term raising agent. Explain how chemical raising agents work in food products. Explain how mechanical raising agents work in food products. Explain the term biological raising agent.</li> <li>• Understand the conditions needed for yeast to ferment. Describe the micro-organisms: yeasts, moulds, bacteria and their growth conditions.</li> <li>• Explain the role of enzymes in food spoilage. Explain how to control food spoilage. Explain how enzymic browning takes place in some foods.</li> <li>• Explain how yeast can affect food.</li> <li>• Explain how moulds grow on foods.</li> <li>• Identify which micro-organisms are used in food production. Describe how micro-organisms are used in food production.</li> <li>• Identify the different sources of bacterial contamination. Describe the main types of bacteria that cause food poisoning</li> <li>• Describe how to control the different types of food poisoning bacteria. Identify the general symptoms of food poisoning.</li> <li>• Create a chicken en croute in response to understanding food safety.</li> </ul>	<p><b>Half Term 5-</b>  <b>Food safety – contamination</b>  <b>Buying and storing food</b>  <b>Preparing cooking and serving food</b>                      Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.  <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the term ‘The Danger Zone’.</li> <li>• Describe the food safety principles/key temperatures when storing food perishable/non-perishable foods.</li> <li>• Describe the food safety principles when storing food in a freezer.</li> <li>• Understand the importance of personal hygiene when preparing food. Understand the general principles of food safety when preparing food</li> <li>• Understand the importance of temperature control when cooking food. Understand how to use a temperature probe correctly</li> </ul> <p><b>Half Term 6-</b>  <b>Food Choice</b>                      Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.  <b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain how food choices are influenced by religion and culture. Justify why food choices are made for ethical reasons. Create samosas/spring rolls in response to food choices influenced by religion or culture.</li> <li>• Describe the medical conditions that affect food choices</li> <li>• Identify and explain what is meant by all the information on a food label. Identify and explain what is meant by the nutritional information on a food label.</li> <li>• Identify reasons why sensory testing is carried out on food products. Explain how taste receptors and smell receptors work when you eat food. Explain the differences between the sensory testing methods that can be used. Demonstrate how to carry out sensory testing (lactose free products).</li> <li>• Define cuisine. Explore food and food products from British cuisine Explore the distinctive features of British cooking, equipment, methods of cooking, eating patterns and presentation styles. Explore food and food products from two other international cuisines. Explore the distinctive features of international cooking, equipment, methods of cooking, eating patterns and presentation styles.</li> <li>• NEA style research project</li> </ul>

- Explain the ways food preparation and cooking affect the vitamin content of foods

**Half Term 2-**

**Food, nutrition and health**

**Nutritional needs and health**

Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.

**Practical Skills and Key Knowledge**

- Describe the current guidelines for a healthy diet.  
Explain why portion size is important when serving meals to different target groups.  
Understand how to cost a recipe.  
Analyse the nutrients in a recipe using computer software.  
Create a lasagne in response to learning about healthy eating.
- Describe how nutritional needs change throughout life.  
Justify planning balanced meals for different life stages: young children, teenagers, adults and the elderly.  
Apply principles of healthy eating and portion sizes when planning and serving dishes/meals.  
Create a pizza in response to a teenagers balanced meal.
- Justify planning balanced meals for specific dietary groups: vegetarian and vegan, coeliac, lactose intolerant and high fibre diets.  
Create a cheesy pasta bake in response to a balanced meal for a specific dietary group.  
Explain the terms basal metabolic rate (BMR) and physical activity level (PAL).  
Explain why BMR and PAL are important in determining energy requirements.  
Apply the principles of correct energy requirements when planning recipes/meals/diets to enable individuals to maintain a healthy body weight throughout life.
- Describe the terms obesity, cardiovascular disease and high blood pressure.  
Explain how these health conditions may be prevented by suitable lifestyle choices.  
Describe the health risks associated with these health conditions.  
Justify planning balanced and appropriate meals suitable for obesity, cardiovascular disease and high blood pressure.  
Create a low fat dish in response to the understanding fat and obesity.
- Recall the nutrients needed for healthy bone and teeth development.  
Describe the terms rickets and osteoporosis.  
Name and describe the symptoms of the health conditions caused by a lack of calcium and/or vitamin D in adults and children.  
Describe how to look after teeth and gums.  
Explain the link between free sugars and tooth decay.  
Describe the terms iron deficiency anaemia and Type 2 diabetes.  
Recall the causes of iron deficiency anaemia.  
Name foods high in iron.  
Describe the risk factors and lifestyle choices that increase the risk of Type 2 diabetes.  
Explain how anaemia and Type 2 diabetes may be prevented.



