

Technology Department Curriculum 2025-2026



"Design is thinking made visual." - Saul Bass

"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people eat together." - Guy Fieri

Intent

Technology is an invaluable part of the education of young people. It challenges students to solve real world problems through practical and rigorous investigation whilst developing key skills such as creativity, resilience, risk taking, innovation, enterprise and collaboration. Students design, develop and make products to meet the needs of others and in doing so become resourceful, capable, and confident individuals.

Technology also offers opportunities for students to develop self-knowledge: they build skills in evaluating themselves and target setting; they develop an understanding of their role and place within the wider world; they explore their role as learners, such as learning how to learn.

The Technology curriculum at Studley High School has been formulated to provide students with a broad and diverse range of learning experiences that develop student's capabilities and understanding across key sought-after disciplines such as art, science, engineering, ICT and mathematics.

The Technology curriculum has been formulated to allow students to: develop an interest, curiosity, enjoyment and confidence in investigating a variety of processes and techniques through practical exploration to become independent learners; have an awareness and appreciation of the technological developments in the world around us and investigating how and where we could use these in development of our own practical tasks; identify and solve problems, undertake research, organise and sustain independent practical work to completion developing a sense of achievement, self-awareness and fulfilment in the creation of products; develop self-knowledge as learners, producers and consumers, and as thinking and feeling young people with the

developing ability to take responsibility for the direction of their learning through the adoption of effective working practices in a vocational context.

At Key Stage 3, students' learning centres around three key areas of study: Resistant Materials, Food & Nutrition, Textiles and Graphics, where

they will work through a range of diverse, relevant and contemporary design briefs that promote a love of learning and an appreciation of the importance of high quality design and the principles of nutrition.



At Key Stage 4, students will then have the opportunity to develop their skills further in one of the following three subject specialisms:

- Design & Technology (option routes for Resistant Materials or Textiles)
- Food Preparation & Nutrition
- Hospitality & Catering

Each specialism allows, and demands, individual students to find their own voice and personal idea development within the confines of a brief. Our ambition as a department is to avoid overly-prescriptive outcomes that would deny the students the time and space to develop themselves and their ambitions through their work.

Students learn to try out new ideas and processes without fear of failure and they become confident and purposeful risk-takers. They analyse and evaluate what they experience and observe, judging relevance and value according to intentions. Through the development of ideas and products, Students learn to explore issues, events and problems from different perspectives and viewpoints.

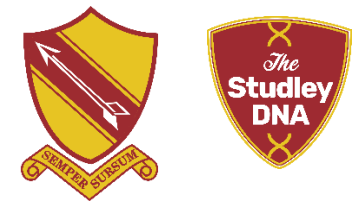
Implementation

The Technology Department employs a range of teaching and learning styles. These are flexible, with a considered balance between the didactic and instructional, and the need for each student to develop an individual line of theoretical and practical enquiry.

Teaching methods include: teacher led demonstration, student led research and experimentation, practical work focused on specific outcomes, open-ended tasks based on themes, negotiated tasks and outcomes and collaborative tasks.

Teachers within the Technology Department vary the teaching and learning styles to suit the needs of individual students and groups of students, and the nature of the activity. A variety of teaching and learning styles provides stimulating and motivating experiences for students. It is important to be aware of the different styles utilised and of the dominant mode if there is one. This helps to focus on the activities in the classroom in an effort to raise the attainment of all students. Furthermore, a self-reflective attitude fosters the notion of continual improvement.

Teachers within the Department work hard to identify the needs and potentials of all students. In this way the Technology Department seeks to provide a range of meaningful experiences that enable all students to fulfil their individual potential. Teachers within the Department therefore attempt to be fully aware of the needs of individual students. This knowledge informs the planning, delivery and evaluation cycle. In this way work is tailored to the needs of the full range of abilities, including both the less and the more able.



Impact/achievement

The study of Technology provides students with a range of life-long, transferable skills that will equip them for the demands of future learning, the world of work and life in general. These include decision making, independent enquiry, creative thinking, self-management, digital literacy, communication, self-confidence, presentation, team work, research, problem solving and critical thinking.

Students realise the significance of technology and the creative industries in their community, their country and the world. Students develop the technical and practical expertise needed to participate successfully in an increasingly technological world.

Assessment

The assessment of students' learning is a vital part of the work of the Technology Department. It provides important information for students, parents and teachers regarding the achievement and attainment of individual students and groups of students. It also provides teachers with invaluable information to help plan future design experiences. Students are monitored continually in an effort to increase their rate of progress.

