

Department Curriculum and Assessment Outline

Department: Food tech/RM

Year Group: 7

Teaching, learning and assessment during the course:

| Timing (Weeks, half terms) | Unit Title (as applicable) | Key Question(s) e.g. Why do we need maps and how do we use them? How do quest stories work? | How will we know that pupils can answer the key question(s)? Data that will inform attainment grade | Key Themes of the unit e.g. grammar, processes, events, styles |
|---|--|--|---|---|
| Autumn 1 | Introduction to Food Technology. Kitchen health and safety, healthy eating and seasonality | Why is it important to use the kitchen safely? What is a healthy balanced diet? What is seasonal food? | Use of the kitchen and equipment in practical lessons. Class discussions on the different topics and written work. | Understand the importance of health and safety in the kitchen. Understand the different food groups and what they provide. Recognise seasonal foods and why it is important to eat seasonally. |
| Autumn 2 | Food Tech: Cooking Skills | How do we follow a recipe? How do we prepare to make a dish? How do we manage our time? | Observed in practical lessons which will show: how well they are following the recipe, whether they brought in all their ingredients and how effectively they managed their time. | Understanding the importance of following a recipe carefully and measuring ingredients precisely. Being well prepared and taking responsibility for their dish. Time management. |
| Spring 1 | Food Tech: Continuation of cooking skills and cooking methods | How do we use different equipment? What is the best cooking method to use? | Practical lessons will be based on dishes that require the use of different equipment and cooking methods. | Understanding the use of different equipment. Choosing the best cooking method. Adapting recipes to be healthier and suit different needs. |
| Spring 2 | Introduction to Resistant Materials. Workshop safety, correct use of tools. | Why is it important to use the workshop safely? How do I use that tool? And why? | Small tasks to allow the pupils to practise using the tools and machines. | Recognising tools and equipment by name. Understanding the correct use for each tool. Working safely. |
| Summer 1 | Resistant Materials: Puzzle project | How do you design a product? How do you make a product? | Design folder of research and drawings. Practical work. | Understand how to research and analyse existing products, then take inspiration. Understand construction techniques and best use of materials. |
| Summer 2 | Resistant Materials: Puzzle project | Have I answered the brief? | Finished product and design work. | Creating own product from designs. Using tools and equipment effectively. Evaluating work. |

Department Curriculum and Assessment Outline

Department: Food Tech/RM

Year Group: 8

Teaching, learning and assessment during the course:

| Timing (Weeks, half terms) | Unit Title (as applicable) | Key Question(s) e.g. Why do we need maps and how do we use them? How do quest stories work? | How will we know that pupils can answer the key question(s)? Data that will inform attainment grade | Key Themes of the unit e.g. grammar, processes, events, styles |
|---|--|--|---|--|
| Autumn 1 | Kitchen health and safety, healthy eating and seasonality. | Why is it important to use the kitchen safely? What is a healthy balanced diet? What is seasonal food? | Use of kitchen equipment in practical lessons. Class discussions on different topics and written work. | Understand the importance of health and safety in the kitchen. Understand the different food groups and what they provide. Recognise seasonal foods and why it is important to eat seasonally. |
| Autumn 2 | Food Tech: Cooking skills focusing on world food. | Why do certain countries cook certain dishes? What different ingredients and flavours can we explore? | Practical lessons will show basic cooking skills and how we apply them to a variety of different dishes. | Recognising different ingredients. Understanding different flavours. Use of a variety of cooking methods. Choosing healthy foods from places around the world. |
| Spring 1 | Food Tech: Continuation of cooking skills and world food. | How can we choose the right dish for us? How can we manage our time? | Research work and ideas alongside the cooking in practical lessons. | Time management. Appropriate adaptation of recipes. |
| Spring 2 | Introduction to Resistant Materials. Workshop safety, correct use of tools. | Why is it important to use the workshop safely? How do I use that tool? And why? | Small tasks to allow the pupils to practise using the tools and machines. | Recognising tools and equipment by name. Understanding the correct use for each tool. Working safely. |
| Summer 1 | Resistant Materials: Money box project | How do you design a product? How do you make a product? | Design folder of research and drawings. Practical work. | Understand how to research and analyse existing products, then take inspiration. Understand construction techniques and best use of materials. |
| Summer 2 | Resistant Materials: Money box project | Have I answered the brief? | Finished product and design work. | Creating own product from designs. Using tools and equipment effectively. Evaluating work. |