<a href="#">Exam Specification click here</a>	<p>3.2.1.1 Protein 3.2.1.2 Fats 3.2.1.3 Carbohydrates 3.2.2.1 Vitamins 3.2.2.1 Antioxidant vitamins 3.2.2.3 Water 3.2.2.2 Minerals 3.2.3.1 Making informed choices for a balanced diet (healthy eating, portion sizes and costing ingredients) 3.2.3.3 How to carry out nutritional analysis</p>	<p>3.3.1.1 Why food is cooked and how heat is transferred to food 3.3.1.2 Selecting appropriate cooking methods 3.3.2.1 Functional and chemical properties of food – Protein 3.3.2.2 Functional and chemical properties of food – Carbohydrates 3.3.2.3 Functional and chemical properties of food – Fats and oils 3.3.2.5 Raising agents 3.4.1.1 Microorganisms and enzymes 3.4.1.2 The signs of food spoilage 3.4.1.3 Microorganisms in food production</p>	<p>3.4.1.4 Bacterial contamination 3.4.2.1 Buying and storing 3.4.2.2 preparing, cooking and serving 3.5.1.1 Factors which influence food choice 3.5.1.2 Food choices 3.5.1.3 Food labelling and marketing influences 3.5.3 Sensory evaluation 3.5.2 British and international cuisines</p>
<p>Assessment</p>	<p>Student will have an end of half term test on theory and a practical assessment every half term. Students will have an assessment opportunity in term 5. Students will experience a taster into NEA style through practical mini cakes in half term 4. Students will receive regular consistent verbal feedback during practical lessons through the making process. Students will be expected to complete green pen activities to improve their work from DIRT tasks. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
<p>E/L</p>	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons. Extended learning will be set throughout the year- this will be set via TEAMS. Students will be given extended learning regarding exam theory topics and revision material will be provided to students via teams and through past papers.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p>Students will continue to expand their knowledge and build on their proficiency of GCSE course content. Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Students will be introduction to NEA 1</li> <li>• Theory – where and how ingredients are grown, reared and caught</li> <li>• Students will research and investigate for their NEA 1.</li> <li>• Students will Analyse and Evaluate for their NEA 1</li> <li>• Theory - Environmental issues associated with food</li> <li>• Start NEA 2 Research (section A)</li> <li>• Theory – the impact of food and food security on the local and global markets and communities</li> <li>• DIRT – NEA 1</li> <li>• NEA 2 – Demonstrating skills (section B)</li> </ul>	<p><b>Practical Skills and Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• DIRT – NEA 2 Research (section A)</li> <li>• NEA 2 – Planning (section C)</li> <li>• Theory - technological developments to support better health and food production including fortification and modified foods with health benefits and the efficacy of these.</li> <li>• Hand in planning</li> <li>• 3 hour practical for NEA2 (section D)</li> <li>• DIRT – section B/C</li> <li>• NEA 2 – Evaluation (section E)</li> <li>• Hand in NEA2</li> </ul>	<p><b>Key Knowledge revisited to consolidate knowledge and application of knowledge.</b></p> <ul style="list-style-type: none"> <li>• Revision Nutrients and water</li> <li>• Revision Nutritional needs and health</li> <li>• Revision Cooking methods and heat transfer</li> <li>• Revision functional and chemical properties of food</li> <li>• Revision Food spoilage and safety</li> <li>• Revision – Factors affecting food choice</li> <li>• Revision – British/international cuisine</li> <li>• Revision – Sensory evaluation</li> <li>• Revision – Food provenance</li> </ul> <p>Exam date TBC.</p>
Exam Specification <a href="#">click here</a>	<p>3.6.1.1 food sources 3.6.1.2 Food and the environment 3.6.1.3 sustainability 3.6.2.1 food production</p>	<p>3.6.2.2 Technological developments NEA</p>	<p>3.2.1 Macronutrients 3.2.2 Micronutrients 3.2.3 Nutritional needs and health 3.3.1 Cooking food and heat transfer 3.3.2 Functional and chemical properties of food 3.4.1 Food spoilage and contamination 3.4.2 Buying and storing food 3.5.1 Factors affecting food choice 3.5.2 British and international cuisine 3.5.3 Sensory evaluation 3.6.1 Environmental impact and sustainability of food 3.6.1 Food processing and production</p>
Assessment	<p>Students will have 2 components of Non Examed Assessments. NEA 1 and NEA2. These equate to 50% of the students GCSE. Students will also have a theory test paper which will be 50% of their GCSE. NEA 1 begins in year 11. October- Deadline for section A and B November -Deadline for section C December- DIRT NEA1 students are given feedback to improve their NEA1.</p> <p>NEA 2 begins in year 11 December – Deadline for NEA2 section A February – Deadline for NEA2 section B &amp; C March – Deadline for NEA2 section D &amp; E</p> <p>Students will have an assessment opportunity in November and March of year 11.</p> <p>Students will receive regular consistent verbal feedback during practical lessons through the making process. Students will be expected to complete green pen activities to improve their work from DIRT tasks. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
E/L	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons. Extended learning will be set throughout the year- this will be set via TEAMS. Students will be given extended learning regarding exam theory topics and revision material will be provided to students via teams and through past papers.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>Aims:</b> Students will be introduced to the GCSE course content and expectations which will include familiarisation with the Design Technology room/ storage and health and safety. Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills and Key Knowledge- Coat Hanger Project.</b></p> <ul style="list-style-type: none"> <li>• <u>Knowledge &amp; Understanding/Investigate</u> – Material Research, Processes, Joints, Finishes</li> <li>• <u>Manufacture/Make</u> – Decorative Filing, marking out, drilling, riveting, Dip coating</li> <li>• <u>Manufacture/Make</u> – Cutting, filing, shaping hooks</li> <li>• <u>Evaluation</u> – Testing &amp; Evaluation, Sustainability</li> </ul> <p><b>Practical Skills and Key Knowledge – Wooden Tray Project</b></p> <ul style="list-style-type: none"> <li>• <u>Knowledge &amp; Understanding/Investigate</u> – Material Research, Processes, Joints, Finishes</li> <li>• <u>Manufacture/Make</u> – Practise Joints</li> <li>• <u>Manufacture/Make</u> – Wooden Box Storage Unit</li> <li>• <u>Evaluation</u> – Testing &amp; Evaluation, Sustainability</li> </ul> <p><b>Exam Theory Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <u>Timbers (1.12)</u>– Properties, Types, Examples, Uses</li> <li>• <u>Metals (1.8)</u>– Properties, Types, Examples, Uses</li> <li>• <u>Polymers (1.10)</u>– Properties, Types, Examples, Uses</li> <li>• <u>Textiles (1.11)</u>– Properties, Types, Examples, Uses</li> <li>• <u>Papers and Boards (1.9)</u>– Properties, Types, Examples, Uses</li> <li>• <u>Smart, Composites &amp; Modern Materials (1.4)</u>– Properties, Types, Examples, Uses</li> </ul>	<p><b>Aims:</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills and Key Knowledge- Balancing Toy Project</b></p> <ul style="list-style-type: none"> <li>• <u>Knowledge &amp; Understanding / Investigate- Metal material research, processes, machinery and finished.