Assessment within the department is undertaken using:

KS3

- The National Curriculum in England Design and Technology


KS4

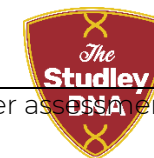
- AQA GCSE Food Preparation and Nutrition
- AQA Design and Technology (Resistant Materials/ Textiles)
- WJEC Eduqas L1/2 Hospitality and Catering

Work is assessed as soon as possible following its completion. Students are given feedback regarding this teacher assessment as soon as is practicable and are given opportunities for self-assessment and self-evaluation.

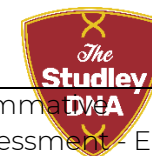
links to prior learning 



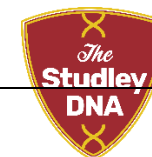
Year Group	Subject	Projects	Knowledge/Skills	Techniques/ Materials	Enrichment and Extension	Activities/ Outcomes	Assessment
7	Resistant Materials	Upcycled Product- a steady hand game. 12 Weeks	Introduction to tools, equipment & Health & Safety in the workshop. Research and design skills.  Woodwork making skills Evaluation skills	Students will be introduced to woodwork techniques; Cutting with a coping saw and a tenon saw Shaping and smoothing with files and sandpaper Drilling wood with a pillar drill Using a pin hammer and nails Decorating with printed images and paints Using pliers to cut and bend metal wire Using electronic components to create a circuit	Literacy – key words and glossaries Understanding the difference between manufactured wood and natural timber Problem solving - working to a brief and developing design ideas	Creating a steady hand game for a specific client Secondary research Analyse a brief Creating a mood board Develop design ideas Use of specific tools to cut, shape, join and decorate Creating an electronic circuit including a buzzer Constructing a butt joint	Peer assessment Self-assessment throughout practical lessons Formative assessment Retrieval tasks Summative assessment - End of rotation class feedback



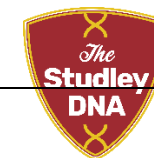
	<p>Drawing techniques and Textiles</p>	<p>Introduction to Graphics and Textiles.</p> <p>12 Weeks</p>	<p>What is a technical drawing?</p> <p>What is Graphics?</p> <p>2D/3D Shapes, isometric drawing</p> <p>How can I use Textile equipment safely?</p> <p>How can I develop design ideas using Textile methods?</p> <p>Where can I source natural fibres for textiles?</p>	<p>2D and 3D drawing skills. (1 point and 2 point perspective drawing)</p> <p>Basic hand skills for Textiles.</p> <p>Embroidery stitches.</p> <p>Using Textile tools and equipment.</p>	<p>Literacy – key words and glossaries</p> <p>Numeracy - measurements, shapes and technical drawing skills</p>	<p>Research into designers</p> <p>Symmetry and repeat pattern</p> <p>1 point and 2 point perspective drawing</p> <p>Typography</p>	<p>Peer assessment</p> <p>self assessment and target setting</p> <p>Formative assessment</p> <p>Summative assessment - End of rotation feedback</p>
<p>8</p>	<p>Resistant Materials</p>	<p>Modern design Jewellery and holder/ box</p> <p>12 weeks</p>	<p>How could jewellery be displayed and kept safe?</p> <p>How can you be inspired by design styles?</p> <p>How do I develop ideas based on my client profile?</p>	<p>Pewter casting and cutting, shaping and drilling.</p> <p>Decoration and construction techniques in box.</p> <p>Making templates</p> <p>Jewellery fastenings and accessories</p>	<p>Literacy – key words and glossaries</p> <p>Numeracy - measuring and accurate scale drawing</p> <p>Problem solving and working to a brief</p>	<p>Research into modern design 1980's Memphis</p> <p>Design skills</p> <p>Pewter casting</p> <p>Cutting and shaping acrylic</p>	<p>Peer assessment</p> <p>Self assessment and target setting</p> <p>Formative assessment</p> <p>Retrieval tasks</p> <p>Recap Quizzes</p>



