The progressive, inclusive curriculum 'skills, knowledge and concepts: literacy, life skills and enrichment'

CURRICULUM MAP- D&T: Year 7

Rotation Year 7 Autumn/Spring/Summer	Design and Technology: Desk Tidy – holistic design and make activity covers all of a design process and develops initial modelling skills	Design and Technology: Grabber product – holistic design and make activity covers traditional and CAD development
12 weeks (12 Lessons) Literacy / numeracy foci **Researching skills** **Terminology and vocabulary** **Extended Writing skills** **Measuring accurately** **Units of measurement** **Scales** **Tolerances** Homework **Consumer and problem focused research; Materials and mechanism research; Product Analysis; Brief & Specification; Final Design** Revisiting, revising, remembering opportunities **Do Nows incorporate previous lesson knowledge.** **KS terminology starters using whiteboards, keyword sections on worksheets** **MCQs used on board** **Directed lesson time and HW used to support feedforward and peer assessment on pages.** SIMS Data drops: **Project WA (Folder/Practical tracking sheets)**	**INTENT- DPR KOs covered:** • Design processes covered – Research and investigation, idea generation and development. • Material properties : recycled materials (cardboard, plastic tubs, bottles etc) • Modelling processes: using items safely (craft knife, scissors, safety rulers, cutting mats) • Understanding, evaluating and applying accuracy within design, Quality Control. • Finishing stages and applying a suitable finish. **IMPLEMENTATION-** Enrichment: Practical problem solving and recognising failure can be beneficial. In the Foundation years learning is embedded through practical application or design and make activities. Discussions on User Centred Design and recognising cost and financial impacts of products. Cultural influences and social impacts of design explored in a basic format with videos and discussions on environmental impact of designs and materials. Recognising others views and preferences/empathy Understanding the importance of risk taking with a programme to support student leadership skills **IMPACT-** Students produce a unique desk tidy product that's supported by a range of research and design development within their folder. Knowledge is evidenced in the final outcome and design drawing. An end of project evaluation of their folder through the tracker will support final summative grade. ***A deeper appreciation for recycling and its uses builds into the departments ethos of developing students understanding of sustainability.***	**INTENT- DPR KOs covered:** • Design processes covered – Research, Brief and Specification, idea generation and development. • Practical skills: cardboard modelling and 3mm mdf shaping skills using a variety of hand tools. • Introduction to machinery, bandfacer and pillar drill. • Understanding and applying accuracy within design using a range of processes and tools. • Researching and understanding different linkages and mechanisms in a more practical way. **IMPLEMENTATION-** Enrichment: Practical problem solving and recognising failure can be beneficial. In the Foundation years learning is embedded through practical application or design and make activities. Discussions on sustainability and the impact of waste on the environment. Cultural influences and social impacts of design within the current pandemic; explored using with videos and discussions on environmental impact of designs and materials. Recognising others views and preferences/empathy Understanding the importance of a suitable theme with reference to users likes and dislikes. **IMPACT-** Students produce a unique grabbing product that's supported by a range of research and design development within their folder. Knowledge is evidenced in the final outcome and design drawing. An end of project evaluation of their folder through the tracker will support final summative grade. ***A deeper appreciation for issues relating to litter and the impact on the environment. This builds into the departments ethos of developing students understanding of sustainability.***

The progressive, inclusive curriculum 'skills, knowledge and concepts: literacy, life skills and enrichment'

CURRICULUM MAP- D&T: Year 8

Rotation Year 8 Autumn/Spring/Summer	Design and Technology: Technical drawing and graphical skills – A programme that delivers the skills required to develop an understanding of how to draw and present a design more clearly	Design and Technology: Animal themed recycled USB Lamp – holistic design and make activity that covers areas of the design process
12 weeks (12 Lessons) Literacy / numeracy foci **Annotation skills** **Scale and proportion** **Terminology and vocabulary** **Measuring accurately** **Projection angles** Homework **Drawing tasks linked from class learning; Cultural focused research; working with a given Specification; Ideas and Final Design development** Revisiting, revising, remembering opportunities **Do Now drawing tasks; Including Isometric and orthographic practice** **True/False and open questioning, match and link activities,** **Visualiser used on board for adaptive learning** **Directed lesson time and HW used to support classroom tasks.** DPR Data Drop: **The data drop typically occurs after every main topic section is completed**	**INTENT- DPR KOs covered:** • 1point Perspective drawing • 2point Perspective drawing • Isometric projection • Isometric Crating • 3D CAD • Orthographic projection • Typography **IMPLEMENTATION-** Enrichment: Practical problem solving and recognising failure can be beneficial. In the Foundation years learning is embedded through practical application or design and make activities. Discussions on recognising the sustainable and visual impact of logo and branding in graphic design. Graphical skills and examples given with support from visualiser tutorials, videos and discussions in class. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of risk taking with opportunities to reflect and improve skills. **IMPACT-** An end of project drawing assessment of their folder that will support final summative grade for data drop and internal tracking systems. ***Technical drawing development and practice will support further understanding of designing techniques in other areas of DT within the rotation and in latter years.***	**INTENT- DPR KOs covered:** • Design processes covered – Research and investigation into sustainability, themed idea generation and development • Consideration of material properties (plywood focus) • Intro to basic soldering and circuit components • Hand tool and machining processes: Range of saws, files, marking and measuring equipment, soldering irons, Pillar drill and Bandfacer • Understanding, evaluating and applying accuracy within design (Quality Control). • Finishing stages and applying a suitable finish. **IMPLEMENTATION-** Enrichment: Practical problem solving and recognising failure can be beneficial. In the Foundation years learning is embedded through practical application or design and make activities. Discussions on recognising the sustainable and financial impacts of products on society. Environmental impacts of design explored through real world examples with support from videos and discussions on materials, energy and natural resources. Recognising others' views and preferences through peer assessment and collaboration opportunities. Understanding the importance of risk taking with a programme to support student leadership skills **IMPACT-** Students produce an animal themed USB Lamp product that's supported by a range of research and design development within their folder. Knowledge is evidenced in the final outcome and mini assessments within folder pages and feedback sheets. ***A continuation of the understanding from yr7 for issues relating to recycling and the impact on the environment. This builds into the departments ethos of developing students understanding of sustainability, particularly the 6Rs.***