Department: Food Tech

Year Group: 9

Teaching, learning and assessment during the course:

| Timing (Weeks, half terms) | Unit Title (as applicable) | Key Question(s) e.g. Why do we need maps and how do we use them? How do quest stories work? | How will we know that pupils can answer the key question(s)? Data that will inform attainment grade | Key Themes of the unit e.g. grammar, processes, events, styles |
|--------------------------------------|--|--|--|--|
| Autumn 1 | Kitchen health and safety, healthy eating and seasonality. | Why is it important to use the kitchen safely? What is a healthy balanced diet? What is seasonal food? | Use of kitchen equipment in practical lessons. Class discussions on different topics and written work. | Understand the importance of health and safety in the kitchen. Understand the different food groups and what they provide. Recognise seasonal foods and why it is important to eat seasonally. |
| Autumn 2 | Planning and making starters for a healthy 3 course meal. | What is a healthy starter? How big should a starter be? | Practical lessons will show cooking skills and how we apply them to a variety of different dishes. Ideas and recipe research. | Understanding what is a healthy food. Portion control. Time management. |
| Spring 1 | Planning and making mains for a healthy 3 course meal. | What is a healthy main? What flavours compliment the starter? | Cooking in practical lessons. Development of cooking skills. | Understanding flavour. Development of cooking techniques. |
| Spring 2 | Planning and making desserts for a healthy 3 course meal. | What is a healthy dessert? How can we make healthy appealing to teenagers? | Development of ideas and recipes. Cooking skills in practical lessons. | Making healthy food appealing to teenagers. Making good choices. |
| Summer 1 | Technical challenges | How do I make this? What is the best method to use? | Completed practical tasks. | Feeling confident using different cooking methods. |
| Summer 2 | Design food for a festival/sporting event. | What would you need to consider when planning a dish for a crowd? | The pupils will produce a plan with research and ideas. Will make the dish(or one of if more planned) | Costings Portion control Dietary needs |

Department Curriculum and Assessment Outline

Department: Resistant Materials

Year Group: 9

Teaching, learning and assessment during the course:

| Timing (Weeks, half terms) | Unit Title (as applicable) | Key Question(s) e.g. Why do we need maps and how do we use them? How do quest stories work? | How will we know that pupils can answer the key question(s)? Data that will inform attainment grade | Key Themes of the unit e.g. grammar, processes, events, styles |
|--------------------------------------|--|--|---|---|
| Autumn 1 | Introduction to Resistant Materials. Workshop safety, correct use of tools. | Why is it important to use the workshop safely? How do I use that tool? And why? | Small tasks to allow the pupils to practise using the tools and machines. | Recognising tools and equipment by name. Understanding the correct use for each tool. Working safely. |
| Autumn 2 | Mechanical toy project. | How do you design a product? How do you make a product? | Design folder of research and drawings. Practical work. | Understand how to research and analyse existing products, then take inspiration. Understand construction techniques and best use of materials. |
| Spring 1 | Mechanical toy project. | How does it move? What mechanism is best to use? | Research and developmental work. Prototype models. | Developing ideas. Problem solving. |
| Spring 2 | Mechanical toy project. | How do you manage your time when making a product? | Toy project being made using time efficiently, the making of the component parts. | Creating own product from designs. Using tools and equipment effectively. |
| Summer 1 | Mechanical toy project | Have I answered the brief? | Finished product and design work. | Evaluating work. |
| Summer 2 | Preparation project for GCSE. | How can we prepare for GCSE? | Design folder comprising all aspects of the design process. | Understanding what is required at GCSE level. |

Department Curriculum and Assessment Outline

Department: Food Tech

Year Group: 10

Teaching, learning and assessment during the course:

| Timing (Weeks, half terms) | Unit Title (as applicable) | Key Question(s) e.g. Why do we need maps and how do we use them? How do quest stories work? | How will we know that pupils can answer the key question(s)? Data that will inform attainment grade | Key Themes of the unit e.g. grammar, processes, events, styles |
|--------------------------------------|---|--|---|--|
| Autumn 1 | The relationship between diet and health. | What is a healthy diet? What do the different food groups provide? What is a balanced diet? | Planning and making a dish that is healthy and balanced. | Eatwell guide Understanding different properties of food. |
| Autumn 2 | Food provenance: food source and supply. | Where does our food come from? How is food produced? | Classwork and group discussions. Development of cooking techniques of selected dishes. | Understanding how food is sourced. Different types of production. Environmental factors. |
| Spring 1 | Food commodity groups in detail Cooking skills | Which nutrients come from which foods? How can I make good choices? | Research work Skills shown in practical lessons. | Adaptation of recipes. Understanding terminology |
| Spring 2 | Food commodity groups in detail. Practical skills. | How do I chop? How do I make a sauce? How do I use different equipment? | Practical cooking lessons | Cooking methods Independence |
| Summer 1 | | | | |
| Summer 2 | | | | |