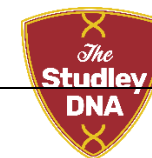
				Historical research and context	Assembling jewellery holder	Summative assessment - End of rotation feedback
					Review and evaluate final product	
Food	Developing Skills in Food Preparation and Nutrition 12 weeks	<p>What does a well-balanced dish look like?</p> <p>What is food provenance?</p> <p>How are food ingredients processed?</p> <p>How can I develop my skills further in making food products?</p>	<p>Skills:</p> <p>yeast based dough - shaping, layering, fruit and veg preparation, peeling, grating, knife skills, baking, Temperature control (hob & oven), sauteing, simmering, boiling, baking, sieving, rubbing in, combining, making a dough, portioning, glazing, layering, dry frying, whisking, test for readiness</p> <p>Equipment:</p> <p>Utility knife, chopping board, peeler, saucepan, white spoon, tablespoon, butter knife, teaspoon, fork, garlic press, tin opener, stick blender, mixing bowl, sieve,</p>	<p>Literacy – key words and glossaries</p> <p>Numeracy - measuring out accurately,</p> <p>scaling recipes up and down</p> <p>problem solving, - adapting recipes to suit tastes/ special dietary requirements</p> <p>collaboration - food science tasks/ deciding on experiments and writing up results</p>	<p>Recipes from a selection of:</p> <p>Bread Experiment / Pizza / Chilli / Swissroll / Pastabake / Goujons</p> <p>Bread experiment - Pizza (precut toppings) / Chilli (grated carrot and onion) / pasta bake / Goujons / Banana muffins / Pasta Salad</p> <p>Food science task (prep for</p>	<p>Baseline assessment</p> <p>Ongoing Glossary of key words</p> <p>Quizzes</p> <p>Peer assessments</p> <p>Gimme 5</p> <p>One to one support and feedback</p> <p>Summative assessment at end of project</p>



			measuring jug, wok, colander.		GCSE NEA1) - Gluten experiments.	
Textiles	Textiles - Cultural Cushion and Cultural inspired design 12 weeks	How can I work safely using Textiles equipment? How can I produce textiles using man made methods? How can Culture and other cultures inspire my design ideas?	Development of design skills - 1 point and 2 point perspective drawing. Initial Textile hand skills Using Textile tools and equipment.	Literacy – key words and glossaries Numeracy - measuring and accurate scale drawing Problem solving and working to a brief	Design idea, layout designs and models Summative assessment - End of rotation feedback	peer assessment self assessment and target setting Formative assessment Recap Quizzes

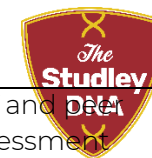






				'Meal for 2' own challenge.			
10	Design & Technology Term 1 & 2	AQA Unit 6. Designing Principles Practical: Creating a winter hat from fleece. AQA Unit 1. New and Emerging Technologies Practical: Creating an acoustic speaker from Plywood./ Or creating a wooden picture frame learning x4 wood joints.	How do you use textiles tools and equipment safely? What are the properties and uses of different materials? How and why do you create a prototype? What is a primary user? Understanding ergonomics and anthropometrics Sustainability and Lifecycle assessment CAD/CAM Emerging technologies	Use of woodwork, textiles and CAD CAM equipment (sewing machines, embroidery machine, laser cutter, 2D Design.) Developing 3D design ideas using Sketch Up Further development of practical woodwork skills natural and manufactured timbers Textiles materials and machinery Use of ICT visualisation software and CAM Laser cutter production. Use of an embroidery machine	Use of various tools and equipment, will be able to complete tasks- Technology wide based. Design movements research Sketch Up practice <u>Projects from a selection of:</u> Textile project: Winter Hat. Timbers project: Acoustic speaker	Design ideas and developing designs Theory: videos discussions research practical investigations	Formative assessment Retrieval tasks Exam practice questions Peer/ self-assessment Summative end of project feedback sheet End of topic exam



Design & Technology Term 3	<p>AQA Unit 1. New and Emerging Technologies continued</p> <p>Practical: Drawing techniques</p> <p>AQA Unit 3 & 5. Energy, materials, systems and devices</p> <p>Practical: testing smart and modern materials</p>	<p>Drawing techniques</p> <p>Sources of energy</p> <p>Energy storage</p> <p>What are smart and modern materials?</p> <p>What are composite materials and technical textiles?</p> <p>mechanical devices, electronic systems and programmable components.</p>	<p>Learning to draw using orthographic projection, isometric, 3D, perspective</p>	<p>Material properties</p> <p>Drawing skills, perspective, isometric, orthographic</p> <p>Global warming</p>	<p>Theory: videos</p> <p>discussions</p> <p>research</p> <p>practical investigations</p> <p>Testing smart and modern materials</p>	<p>Mini tests</p> <p>Retrieval questions</p> <p>Quizzes</p> <p>Formative assessment</p> <p>Self-assessment</p> <p>Summative end of project feedback sheet</p>	
Design & Technology Term 4	<p>AQA Unit 3 & 5. Materials and their working properties</p> <p>Polymers product</p>	<p>Physical and working properties of materials</p> <p>Developing workshop skills</p>	<p>Recap of design principles</p> <p>CAD drawing</p>	<p>Real life scenarios</p> <p>problem solving</p> <p>gathering market research</p>	<p>Go through design process with a given brief</p> <p>practice 2D design skills</p>	<p>tests</p> <p>quizzes</p> <p>formative</p>	