CURRICULUM MAP- FOOD TECHNOLOGY: Years 7 & 8

12 Week Rotation	Year 7	12 Week Rotation	Year 8
DPR Data Drop: **The data drop typically occurs after every main topic section is completed.** **Enrichment:** **The project will equip students with a good knowledge of balanced diet and healthy eating, highlighting some of the main dangers young people face as a result of poor diet such as obesity and type 2 diabetes. Practical lessons will equip them with skills to cook healthy and nutritious meals in future.** **Cross Curricular Links:** **The project has a strong cross curricular link with Science, focussing on aspects of the body such as arteries and the pancreas** **Literary Focus:** **Key words emphasised to introduce specialist vocabulary** **Numeracy Focus:** **Practical skills such as weighing and measuring**	**DPR KOs focus:** **A Healthy Food Adventure: Overview** This project will introduce pupils to kitchen hygiene/safety and develop strong practical routines to implement these. Practical sessions will familiarise pupils with basic kitchen equipment, including the oven/hob. Students will start to develop basic practical skills such as kneading, frying and knife skills, and grow confidence within practical sessions. The theory lessons will provide a basic overall introduction to healthy eating, including the Eatwell Guide- linking in to the KS3 National Curriculum and also feeding in to Unit 2:LO1 of the KS4 qualification should they choose to take this on. **Structure x 12:** 12 lessons 6 x 1 hour practical lessons 5 x 1 hour theory lesson 1 x 1 hour assessment and feedback session **Homework x 6:** Lesson 1: Cooker poster homework- designed to assess students understanding of how the gas and convection hobs work, following the introduction demonstration Lesson 2, 4, 6, 8: Evaluation of practical lesson outcome. Students will self-assess the success of their final outcome and the skills demonstrated in the lesson. Lesson 11: Revision of theory elements using online resources such as BBC Bitesize **Assessments & Feedback:** 1 x 30 minute assessment in Lesson 12 to assess knowledge of theory elements 2 x Formative yellow stickers (Teacher Feedback) 2 x Summative yellow stickers (Teacher Feedback) 2 x Peer Marking Opportunities **Links to Hospitality and Catering Assessment Objectives:** Unit 2: LO1: AC 1.1, AC 1.3 *Describe functions of nutrients in the human body, explain the characteristics of unsatisfactory nutritional intake* Unit 2: LO2: AC 2.3 *Explain how menu dishes meet customer needs* Unit 2: LO3: AC 3.1, AC 3.3, AC 3.5 *Use techniques in the preparation of commodities, Use techniques in the cooking of commodities, Use food safety practices*	**DPR Data Drop:** **The data drop typically occurs after every main topic section is completed.** **Enrichment:** **The project will increase students exposure to different cultures from around the world, and also introduce special diets such as Halal diets and Vegan preferences.** **Cross Curricular Links:** **The project has a strong cross curricular link with Geography, featuring information on the sustainability of food production and using geographical examples from around the world. For example, a case study on the Amazon fires.** **Literary Focus:** **Key words emphasised to introduce specialist vocabulary** **Numeracy Focus: Practical skills such as weighing and measuring. Students to calculate distance travelled in food miles.**	**DPR KOs focus:** **Sustainable Food Heroes: Overview** This project will reinforce practical skills learnt in year 7, and start to grow pupil's confidence and get them to begin to work independently. The rotation will also reinforce knowledge such as hygiene and safety practices and nutritional impact of certain food groups, for example, fats and sugars. Practical sessions will feature recipes from different geographical origins around the world, introducing a cultural awareness to lessons. Theory work will focus on introducing sustainability and sourcing in food production, linking to the KS3 National Curriculum with the introduction of food miles and also also feeding in to Unit 2:LO1 of the KS4 qualification should they choose to take this on. **Structure x 12:** 12 lessons 6 x 1 hour practical lessons 5 x 1 hour theory lesson 1 x 1 hour assessment and feedback session **Homework x 6:** Lesson 2, 4, 5, 7, 9: Evaluation of practical lesson outcome. Students will self-assess the success of their final outcome and the skills demonstrated in the lesson. Lesson 11: Revision of theory elements using online resources such as BBC Bitesize **Assessments & Feedback:** 1 x 30 minute assessment in Lesson 12 to assess knowledge of theory elements 2 x Formative yellow stickers (Teacher Feedback) 2 x Summative yellow stickers (Teacher Feedback) 2 x Peer Marking Opportunities **Links to Hospitality and Catering Assessment Objectives:** Unit 2: LO2: AC 2.1 *Explain factors to consider when proposing dishes for a menu, explain how dishes on a menu address environmental issues* Unit 2: LO3: AC 3.1, AC 3.2, AC 3.3, AC 3.5 *Use techniques in the preparation of commodities, Assure quality of commodities to be used in food preparation, Use techniques in the cooking of commodities, Use food safety practices*