</u></li> <li>• <u>Manufacture/Make</u> – Cutting, shaping, filing Ferrous metals</li> <li>• <u>Manufacture/Make</u> – Brazing Hearth</li> <li>• <u>Manufacture/Make</u> – Lathe Work</li> <li>• <u>Manufacture/Make</u> – Health and Safety</li> </ul> <p><b>Exam Theory Knowledge</b></p> <ul style="list-style-type: none"> <li>• <u>Recap (Materials)</u> – Properties, Types, Examples, Uses</li> <li>• <u>Social, Environmental, Economic Factors (1.14)</u>– Green Design, Life Cycle Assessment, Environmental impact of materials</li> </ul>	<p><b>Aims:</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills and Key Knowledge- Buzzer game Project – electronics and wood</b></p> <ul style="list-style-type: none"> <li>• <u>Knowledge &amp; Understanding/Investigate</u> – Circuitry</li> <li>• <u>Manufacture/Make</u> – Circuit Build</li> <li>• <u>Knowledge &amp; Understanding/Investigate</u> – Materials &amp; Processing</li> <li>• <u>Designing</u> – Design ideas and Development</li> <li>• <u>Manufacture/Make</u> – Buzzer Game Unit</li> <li>• <u>Evaluation</u> – Testing &amp; Evaluation, Sustainability</li> </ul>
Exam Specification <a href="#">Click here</a>	<p><b>1.8</b> The categorisation of the types, properties, and structure of ferrous and non-ferrous metals</p> <p><b>1.13</b> Sustainability</p> <p><b>1.14</b> People</p> <p><b>7.2</b> The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint</p> <p><b>7.3</b> The way in which the selection of each natural and manufactured timber is influenced</p> <p><b>7.6</b> Alternative processes that can be used to manufacture typical products of each natural and manufactured timber to different scales of production</p> <p><b>7.7</b> Specialist techniques, tools, equipment and processes that can be used on each natural and manufactured timber to shape, fabricate, construct and assemble a high-quality prototype</p> <p><b>7.8</b> Appropriate surface treatments and finishes that can be applied to each natural and manufactured timber for functional and aesthetic purposes</p>	<p><b>2.1</b> Design contexts</p> <p><b>2.2</b> The sources, origins, physical and working properties of ferrous and non-ferrous metals and their social and ecological footprint</p> <p><b>2.3</b> The way in which the selection of ferrous and non-ferrous metals is influenced</p> <p><b>2.4</b> The impact of forces and stresses on ferrous and non-ferrous metals and how they can be reinforced and stiffened</p> <p><b>2.6</b> Alternative processes that can be used to manufacture ferrous and non-ferrous metal products to different scales of production</p> <p><b>2.7</b> Specialist techniques, tools, equipment and processes that can be used to shape, fabricate, construct and assemble a high-quality ferrous and/or non-ferrous metal prototype</p> <p><b>2.8</b> Appropriate surface treatments and finishes that can be applied to ferrous and non-ferrous metals for functional and aesthetic purposes</p>	<p><b>1.6</b> How electronic systems provide functionality to products and processes</p> <p><b>1.7.1</b> How to make use of flowcharts.</p> <p><b>1.7.2</b> How to switch outputs on/off in relation to inputs and decisions</p> <p><b>1.13</b> All design and technological practice takes place within contexts which inform outcomes</p> <p><b>1.14</b> Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making</p> <p><b>1.15.1</b> Analysing a product to the following specification criteria</p> <p><b>1.17.1</b> Develop and use a range of communication techniques and media to present the design ideas</p> <p><b>1.17.2</b> Record and justify design ideas clearly and effectively using written techniques</p> <p><b>7.2.1</b> Natural timbers – hardwoods</p> <p><b>7.2.2</b> Natural timbers – softwoods</p> <p><b>7.2.3</b> Manufactured timber</p> <p><b>7.2.5</b> The physical characteristics of each timber</p> <p><b>7.2.6</b> Working properties</p> <p><b>7.2.8</b> Ecological footprint</p> <p><b>7.6.1</b> Processes that can be used to cut and shape materials</p> <p><b>7.6.3</b> Techniques for quantity production</p> <p><b>7.8</b> Appropriate surface treatments and finishes that can be applied to each natural and manufactured timber</p>
Assessment	<p>Student will have an end of half term test on theory. Students will be marked on their practical projects once a term. Students will receive regular consistent verbal feedback during practical lessons through the making process. Students will be expected to complete green pen activities to improve their work from DIRT tasks. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
E/L	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons. Extended learning will be set throughout the year- this will be set via TEAMS.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>Aims:</b> Students will continue to expand their knowledge and build on their proficiency of GCSE course content. Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills and Key Knowledge- CAM and Follower mechanism Project</b></p> <ul style="list-style-type: none"> <li>• <u>Manufacture/Make</u> – Practise joint development</li> <li>• <u>Evaluation</u> – Self Evaluation joint development</li> <li>• <u>Knowledge &amp; Understanding</u> – Brief Development, Cams and Followers Research</li> <li>• <u>Designing</u> – Initial design ideas, Design Development &amp; Modelling</li> <li>• <u>Manufacture/Make</u> – Product Development, Final Prototype</li> <li>• <u>Evaluation</u> – Testing and Evaluation and Sustainability</li> </ul>	<p><b>Aim:</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills and Key Knowledge- Portable toolbox Project</b></p> <ul style="list-style-type: none"> <li>• <u>Knowledge &amp; Understanding/Investigate</u> – Context investigation and Brief Development, Investigation and Research</li> <li>• <u>Evaluation</u> – Testing and Evaluation and Sustainability (existing products)</li> <li>• <u>Designing</u> – Initial design ideas, Design Development &amp; Modelling</li> <li>• <u>Materials Research</u> - In depth subject knowledge of Timbers</li> </ul>	<p><b>Aims:</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Exam theory Key Knowledge:</b></p> <p>1.1 The impact of new and emerging technologies 1.2 How the critical evaluation of new and emerging technologies informs design decisions 1.4 Developments in modern and smart materials, composite materials and technical textiles 1.5 The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces 1.7 The use of programmable components to embed functionality into products in order to enhance and customise their operation 1.9 The categorisation of the types, properties and structure of papers and boards 1.11 The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles</p> <p><b>June – Students begin their Non-Examined Assessment.</b> Students will be given by the Exam board, a selection of 3 different contextual challenges to chose from. The <b>NEA is worth 50% of the students whole GCSE.</b> Before the summer break students will have completed the <b>Investigate</b> section of the NEA.</p> <ul style="list-style-type: none"> <li>• Investigate contextual challenge</li> <li>• Generate Design Brief</li> <li>• Investigation/Research</li> <li>• Development of Product Specification</li> </ul>