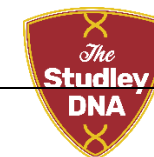






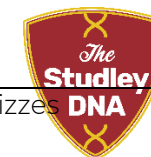
		<p>Practical options- LED Light Acrylic Jewellery. Acrylic Millinery</p>		<p> Making a product using recycled polymers</p>	<p>- social skills and discussion</p>	<p>write up a making diary</p>	<p>self and peer assessment</p>
<p>Design & Technology Term 5</p>	<p>Theory lesson - Research into new and emerging technologies (1 lesson a week)</p>	<p>What is motion? How and why are mechanisms used?  How do you make an interactive toy? What are the different industries and production techniques? The importance of sustainability? Theory: Looking at people, culture and society, sustainability, industry and enterprise and production techniques and systems The impact of mechanisms on everyday life Links to culture and society</p>	<p>Mechanisms theory content Responding to a brief  Using a theme to help develop design ideas  Developing working drawings to help with making Developing making skills</p>	<p>Seneca and BBC Bitesize theory work to help with upcoming mock exam Revision sessions</p>	<p>Final wooden Cam toy Design/book work Various presentations videos discussions research into topics</p>	<p>, Tests and quizzes formative self/peer assessment Summative end of project feedback sheet</p>	




<p>Design & Technology</p> <p>Term 6</p>	<p>Launch coursework project - NEA</p>	<p>What scenario will you choose?</p> <p>Who is your target market/user?</p> <p>What will you design and make?</p> <p>How do I write a Specification?</p>	<p>mind map</p> <p>mood board</p> <p>primary research</p> <p>write a brief</p> <p>specification</p>	<p>Problem solving</p> <p>real life scenarios</p> <p>Primary research – market research</p>	<p>Identifying and investigating design possibilities</p> <p>Producing a design brief and specification</p>	<p>Self and peer assessment</p> <p>personal tutorials</p> <p>questioning</p> <p>internal standardisation</p>
<p>GCSE Food</p> <p>Term 1</p>	<p><u>Food, Nutrition and Health</u></p> <p>Macronutrients:</p> <p>Protein, carbohydrate and fats recap</p> <p>Micronutrients:</p> <p>vitamins, minerals</p>	<p>What food products can I make which will demonstrate a high level and range of skills for (nutrient)?</p> <p>How can I use my knowledge on macronutrients to help me answer exam questions?</p> <p>Exam structure, practical questions and theoretical unit contents</p>	<p>Knowledge of Function , Excess / deficiency, DRVs / RIs, and food science terminology of macronutrients</p> <p>Knowledge of exam structure.</p> <p>Knowledge of Qualification make up.</p> <p>Opportunity: Navy Careers workshop and talk.</p>	<p>Exam questions set as homework and extension to link into topics covered and wider revision.</p>	<p>Exam style questions</p> <p>mini tests</p> <p>Practical lessons from a selection of:</p> <ul style="list-style-type: none"> Decorated focacci Cottage Pie. Pasta and ragu sauce. 	<p>Written and verbal feedback</p> <p>Questioning</p> <p>Quizzes</p>






			<p>What are the possible negative effects of a poor diet?</p> <p>What do the following words mean and how are they caused? Obesity, cardiovascular disease, high blood pressure, cavities, rickets, osteoporosis, anaemia, type 2 diabetes.</p> <p> What are the nutritional needs of different age groups?</p>			<ul style="list-style-type: none"> • Apple Gallette / Cottage pie / chicken Risotto / Rough Puff sausages rolls / fish cakes 	
	GCSE Food Term 2	<u>Food Safety:</u> Food spoilage and contamination	<p>How does food spoilage occur?</p> <p> What conditions do microorganisms need to grow?</p>	Practical tasks / skills based on working with a range of ingredients and core skills.,	link into topics covered and wider revision.	Food based tasks. Practical cooking lessons every 2 weeks. Mini quiz	Written and verbal feedback Termly Internal standardisation Questioning