CURRICULUM MAP-Year 9 D&T

Extra Curricular plans: Practical skills workshop After school on Tuesdays. Possibility of Yr11 NEA Intervention club add on (staff dependent);

Term Summer	Year 9 holistic design and make activity that covers interior/exterior design and furniture design
Literacy / numeracy foci **Reading skills** **Researching skills** **Terminology and vocabulary** **Extended Writing skills** **Measuring accurately** **Units of measurement** **Furniture and material costing** Homework **Design styles case study/inspiration research; Brief and Specification; Perspective drawing; Isometric projection; Orthographic elevations.** Revisiting, revising, remembering opportunities **Trying to gauge knowledge gaps using Do Nows; Exam style questions; Think/Pair/Share questions; match and link activities; KS terminology.** DPR Data Drop: **The data drop typically occurs after every main topic section is completed.** SMSC-**Explore beliefs and experience; Recognise right and wrong; Use a range of societal trends to influence designs; links to local community requirements; appreciate diverse viewpoints; acknowledge inclusivity within designs; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate cultural influences within design styles.**	**INTENT- Grand Designs Project** **GCSE Core Technical & Specialist Principles covered:** 3.3.1 Investigation, primary and secondary data 3.3.5 Communication of design ideas 3.3.6 Prototype/Interior design development 3.3.7 Selection of materials and components/furniture 3.3.9 Material management 3.3.10 Specialist tools and equipment 3.1.6 Materials and their working properties **IMPLEMENTATION-** **Enrichment:** Practical problem solving and recognising failure can be beneficial. In the Transition years learning is embedded through practical application and design and make activities. Discussions on recognising the sustainable and financial impacts of design on society. Technical drawing theory recapped and explored further from yr8. Recognising the benefit of CAD and traditional floorplan modelling methods that can further influence product requirements, for example the use of 2D design software. Ergonomic and Anthropometric impact on design explored through real world examples with support from videos and discussions on materials, energy and natural resources used in products and interior environments. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of risk taking with a design and drawing on project management skills from the project to support student leadership skills. **IMPACT-** Students produce a model that shows unique interior/room design that's supported by a range of research and design development within their folder. Skills and knowledge developed from yrs7/8 evidenced within work. Knowledge is evidenced in the Yr9 assessment. The summative assessment will be made up of a set of focused project questions and a practical drawing test.

Term Autumn/Spring	Year 9 Year 9 holistic design and make activity covers the design process and systems & control
Literacy / numeracy foci **Reading skills** **Researching skills** **Terminology and vocabulary** **Extended Writing skills** **Measuring accurately** **Units of measurement** **Scales of Production** **Material costing** **Tolerances** Homework **Circuit component and material research; Ideas and chosen idea; A specific Development write up; Client testing and Evaluation** Revisiting, revising, remembering opportunities **MCQs starters; Exam style questions; extended written tasks; KS4 Core terminology; Extended reading for research and revision (possible designer case study).** DPR Data Drop: **The data drop typically occurs after every main topic section is completed.** SMSC- **Explore beliefs and experience; Recognise right and wrong; Use a range of societal trends to influence designs; links to local community requirements; appreciate diverse viewpoints; acknowledge inclusivity within designs; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate cultural influences within design styles.**	**INTENT- Cardboard Amplifier Project** **GCSE Core Technical & Specialist Principles covered:** 3.3.1 Investigation, primary and secondary data 3.3.5 Communication of design ideas 3.3.6 Prototype development 3.3.7 Selection of materials and components 3.3.8 Tolerances 3.3.9 Material management 3.3.10 Specialist tools and equipment 3.1.4 Systems approach to designing 3.1.6 Materials and their working properties 3.1.6.2 Material properties 3.2.8 Specialist techniques and processes 3.2.9 Surface treatments and finishes **IMPLEMENTATION-** **Enrichment:** Practical problem solving and recognising failure can be beneficial. In Transition years learning is embedded further through CAD, design and make activities will embedded with card iterative modelling techniques. Electronic theory developed to support basic circuit manufacture. Recognising the benefit of CAD and traditional modelling methods that can further influence product requirements, for example the use of 2D and 3D design software (Tinkercad) and sculpting. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of moral and ethical designing and using evaluative techniques to test a final prototype. **IMPACT-** Students produce a unique Speaker product that's supported by a range of research and design development within their folder. Knowledge is evidenced in the EOY test combined with project outcomes.