<a href="#">Exam Specification Click here</a>	<p>1.5 The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces</p>	<p>1.13 To be able to discriminate between materials and select appropriately 1.14 Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making 1.15.1 Analysing a product to the following specification criteria 1.15.2 The work of past and present designers and companies 1.16 Use different design strategies to generate initial ideas and avoid design fixation 1.17.1 Develop and use a range of communication techniques and media to present the design ideas 1.17.2 Record and justify design ideas clearly and effectively using written techniques 7.3 The way in which the selection of each natural and manufactured timber is influenced 7.5 Typical stock forms, types and sizes used in order to calculate and determine the required quantity of each natural and manufactured timber 7.6.1 Processes that can be used to cut and shape materials</p>	<p>1.1 The impact of new and emerging technologies 1.2 How the critical evaluation of new and emerging technologies informs design decisions 1.4 Developments in modern and smart materials, composite materials and technical textiles 1.5 The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces 1.7 The use of programmable components to embed functionality into products in order to enhance and customise their operation 1.9 The categorisation of the types, properties and structure of papers and boards 1.11 The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles</p>
Assessment	<p>Student will have an end of half term test on theory and a practical assessment every half term. Students will have an assessment opportunity in Summer term. Students will begin their NEA in June. They will be expected to complete their Investigate section of their NEA before they break up for summer. Students will receive regular consistent verbal feedback during practical lessons through the making process. Students will be expected to complete green pen activities to improve their work from DIRT tasks. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
E/L	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons. Extended learning will be set throughout the year- this will be set via TEAMS. Students will be given extended learning regarding exam theory topics and revision material will be provided to students via teams and through past papers.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>Aims:</b> Students will continue to expand their knowledge and build on their proficiency of GCSE course content. Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>NEA Topics:</b> <b>Investigate (16 marks)</b></p> <ul style="list-style-type: none"> <li>• Research and Investigation DIRT opportunity (8 marks)</li> <li>• Design Specification DIRT opportunity (8 marks)</li> </ul> <p><b>Design (42marks)</b></p> <ul style="list-style-type: none"> <li>• Design Proposals (8 marks)</li> <li>• Design Proposal Review (8 marks)</li> <li>• Initial Design Development – Sketch Up (12 marks)</li> <li>• Design Development (12 marks)</li> <li>• CAD Development</li> <li>• Practical Development (prototypes)</li> <li>• Design Development into Final Design (12 marks)</li> <li>• Final Design</li> <li>• Review of Final Design (6 marks)</li> <li>• Selection of Materials &amp; Cutting Lists (8 marks)</li> </ul> <p><b>Exam Theory Key Knowledge</b> Core Content Exam Revision 1.17: Design Communication 1.15: Design Theory 1.1: New &amp; Emerging Tech 1.2: Evaluation of 1.1 1.5: Mechanical Movement</p> <p>Specific – Timbers Exam Revision 7.2.1 – 7.2.3: Timbers 7.2.4 – 7.2.6: Sources, properties, etc. 7.3: Factors when selecting 7.5: Stock forms and sizes 7.6: Manufacturing Processes and Techniques 7.7: Specialist Manufacturing Techniques</p>	<p><b>Aims :</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills and Key Knowledge</b> <b>Make (36 marks)</b></p> <ul style="list-style-type: none"> <li>• Practical/Make – Dry Build (16 marks)</li> <li>• Prototype Complete &amp; Finished (12 marks)</li> <li>• Diary of Manufacture (28 marks)</li> </ul> <p><b>Evaluate (6 marks)</b></p> <ul style="list-style-type: none"> <li>• Testing &amp; Evaluation (6 marks)</li> </ul> <p><b>Exam Theory Key Knowledge</b> Core Content Exam Revision 1.13: Material Properties 1.14: Green Design</p> <p>Specific – Timbers Exam Revision 7.8: Finishing Techniques 7.2.7 – 7.2.8: Social &amp; Ecological Factors</p>	<p><b>Aims:</b> Key Knowledge revisited to consolidate knowledge and application of knowledge. Exam date TBC.</p> <p><b>Exam Theory Key Knowledge</b> Core Content 1.08- - 1.12: Materials Exam Revision</p> <p>Specific – Timbers 7.6: Manufacturing Processes and Techniques 7.7: Specialist Manufacturing Techniques Exam Revision</p>
Exam Specification <a href="#">Click here</a>	<p>Component 2: NEA Investigate Design</p> <p>Component 1: 1.17: Design Communication 1.15: Design Theory 1.1: New &amp; Emerging Tech 1.2: Evaluation of 1.1 1.5: Mechanical Movement 7.2.1 – 7.2.3: Timbers 7.2.4 – 7.2.6: Sources, properties, etc. 7.3: Factors when selecting 7.5: Stock forms and sizes 7.6: Manufacturing Processes and Techniques 7.7: Specialist Manufacturing Techniques</p>	<p>Component 2: NEA Make Evaluate</p> <p>Component 1: 1.13: Material Properties 1.14: Green Design 7.8: Finishing Techniques 7.2.7 – 7.2.8: Social &amp; Ecological Factors</p>	<p>Component 1: 1.08- - 1.12: Materials 7.6: Manufacturing Processes and Techniques 7.7: Specialist Manufacturing Techniques</p>
Assessment	<p>Students will have Non-Examined Assessment. This NEA will consist of a design portfolio and a practical piece of work which will be moderated and result to 50% of the students GCSE. Students will hand in their NEA in March. Students will also have a theory test paper which will be 50% of their GCSE. NEA begins in June in Year 10. Investigate Deadline – July year 10. Design Deadline – November year 11 Make Deadline – Beginning of March Evaluate Deadline -End of March</p>		