Department Curriculum and Assessment Outline

Department: Resistant Materials

Year Group: 10

Teaching, learning and assessment during the course:

| Timing (Weeks, half terms) | Unit Title (as applicable) | Key Question(s) e.g. Why do we need maps and how do we use them? How do quest stories work? | How will we know that pupils can answer the key question(s)? Data that will inform attainment grade | Key Themes of the unit e.g. grammar, processes, events, styles |
|--------------------------------------|---|--|---|--|
| Autumn 1 | Construction techniques: Wood joints Workshop health and safety. | How do you make a wood joint? What tools do I use? What is the best wood joint to use? | Making of successful wood joints in practical lessons. Research work. | Understanding construction techniques. Aesthetics in making. Understanding purpose of wood joints. |
| Autumn 2 | Tool box/ caddy project | How do you design a product? What are the needs for my product? | Design folder work Prototype models | Understanding the purpose of a product. Creativity and function Size and form |
| Spring 1 | Tool box/ caddy project | How will I make the wood joints? What tools do I use? | Design folder work/ research. Making of product. | Accuracy and precision Time management. Understanding materials. |
| Spring 2 | Tool box/ caddy project | Have I answered the brief? | Finished product and design folder. | Using tools and equipment effectively. Evaluating work. |
| Summer 1 | Small projects to further develop skills in workshop. | Do you know how to use the brazing hearth? Do you know how to use the vac former? | Experiments and pieces made in practical lessons. Written evidence of what they have learned in the lessons and details of how they use the equipment. | Gaining confidence using the different equipment and tools. |
| Summer 2 | Begin final project which will continue in year 11. | What shall I make? What will show my skills? | Design folder work. Experiments and prototypes. | Being well prepared and planned. Understanding what is needed for GCSE. |

Department Curriculum and Assessment Outline

Department: Resistant Materials

Year Group: 11

Teaching, learning and assessment during the course:

| Timing (Weeks, half terms) | Unit Title (as applicable) | Key Question(s) e.g. Why do we need maps and how do we use them? How do quest stories work? | How will we know that pupils can answer the key question(s)? Data that will inform attainment grade | Key Themes of the unit e.g. grammar, processes, events, styles |
|--------------------------------------|---|--|---|--|
| Autumn 1 | Construction techniques: Wood joints Workshop health and safety. | How do you make a wood joint? What tools do I use? What is the best wood joint to use? | Making of successful wood joints in practical lessons. Research work. | Understanding construction techniques. Aesthetics in making. Understanding purpose of wood joints. |
| Autumn 2 | Controlled assessment | What do I make? What is the purpose of my product? | Design folder Research and ideas | Understanding the purpose of a product. Creativity and function Size and form |
| Spring 1 | Controlled assessment | How do I manage my time? Am I answering the brief? | Design folder work Making of product. | Development of ideas Final idea |
| Spring 2 | Controlled assessment | Have I completed all the necessary parts of the controlled assessment? | Design folder work Making of product | Practical skills, using appropriate materials, tools and processes. |
| Summer 1 | Controlled assessment/ revision | Have I completed everything ready for hand in? What topics do I need to focus my revision on? | Finished project ready for hand in. Going through revision booklet. | Evaluation |
| Summer 2 | | | | |

What is each attainment grade based on?

| | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|------------------------|-------------------------------------|----------------------------------|--|---|--|-----------|-----------|
| Mid Term Autumn | Apple recipe practical's | Apple recipe practical's | Apple recipe practical's | Food- healthy snack for a teenager dish RM- wood joints | Wood joints | | |
| Report Autumn | Fruit salad practical/ classwork | World food practical | Food-Starter recipe practical RM- Prototype model | Food- vegetable curry and pasta dish practical RM- design work and prototype | Design folder work and prototype model | | |
| Mid Term Spring | Cooking practical | World food practical. | Food- Main recipe practical RM- Progress with mechanical toy. | Food- practical skills lessons RM- Development of ideas | Development of controlled assessment | | |
| Report Spring | Cooking practical | World food practical | Food- cooking practical RM- self evaluation of progress | Food- dish of own choice practical RM- practical skills of making tool box | Development of controlled assessment | | |
| Mid Term Summer | Development of puzzle project | Development of money box project | Finished mechanical toy | | Finished controlled assessment | | |
| Report Summer | Finished puzzle | Finished money box | Small project outcome | | | | |