CURRICULUM MAP-HOSPITALITY & CATERING Yr9

Term Autumn	Year 9	Term Spring	Year 9	Term Summer	Year 9
Literacy foci **Self-assessed spelling tests.** **Do It Now Tasks with a focus on literacy.** **Key Words and definitions built into lessons.** **Literacy Maps.** **Homework** **Students will be encouraged to use website links to read more about current food hygiene regulations on websites, such as food hygiene agency, to research local establishments.** **Revisiting, revising, remembering opportunities** **Exam questions.** **Health and Safety assessment.** **Researching local food establishments.** **DPR Data Drop:** **The data drop typically occurs after every main topic section is completed.** **SMSC- Explore dietry requirements, Recognise right and wrong, Use a range of social skills like with making informed nutritional choices; participate in the local community challenges; appreciate diverse viewpoints and cultural influences on food; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law,** **liberty, respect and tolerance.**	**Hospitality and Catering Assessment Objectives:** **Unit 1:** LO4 Know how food can cause ill health. Students should be aware of prior to cooking is food safety. Students will be aware of and be able to analyse, identify, explain or describe: • Food-related causes of ill health. • Common types of food poisoning. • Symptoms of food induced ill health. • Food safety hazards in different situations. • Risks to food safety. • Control measures. • Food safety regulations. **Unit 2:** LO3 Be able to cook dishes. Developing and improving skills learnt in yr7/8. Students will develop a range of skills and techniques using different pieces of equipment. With emphasis on food safety and hygiene. Students will prepare and cook a range of high risk dishes and follow the principles they have learnt in the theory lessons. **Enrichment/life and work skills:** Students will be learning a programme of study related to how food can cause ill health, they will be investigating and exploring food safety hazards in a range of situations. Within practical lessons they will be carrying out control measures and carry out food safety regulations so that they get first-hand experience of preventing food poisoning. (AO4) Students will be doing a series of 1 hour practical sessions where they will develop a range of high level skills (AO3). **Assessments:** 30mins End of term assessment on how food can cause ill health.	**Literacy foci** **Self-assessed spelling tests.** **Do It Now Tasks with a focus on literacy.** **Key Words and definitions built into lessons.** **Literacy Maps.** **Homework** **Students will be encouraged to use websites, books and magazines to read more about different dietary needs and allergies to develop further knowledge and understanding. There will be extended evaluation write up tasks from practical lessons.** **DPR Data Drop:** **The data drop typically occurs after every main topic section is completed.** **Revisiting, revising, remembering opportunities** **MCQs starters; Exam questions.; Research dietary needs and allergies.**	**Hospitality and Catering Assessment Objectives:** **Unit 2:** LO1 Understanding the importance of nutrition when planning meals. LO2 Understanding menu planning. Students will: • Describe the functions of nutrients. • Compare the nutritional needs of specific groups. • Explain what happens if you don't have a balance diet. • Know how the different cooking methods impact on the nutritional value of foods. • Know the factors to consider when planning menus. • Be aware of environmental issues when cooking. • Explain how the dishes meet the customer needs. • Be aware of how to check ingredients are of good quality. **Unit 2:** LO3 Be able to cook dishes. Use of commodities. Links should be made to specific groups, including special dietary needs and allergies. **Enrichment/life and work skills:** Students will be learning a programme of study related to balanced diets, nutrients before, during and after cooking and factors affecting food choice (LO1) Students will develop their understanding of the prior knowledge needed before and during planning a menu. A focus will be on different dietary requirements and addressing the needs of particular people and allergies (LO2) **Assessments:** 45mins Spring Assessment focused on nutrients, balanced diets, planning and producing a meal for a specific dietary need.	**Literacy foci** **Self-assessed spelling tests.** **Do It Now Tasks with a focus on literacy.** **Key Words and definitions built into lessons.** **Literacy Maps.** **Homework** **Students will be encouraged to use books, newspapers and websites to read about hospitality and catering establishments and the different types of menus they provide.** **Revisiting, revising, remembering opportunities** **MCQs starters; Exam style questions; True/false questions; match and link activities; KS4 Core terminology** **Data Tracking: Pupil progress used to track and analyse end of unit tests and EOY exam + Practical Portfolio**	**Hospitality and Catering Assessment Objectives:** **Unit 1: LO1 Understand the environment in which hospitality and catering providers operate.** **Students will gain an understanding of the different types of establishments and the types of foods that the produce for customers.** **• Describe the basic structure of the hospitality and catering industry.** **• Be aware of and be able to describe some of the job roles and working conditions.** **LO5 Be able to propose hospitality and catering provision to meet specific requirements.** **Introduce students to this type of activity.** **Unit 2: LO3 Produce dishes to be served on a range of different menus.** **Focus on presentation techniques and accompaniments for a range of dishes .** **Enrichment/life and work skills:** **Students will be develop knowledge and understanding about the variety of hospitality and catering establishments, focusing on success, the food they serve and the job roles involved in the establishment (LO1)** **Students will develop practical skills and techniques needed to produce meals suitable for different types of diets and menus (LO3)** **Assessments:** **End of term assessment LO1-5.**