	<p>Students will have an assessment opportunity in November and March of year 11.</p> <p>Students will receive regular consistent verbal feedback during practical lessons through the making process.</p> <p>Students will be expected to complete green pen activities to improve their work from DIRT tasks.</p> <p>Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>
EN	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons.</p> <p>Extended learning will be set throughout the year- this will be set via TEAMS.</p> <p>Students will be given extended learning regarding exam theory topics and revision material will be provided to students via teams and through past papers.</p>



	Autumn Term	Spring Term	Summer Term
Topics	<p><b>Aims:</b> Students will begin their A Level journey by being introduced to a range of wood and metal making skills through product design projects.</p> <p>Students will learn about health and safety in the workshop and will be introduced to key concepts to further develop the student’s knowledge of product design through learning topics 1-4 in this term.</p> <p>Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Wooden Frame project</b> Students will learn about timbers and their properties, origins and uses. Students will learn joinery- specifically bridle joints, housing joints and halving joints. Students will learn how to use hand tools and machinery for woodwork.</li> <li>• <b>Mackintosh inspired Wooden Chair</b> Students will learn about timbers and their properties, origins and uses. Students will develop their knowledge and practical skills on joinery. Students will develop their proficiency in using hand tools and machinery for woodwork.</li> </ul> <p><b>Exam Theory Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Materials, Characteristics, Processes &amp; Techniques (1, 2, 3)</li> <li>• Metals (1.2)</li> <li>• Timbers (1.1)</li> <li>• Polymers (1.3)</li> <li>• Materials, Characteristics, Processes &amp; Techniques (1, 2, 3)</li> <li>• Papers and Boards (1.5)</li> <li>• Textiles (1.6)</li> <li>• Smarts, Composites, &amp; Modern (1.4, 1.7)</li> <li>• Materials, Characteristics, Processes &amp; Techniques (1, 2, 3)</li> <li>• Material Recap (1)</li> <li>• Joining Techniques (3.4)</li> <li>• Finishing Techniques (3.5)</li> <li>• Communication Techniques (3.3)</li> <li>• Digital Technologies (4)</li> <li>• CAD (4.1 a)</li> <li>• CAM (4.1 b)</li> <li>• Processes &amp; Techniques (3)</li> <li>• Communication Techniques (3.3)</li> </ul>	<p><b>Aims :</b> Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Wood and Metal Stool</b> Students will learn about metals and their properties, origins and uses. Students will learn about joining metals through different approaches such as brazing and welding. Students will learn how to use hand tools and machinery for metal work.</li> <li>• <b>Portable Game- ‘Taster’ NEA</b> Students will be given a design brief to adhere to regarding a design problem. Students will be introduced to the NEA part of their course which comprises of 4 components. Investigate, Design, Make and Evaluate. Students will apply their skills and knowledge they have learn to create a mini NEA project. Students will begin by investigating and researching the problem and then designing a prototype. Students will exercise a iterative design process in order to fully develop their ideas.</li> </ul> <p><b>Exam Theory Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Development of Products (5)</li> <li>• User Centred Design (5.1)</li> <li>• Anthropometrics &amp; Ergonomics (5.2)</li> <li>• Form &amp; Function (5.3)</li> <li>• Product Presentation</li> <li>• Joining Techniques (3.4)</li> <li>• Finishing Techniques (3.5)</li> <li>• Communication Techniques (3.3)</li> <li>• Development of Products (5)</li> <li>• Key Historical Movement (5.4)</li> <li>• Effects of Technological Development (6)</li> <li>• Mass Production (6.1 a)</li> <li>• “New” Industrial Age (6.1 b)</li> <li>• Global Marketplace (6.1 c)</li> </ul>	<p><b>Aims:</b> Key Knowledge revisited to consolidate knowledge and application of knowledge. Exam date TBC.</p> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Portable Game – ‘Taster’ NEA</b> Students will progress their design into a practical prototype which displays the students skills and design understanding. Students will evaluate their product through testing and life cycle analysis.</li> </ul> <p><b>Exam Theory Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Safe Working Practices (7)</li> <li>• Safe Working Practices (7.1 a)</li> <li>• Risk Assessments (7.1 b)</li> <li>• Features of Manufacturing Industries (8)</li> <li>• Methods of Production (8.1)</li> <li>• Quality Monitoring Systems (8.2)</li> </ul> <p><b>Non-Examined Assessment</b> Students will begin their NEA in June of year 12. Students will dictate a problem and create a design to solve that problem. Student will hand in their ‘Investigate’ section of their NEA mid July. Students will be provided with individual feedback to work on during the summer break.</p>
Exam Specification Click Here	<p>Materials, Characteristics, Processes &amp; Techniques (1, 2, 3)</p> <p>Metals (1.2)</p> <p>Timbers (1.1)</p> <p>Polymers (1.3)</p> <p>Materials, Characteristics, Processes &amp; Techniques (1, 2, 3)</p> <p>Papers and Boards (1.5)</p> <p>Textiles (1.6)</p> <p>Smarts, Composites, &amp; Modern (1.4, 1.7)</p>	<p>Development of Products (5)</p> <p>User Centred Design (5.1)</p> <p>Anthropometrics &amp; Ergonomics (5.2)</p> <p>Form &amp; Function (5.3)</p> <p>Product Presentation</p> <p>Joining Techniques (3.4)</p> <p>Finishing Techniques (3.5)</p> <p>Communication Techniques (3.3)</p> <p>Development of Products (5)</p> <p>Key Historical Movement (5.4)</p>	<p>Safe Working Practices (7)</p> <p>Safe Working Practices (7.1 a)</p> <p>Risk Assessments (7.1 b)</p> <p>Features of Manufacturing Industries (8)</p> <p>Methods of Production (8.1)</p> <p>Quality Monitoring Systems (8.2)</p> <p>NEA- Component 2 – Independent Design and Make Project</p>