CURRICULUM MAP-DT GCSE Yr10

Term Autumn		Term Spring		Term Summer	
Literacy / numeracy foci **Reading skills** **Researching skills** **Terminology and vocabulary** **Extended Writing skills** **Measuring accurately** **Units of measurement** **Material costing** **Homework** **NEA 1: Consumer research; Social Impact of design; Designer case study; Brief and Specification.** **Revisiting, revising, remembering opportunities** **MCQs starters; Exam style questions; Think/Pair/Share questions; match and link activities; KS4 terminology** **Data Tracking: Pupil progress used to track and analyse end of unit tests.** **SMSC- Explore beliefs and experience, Recognise right and wrong, Use a range of social skills; participate in the local community and related design contexts; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate and understand cultural influences within the design world.**	**INTENT-** **GCSE Core Technical & Specialist Principles covered:** 3.1.1 New and emerging technologies 3.1.2 Energy generation and storage 3.1.3 Developments in new materials 3.1.4 Systems approach to designing 3.1.5 Mechanical devices 3.2.4 Sources and origins 3.2.5 Using and working with materials 3.2.6 Stock forms, types and sizes 3.2.1 Selection of materials or components 3.2.2 Forces and stresses 3.2.3 Ecological and social footprint **IMPLEMENTATION-** **Enrichment:** Practical problem solving and recognising failure can be beneficial. Knowledge recall is evidenced from the Transition years learning. The core and specialist units are embedded through practical research and application activities. Discussions on recognising the links with the user and manufacturing in design and the impacts of products on society. Electronic theory recapped and explored further from yr9 amplifier project. Mechanical linkages, levers and cams identified in real world examples with support from videos and discussions. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of risk taking with a programme to support student leadership skills **IMPACT-** Students produce a range of notes based of knowledge delivered through ppt, video and practical resources. Knowledge is evidenced in the end of unit tests: This is a 45min paper combining MCQs, and extended answers that link to specific areas within the unit.	**Literacy / numeracy foci** **Reading skills** **Researching skills** **Terminology and vocabulary** **Extended Writing skills** **Measuring accurately** **Units of measurement** **Scales of Production** **Material costing** **Tolerances** **Homework** **NEA 1: Ideas and chosen idea; A specific Development write up; Client testing and Evaluation** **Revisiting, revising, remembering opportunities** **MCQs starters; Exam style questions; extended written tasks; KS4 Core terminology; Extended reading for research and revision.** **Data Tracking: Pupil progress used to track and analyse end of unit tests.** **SMSC- Explore beliefs and experience, Recognise right and wrong, Use a range of social skills; participate in the local community and related design contexts; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate and understand cultural influences within the design world.**	**INTENT-** **GCSE Core Technical & Specialist Principles covered:** 3.3.1 Investigation, primary and secondary data 3.3.5 Communication of design ideas 3.3.6 Prototype development 3.3.7 Selection of materials and components 3.3.8 Tolerances 3.3.9 Material management 3.3.10 Specialist tools and equipment 3.3.3 The work of others 3.3.4 Design strategies **IMPLEMENTATION-** **Enrichment:** Practical problem solving and recognising failure can be beneficial. In Transition years learning is embedded further through CAD, design and make activities and recapping on previous design software tools. Recognising Technological developments in CAD/CAM that can further influence product requirements for example the use of 3D design software Tinkercad. Recognising others views and preferences through peer assessment and collaboration opportunities. Understanding the importance of moral and ethical designing and using evaluative techniques to test a final prototype. **IMPACT-** Students produce a unique product that's supported by a range of research and design development within their folder. Knowledge is evidenced in the EOT test: A 45min assessment in the Spring term (Set of exam questions used and adapted from previous GCSE paper).	**Literacy foci** **Terminology and vocabulary** **Extended Writing skills** **Measuring accurately** **Units of measurement** **Homework** **NEA 2: Consumer research; Brief and Specification; Ideas and chosen idea; Client testing and Evaluation.** **Revisiting, revising, remembering opportunities** **MCQs starters; Exam style questions; Think/Pair/Share whiteboard tasks; match and link activities; KS terminology** **Data Tracking: Pupil progress used to track and analyse end of unit tests.** **SMSC- Explore beliefs and experience, Recognise right and wrong, Use a range of social skills; participate in the local community and related design contexts; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Appreciate and understand cultural influences within the design world.**	**INTENT-** **GCSE Core Technical & Specialist Principles covered:** 3.3.1 Investigation, primary and secondary data 3.3.5 Communication of design ideas 3.3.6 Prototype development 3.3.7 Selection of materials and components 3.3.8 Tolerances 3.3.9 Material management 3.3.10 Specialist tools and equipment 3.1.6 Materials and their working properties 3.1.6.2 Material properties 3.2.8 Specialist techniques and processes 3.2.9 Surface treatments and finishes **Students will be given the NEA contexts towards the end of the summer term. Initial stages of research will be completed from June – July.** **IMPLEMENTATION-** **Enrichment/life and work skills**: In the Transition years learning is embedded through practical application and design and make activities. This is further developed through the theory and practical activities within the double lessons over the year. Recognising others views and preferences through peer assessment and collaboration opportunities. NEA Contexts offer real world problems that support the importance of risk taking with design choices. **IMPACT-** Students produce a unique learning game product that's supported by a range of design developments within their folder. **Assessments:** End of term Summative project evaluation

NB: Core Technical and Specialist Principles may be changed in order to suit cohort and staffing

CURRICULUM MAP- HOSPITALITY AND CATERING Yr10

Term Autumn	Year 10	Term Spring	Year 10	Term Summer	Year 10
Spaced Retrieval Opportunities • Throwback Thursday spaced retrieval starter tasks • Weekly pop quizzes on the following week to content learning • Spaced 45 mock assessments **SIMS Data Drop:** Data from the 45 minute mock assessment to inform the first SIMS data drop, Pupil progress used to track these results. **Enrichment:** The practical lessons will start to build higher level cooking skills with the students, who even if not pursuing a career in Hospitality and Catering, can use these skills in their future lives. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** Unit 1 theory content links with Business Studies, as we examine success criteria, overall structure and profit margins in Hospitality and Catering businesses. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will receive an introduction to the course structure, and will begin learning for the unit 1 exam. During practical lessons, they will learn to cook several key commodities, with a focus on homemade pasta and breading (using both poultry and fish). In the second half term, they will focus on bread recipes and techniques. **Structure:** 3 lessons per week Week B: Theory Lessons, focussing on Unit 1 Week A: Practical Lessons, focussing on core skills **Homework:** Week B: Cooking at home and evaluation of end product (Once per week, where possible) Week A: 1 x 10 minute 'Pop Quiz' on SMHW 1 x 20 minute exam style question, to be reviewed in class the following week **Assessments & Feedback:** Formative assessment: Fortnightly 'Pop Quiz' data Fortnightly exam style question homework (Formative yellow sticker to be used) Formative Live Marking Summative assessment: 45 minute mock examination at half term (Summative yellow sticker to be used) 45 minute mock examination at the end of term (Summative yellow sticker to be used) **Hospitality and Catering assessment criteria covered:** Unit 1: AC 1.1, AC 1.2, AC 1.3, AC 1.4, AC 2.1, AC 2.2, AC 2.3 Unit 2: AC 3.1, AC 3.3, AC 3.4, AC 3.5	**Spaced Retrieval Opportunities** • Throwback Thursday spaced retrieval starter tasks • Weekly pop quizzes on the following week to content learning • Spaced 45 mock assessments • Homework questions to focus on theory content from the previous term **SIMS Data Drop:** Data from the 45 mock exams undertaken so far to inform the second data drop **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** Unit 1 theory content links with Business Studies, as we examine success criteria, overall structure and profit margins in Hospitality and Catering businesses. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will build on the knowledge developed in the Autumn term as we work through the course content for the unit 1 exam. During practical lessons, they will focus on learning setting agents, sauces and side dish recipes in the first half term, before moving on to a pastry focus in the second half term. **Structure:** 3 lessons per week Week B: Theory Lessons, focussing on Unit 1 Week A: Practical Lessons, focussing on core skills **Homework:** Week B: Cooking at home and evaluation of end product (Once per week, where possible) Week A: 1 x 10 minute 'Pop Quiz' on SMHW 1 x 20 minute Homework Buffet question- students are given a choice of questions focusing on topics from the previous term **Assessments & Feedback:** Formative assessment: Fortnightly 'Pop Quiz' data Fortnightly Homework Buffet (Formative yellow sticker to be used) Formative Live Marking Summative assessment: 45 minute mock examination at half term (Summative yellow sticker to be used) 45 minute mock examination at the end of term (Summative yellow sticker to be used) **Hospitality and Catering assessment criteria covered:** Unit 1: AC 3.1, AC 3.1, AC 3.2, AC 4.1, AC 4.2, AC 4.3, AC 4.4, AC 4.5, AC 5.1, AC 5.2 Unit 2: AC 3.1, AC 3.3, AC 3.4, AC 3.5	**Spaced Retrieval Opportunities** • Throwback Thursday spaced retrieval starter tasks • Weekly pop quizzes on the following week to content learning • Homework revision tasks to focus on learning over the previous 2 terms • Power Hour lessons during class time to aid revision **SIMS Data Drop:** Data from the 45 mock exams undertaken so far to inform the second data drop **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** Unit 1 theory content links with Business Studies, as we examine success criteria, overall structure and profit margins in Hospitality and Catering businesses. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will have fully covered the unit 1 theory content by the Easter break. Therefore, the first half term of the Summer term will focus on revision of content before the June exam. **Structure: Easter to May Half Term** 3 lessons per week Week A& B: Revision Lessons for unit 1 exam **Structure: May Half Term to Summer Break** 3 lessons per week Week B: Theory content for unit 2 Week A: Practical lessons, focussing on core skills **Homework: Easter to May Half Term** 1 x 30 minutes revision task per week **Homework: May Half Term to Summer** Cooking at home and evaluation of end product (Once per week, where possible) 1 x 10 minute 'Pop Quiz' on SMHW per week **Assessments & Feedback: Easter to May Half Term** Formative assessment: Formative Live Marking Summative assessment: Weekly revision homework task to be summative assessed by the teacher **Assessments & Feedback: May Half Term to Summer** Formative assessment: Formative Live Marking Fortnightly 'Pop Quiz' data Summative assessment: Weekly revision task to be summative assessed by the teacher **Hospitality and Catering assessment criteria covered:** Unit 2: AC 1.1, AC 1.2, AC 1.3, AC 3.1, AC 3.3, AC 3.4, AC 3.5