	<p>Materials, Characteristics, Processes &amp; Techniques (1, 2, 3)                  Material Recap (1)                  Joining Techniques (3.4)                  Finishing Techniques (3.5)                  Communication Techniques (3.3)                  Digital Technologies (4)                  CAD (4.1 a)                  CAM (4.1 b)                  Processes &amp; Techniques (3)                  Communication Techniques (3.3)</p>	<p>Effects of Technological Development (6)                  Mass Production (6.1 a)                  "New" Industrial Age (6.1 b)                  Global Marketplace (6.1 c)</p> <p>NEA- Component 2 – Independent Design and Make Project</p>	
Assessment	<p>Students will have Non-Examined Assessment. This NEA will consist of a design portfolio and a practical piece of work which will be moderated and result to 50% of the students GCSE. Students will hand in their NEA in March. Students will also have a theory test paper which will be 50% of their A Level.                  NEA begins in June in Year 12.                  Investigate Deadline – July year 12.                  Design Deadline – December year 13                  Make Deadline – Beginning of March                  Evaluate Deadline -End of March</p> <p>Students will have an assessment opportunity in December and July of year 12.</p> <p>Students will receive regular consistent verbal feedback during practical lessons through the making process.                  Students will be expected to complete green pen activities to improve their work from DIRT tasks.                  Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
E/L	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons.                  Extended learning will be set throughout the year- this will be set via TEAMS.                  Students will be given extended learning regarding exam theory topics and revision material will be provided to students via teams and through past papers.</p>		