CURRICULUM MAP- Level 1-2 Technical Award in Engineering Yr10-11

Rotation Mastery Autumn/Spring/Summer	NCFE Level 1&2 Technical Award in Engineering

Literacy / numeracy foci

Contextual research and mind mapping; ACCESSFM mnemonic recall for product analysis, brief and specification extended writing; annotation of ideas and developments. Evaluation writing developed.

Homework

NEA page tasks completed to meet internal deadlines. Exam questions and sheets used to recall yr10 theory.

Revisiting, revising, remembering opportunities

Open questioning used to recall and link to theory, matched to NEA areas.
MCQs used for starters.
Directed lesson time and HW used to support revision before EOT and EOY assessments
The use of double lessons will allow the teacher to build in more individual feedback opportunities and intervention.

Data Tracking: Pupil progress used to track and analyse Synoptic Brief sections. Internal tracking sheets also used to formulate forecasts and other data.

INTENT- Curriculum purpose

- To understand engineering disciplines
- To understand how science and maths are applied in engineering
- To understand how to read engineering drawings
- To understand properties and characteristics of engineering materials and know why specific materials are selected for engineering applications
- To understand engineering tools, equipment and machines
- To produce hand-drawn engineering drawings
- To produce Computer Aided Design engineering drawings
- To demonstrate production planning techniques
- To demonstrate processing skills and techniques applied to materials for a manufacturing task
- Practical machining and tool skills developed through double lessons

Core Knowledge Unit 1 – Understanding the Engineering world

- Engineering disciplines
- Health and safety legislation
- SI units of measurement
- Equations for properties
- Reading Engineering Drawings
- British Standards
- Properties and Characteristics of Materials
- Materials
- Tools, Equipment and Machines

Core Knowledge Unit 2 – Synoptic Project (Mock)

- Research
- Material Testing
- Production planning
- Technical Drawing (CAD/Traditional)
- Risk Assessing
- Manufacturing
- Evaluating and Analysing

IMPLEMENTATION-

Enrichment/life and work skills:

It encourages the learner to use knowledge and practical tools to focus on developing transferrable skills in practical engineering accompanied by the theoretical knowledge to help with progression into employment and onto further education. Students will be encouraged to learn how to apply maths and science to solve real world problems. This involves an understanding of the different disciplines of engineering and how they have shaped the products and projects of the modern world. Learners will be able to read technical drawings, select appropriate materials along with tools and machinery, and know how to carry out a practical task, working in a safe manner in line with current health and safety legislation.

The qualification focuses on an applied study of the engineering sector and learners will gain a broad understanding and knowledge of working in the sector.

IMPACT-

An end of project drawing assessment of their folder that will support final summative grade for data drop and internal tracking systems.

CURRICULUM MAP-GCSE D&T Yr11

Rotation
Mastery
Autumn/Spring/Summer

NCFE Level 1&2 Technical Award in Engineering

Literacy / numeracy foci
Annotation skills
Scale and proportion
Terminology and vocabulary
Measuring accurately
Projection angles

Homework
Unit 1 specific area/knowledge modules worksheets with some example exam questions.

Revisiting, revising, remembering opportunities
NEA links with drawing: Isometric and orthographic.
True/False and open questioning, match and link activities from yr10 referred to when developing material choices for NEA.
MCQs used for starters.
Directed lesson time and HW used to support revision before PPEs and Summer assessments
The use of double lessons will allow for some focused one to one sessions and theory recall.

Data Tracking: Pupil progress used to track and analyse NEA sections. Internal tracking sheets also used to formulate forecasts and other data.

INTENT- Curriculum purpose

NEA- Individual Contexts chosen

- Context development
- Research analysis of problem and client
- Any associated products and environments researched
- Component and focussed research
- Brief and Specification
- Initial modelling and rough idea development
- In depth Idea generation with associated themes and inspiration
- Evaluation of ideas, client feedback
- High end modelling of chosen ideas
- Development of chosen idea
- Technical drawings
- Production planning
- Manufacturing
- Testing and client feedback
- Modifications and Evaluating

IMPLEMENTATION-

Enrichment:
The NEA encourages the learner to use Core knowledge and practical experience to help with progression into employment and onto further education in the field of Design and Engineering.
The NEA project skills focus on an applied study of the design process applicable to Product Design, Engineering and Manufacturing sectors; Learners will gain a broad understanding and knowledge of working with contexts that relate to real world problems.

IMPACT-

The NEA, PPEs and final summer assessment will all contribute to the summative grade for internal PP data and external Final GCSE grade.

Core Technical and Specialist Principles – applied through NEA sections.