### Product Design – Year 13

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>Aims:</b>                  Students will continue their A Level journey by applying their practical skills and key knowledge to design a product and understand the key concepts of product design.</p> <p>Students continue to exercise correct health and safety protocols in the workshop and will be introduced to key concepts to further develop the student's knowledge of product design through learning topics 9-12.</p> <p>Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills:</b>  <b>Independent Design and Make Project NEA:</b>                  Students will be introduced to the iterative design process and create pertinent designs in response to their investigation and research.</p> <p><b>Exam Theory Key Knowledge:</b></p> <ul style="list-style-type: none"> <li><b>Year 12 Content Retrieval Practice</b>                      Topic 1: Materials                      Topic 2: Properties &amp; Characteristics                      Topic 7: Safe Working Practise                      Topic 3: Processes &amp; Techniques</li> <li><b>Year 13 Content key knowledge</b>                      Topic 8: Manufacturing Industries                      Methods of Production                      Quality Monitoring Systems                      Topic 8: Manufacturing Industries                      Modern Manufacturing Methods</li> </ul>	<p><b>Aims :</b>                  Students will learn through theory and practical lesson which will cover a range of practical skills and key knowledge.</p> <p><b>Practical Skills:</b>  <b>Independent Design and Make Project NEA :</b>                  Students will progress their design into a practical prototype which displays the students skills and design understanding. Students will evaluate their product through testing and life cycle analysis.</p> <p><b>Exam Theory Key Knowledge:</b></p> <ul style="list-style-type: none"> <li><b>Year 12 Content Retrieval Practice</b>                      Topic 5: Factors influencing development of Products                      Topic 6 Technological Developments</li> <li><b>Year 13 Content Key Knowledge</b>                      Topic 8: Manufacturing Industries                      Methods of Production                      Quality Monitoring Systems                      Topic 11: Information Handling                      Information gathering and analysis                      Project Costing Protecting                      Intellectual Property Standards                      Topic 12: Further Techniques &amp; Processes                      Evaluating Design Ideas                      Project Management                      Product Life Cycle</li> </ul>	<p><b>Aims:</b>                  Key Knowledge revisited to consolidate knowledge and application of knowledge.                  Exam date TBC.</p> <p><b>Exam Theory Key Knowledge:</b>                  Retrieval and revision practice on topics 1-12 in the specification.</p>