3.1.1 New and emerging technologies
3.1.2 Energy generation and storage
3.1.3 Developments in new materials
3.1.4 Systems approach to designing
3.1.5 Mechanical devices
3.1.6 Materials and their working properties
3.1.6.2 Material properties
3.2.1 Selection of materials or components
3.2.2 Forces and stresses
3.2.3 Ecological and social footprint
3.2.4 Sources and origins
3.2.5 Using and working with materials
3.2.6 Stock forms, types and sizes
3.2.7 Scales of production
3.2.8 Specialist techniques and processes
3.2.9 Surface treatments and finishes
3.3.1 Investigation, primary and secondary data
3.3.2 Environmental, social and economic challenge
3.3.3 The work of others
3.3.4 Design strategies
3.3.5 Communication of design ideas
3.3.6 Prototype development
3.3.7 Selection of materials and components
3.3.8 Tolerances
3.3.9 Material management
3.3.10 Specialist tools and equipment

Italic sections relate directly to most NEA processes.

CURRICULUM MAP- HOSPITALITY AND CATERING Yr11

Term Autumn	Year 11	Term Spring	Year 11	Term Summer	Year 11
Revisiting, revising, remembering opportunities • Throwback Thursday spaced retrieval starter tasks • Weekly pop quizzes on the following week to content learning • Mock NEA task **Data Tracking:** Data from TAG and from the November mock NEA to inform the first Pupil Progress tracking **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students, who even if not pursuing a career in Hospitality and Catering, can use these skills in their future lives. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** The unit 2 theory content has links to Science, with a strong focus on nutrition and it's function in the body. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will receive an introduction to the NEA structure, and will build on learning started in the summer term of year 10 for their written NEA. During practical lessons, they will learn to cook several key commodities, with a focus on sides and fish, refreshing skills from their year 10 study. After the half term, the students will work on skills of their choice, refining areas of weakness with the help of the teacher. **Structure:** Week B: Theory Lessons, focussing on Unit 2 Week A: Double practical Lessons, focussing on core skills **Homework:** Cooking at home and evaluation of end product (Once per week, where possible) 1 x 10 minute 'Pop Quiz' on SMHW 1 x 20 minute NEA task **Assessments & Feedback:** Formative assessment: Fortnightly 'Pop Quiz' data Fortnightly NEA task homework (Formative yellow sticker to be used) Formative Live Marking Summative assessment: Mock NEA to be undertaken in November year 11 Mock period **Hospitality and Catering assessment criteria covered:** Unit 2: AC 1.4, AC 2.1, AC 2.2, AC 2.3, AC 2.4, AC 3.1, AC, 3.2, AC 3.3, AC 3.4, AC 3.5	**Revisiting, revising, remembering opportunities** • Throwback Thursday spaced retrieval starter tasks • Weekly pop quizzes on the following week to content learning • Mock NEA task **Data Tracking:** Data from the November & February mock NEA to inform the first data drops on PP. **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students, who even if not pursuing a career in Hospitality and Catering, can use these skills in their future lives. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** The unit 2 theory content has links to Science, with a strong focus on nutrition and it's function in the body. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will receive feedback from their November mock NEA, and revise areas of theory content as needed as a result of their feedback. They will then undertake tasks to improve their written ability for the written portion of the unit 2 NEA. In practical lessons, there will be a focus on practicing key skills as required, and also on presentation of dishes. In the second half term, the students will undertake a further mock NEA and also start their assessed NEA, to be completed in April (depending on when the Easter holidays fall). The final grades must be submitted to the exam board by 5th May. **Structure:** Week B: Theory Lessons, focussing on Unit 2 Week A: Double practical Lessons, focussing on core skills **Homework:** Fortnightly: 1 x 10 minute 'Pop Quiz' on SMHW 1 x 20 minute NEA task **Assessments & Feedback:** Formative assessment: Fortnightly 'Pop Quiz' data Fortnightly NEA task homework (Formative yellow sticker to be used) Formative Live Marking Summative assessment: Mock NEA to be undertaken in February r year 11 Mock period **Hospitality and Catering assessment criteria covered:** All unit 2 assessment criteria	**Revisiting, revising, remembering opportunities** • Revision tasks for the unit 1 exam (from year 10 content) **Data Tracking:** Teacher assessment from current unit 2 working level and unit 1 year 10 score **Enrichment/life and work skills:** The practical lessons will start to build higher level cooking skills with the students, who even if not pursuing a career in Hospitality and Catering, can use these skills in their future lives. Theory based lessons will aim to build on study and exam skills, improving their decision making and independent study skills. **Cross Curricular Links:** Unit 1 theory content links with Business Studies, as we examine success criteria, overall structure and profit margins in Hospitality and Catering businesses. **Literary Focus:** Key vocabulary highlighted throughout theory lessons **Numeracy Focus:** Weighing and measuring in practical lessons	**Overview:** The students will either be completing or have completed their final assessed NEA. They will use the lesson time before study leave to revise for a unit 1 resit, should they be undertaking this as part of their June exam series. Students will produce final dishes as part of their NEA (Choice of two from write up in line with WJEC adaptations for Covid). **Assessments & Feedback:** **Hospitality and Catering assessment criteria covered:** All unit 1 assessment criteria for 2nd sitting of Unit 1 exam.