	<p>Topic 9: Designing for Maintenance and a Cleaner Environment Product Life Cycle Cleaner Technologies Topic 10: Current Legislation Consumer Rights Health and Safety Laws</p>		
Exam Specification <a href="#">Click Here</a>	<p>NEA- Component 2 – Independent Design and Make Project</p> <p>Topic 1: Materials Topic 2: Properties &amp; Characteristics Topic 7: Safe Working Practise Topic 3: Processes &amp; Techniques Topic 8: Manufacturing Industries Methods of Production Quality Monitoring Systems Topic 8: Manufacturing Industries Modern Manufacturing Methods Topic 9: Designing for Maintenance and a Cleaner Environment Product Life Cycle Cleaner Technologies Topic 10: Current Legislation Consumer Rights Health and Safety Laws</p>	<p>NEA- Component 2 – Independent Design and Make Project</p> <p>Topic 5: Factors influencing development of Products Topic 6 Technological Developments Topic 8: Manufacturing Industries Methods of Production Quality Monitoring Systems Topic 11: Information Handling Information gathering and analysis Project Costing Protecting Intellectual Property Standards Topic 12: Further Techniques &amp; Processes Evaluating Design Ideas Project Management Product Life Cycle</p>	<p>Students will cover topics 1-12 on the specification in preparation for their A Level Exam.</p>
Assessment	<p>Students will have Non-Examined Assessment. This NEA will consist of a design portfolio and a practical piece of work which will be moderated and result to 50% of the students GCSE. Students will hand in their NEA in March. Students will also have a theory test paper which will be 50% of their A Level. NEA begins in June in Year 12. Investigate Deadline – July year 12. Design Deadline – December year 13 Make Deadline – Beginning of March Evaluate Deadline -End of March</p> <p>Students will have an assessment opportunity in January year 13.</p> <p>Students will receive regular consistent verbal feedback during practical lessons through the making process. Students will be expected to complete green pen activities to improve their work from DIRT tasks. Language and learning screens use vocabulary/statements from the GCSE specification to familiarise students so that they have a better understanding at GCSE. All work marked using the GCSE mark scheme to allow for consistency and familiarise students with the scheme from Year 7.</p>		
E/L	<p>Students will be given extended learning tasks to prepare for lessons as well as expand on lessons. Extended learning will be set throughout the year- this will be set via TEAMs. Students will be given extended learning regarding exam theory topics and revision material will be provided to students via teams and through past papers.</p>		

Key Stage	Careers in the curriculum
KS3	<p>Students will learn the craftsmanship of mask making in a variety of different cultures. Students will learn about the career of being a mask maker and the different jobs involved during the mask making process.</p> <p>Students will study Artists Bruce Riley and Heather Knight to learn about the different Art jobs available, from painting through to sculpture. Students are made aware of the way in which Art works can be exhibited and depending on the medium used.</p> <p>Students are given a selected Artist to research and present to their class. Students learn how many different styles of Art there can be and learn about the process of how artists come to be, as well as the value of artworks.</p> <p>Students will study Artists Craig Redman, Romero Britto and Julian Opie to learn about the different Artists styles relating to portraits as a theme. Students learn through this research about the various jobs available to practising Artists and how you can have a career in exhibiting Art work or working on a commission basis.</p> <p>Students are given a selected Art based Career to research and present to their class. Students learn how many different art related careers there are around the world.</p> <p>Students are given a selected Food Preparation and Nutrition based Career to research and present to their class. Students learn how many different art related careers there are around the world.</p> <p>Students are given a selected Design and Technology based Career to research and present to their class. Students learn how many different art related careers there are around the world.</p> <p>Students will research and be influenced by design movements and designers to understand the career possibilities of Design Technology.</p>
KS4	<p>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work. Students will research different careers within Art, Design and Food technology to inform their career choices.</p> <p>GCSE students will experience talks from visitors who are in the create sector industry.</p> <p>GCSE students will uptake on out of school trips to a working farm for Food preparation and nutrition.</p> <p>GCSE students will uptake on out of school trips to galleries to understand the different job roles involved in the Art industries.</p> <p>GCSE students will uptake on out of school trips to the New Designers show to view a vast range of practising designers work and listen to their experiences as designers.</p> <p>Year 9 students will experience people within the industry coming in to</p>
KS5	<p>Students will understand the Design process and how the work of Artists, Designers and Craftsman can influence their own work. Students will research different careers within Art, Design and Food technology to inform their career choices.</p> <p>Students will participate in a local Art exhibition which will introduce students to working within the Art industry through curating their own gallery space, talking to members of the pupil about their artwork and working with local artists.</p> <p>Students will uptake on out of school trips to the New Designers show to view a vast range of practising designers work and listen to their experiences as designers.</p> <p>GCSE students will uptake on out of school trips to galleries to understand the different job roles involved in the Art industries.</p>