			<p>How are microorganisms used in food production?</p> <p>What are pathogenic bacteria?</p> <p> How can we plan to make sure we are safe when we are preparing high risk food items?</p>			Food task experiments	Quizzes		
GCSE Food	<u>Food science</u>	<p>What is NEA1, what does it involve? How will I make sure I am prepared well for it?</p> <p>Why is food cooked and how is heat transferred to food?</p> <p>How do different cooking methods affect the sensory qualities of the food?</p>	<p>Practical tasks / skills based on guided choices which demonstrate a variety of skills. as follows:</p> <p>S1 – General practical skills</p> <p>S2 – Knife skills</p> <p>S3 – Preparing fruit and vegetables S4 – Use of the cooker</p>	Extension to link into topics covered and wider revision.	Practical tasks will be a mixture of food science experiments and and link practical tasks which demonstrate the different food science Terminology for each macronutrient area.	Written and verbal feedback	Termly Internal standardisation	Questioning	Quizzes
Term 3	<p>cooking of food and heat transfer</p> <p>Selecting appropriate cooking methods</p>								





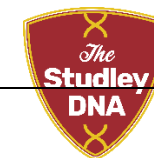
		<p>Protein - functional and chemical properties of food</p> <p>Carbohydrates - functional and chemical properties of food</p> <p>Fats - functional and chemical properties of food</p> <p>Food science functional and chemical properties of food:</p> <p>raising agents(mechanical, Biological and chemical raising agents)</p>	<p>What do the following terms mean? : Denaturation, coagulation, gluten formation, foam formation</p> <p>What do the following terms mean?: gelatinisation, dextrinization, caramelisation</p> <p>What do the following terms mean?: Shortening, aeration(</p> <p>describe what is meant by the term raising agents</p> <p>explain how chemical raising</p>	<p>S5 – Use of equipment</p> <p>S6 – Cooking methods</p> <p>S7 – Prepare, combine and shape</p> <p>S8 – Sauce making</p> <p>S9 – Tenderise and marinate</p> <p>S10 –  Dough</p> <p>S11 – Raising agents</p> <p>S12 – Setting mixtures</p> <p></p> <p>Presentation Challenge: Tunnocks Tea Cake Challenge. </p>		<p>Revision and NEA1 practice/ preparation</p> <p>Choice of:</p> <p>Fats</p> <p>carbohydrates</p> <p>Proteins</p>
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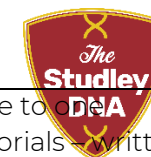
			agents work in food products explain how mechanical raising agents work in food products explain how biological raising agents work in food products				
GCSE Food Term 4	<u>Food Choice and Food Provenance</u>	Identify the factors that contribute to food choice   Identify and explore religious, cultural and ethical reasons that may influence what we choose to eat What is the importance of food labelling information?	Practical tasks / skills based on guided choices which demonstrate a variety of skills. as follows: S1 – General practical skills S2 – Knife skills  S3 – Preparing fruit and vegetables S4 – Use of the cooker S5 – Use of equipment S6 – Cooking methods S7 – Prepare, combine and shape	Seneca Learning set as homework and extension to link into topics covered and wider revision.	Revision and NEA1 practice/ preparation Choice of raising agents	Written and verbal feedback Termly Internal standardisation Questioning Quizzes	



			 <p>How is sensory evaluation used in food production?</p>	<p>S8 – Sauce making</p> <p>S9 – Tenderise and marinate</p> <p>S10 – Dough</p> <p>S11 – Raising agents</p> <p>S12 – Setting mixtures</p> 			
GCSE Food	<u>Mock NEA1</u>			Practical tasks / skills based on guided choices which demonstrate a variety of skills.	Exam questions set as homework and extension to link into topics covered and wider revision.	Pupils will complete a variety of activities/ tasks which will enable them to understand the importance of food safety including how to prevent food spoilage, contamination etc.	Written and verbal feedback
Term 5 and 6	<u>Mock NEA2</u>	How can I respond to food Science questions?	How can I develop my skills independently?	<p>MOCK NEA1. Food Science.</p> <p>MOCK NEA2.</p> <p>Year 10 Exam week- formal written exam.</p> <p>Year finishes with students completing a Mock in all areas of their qualification and having clear knowledge of Qualification.</p> <p>50% Exam.</p> <p>15% NEA1</p> <p>35 % NEA2.</p>			<p>Termly Internal standardisation</p> <p>Questioning</p> <p>Quizzes</p> <p>NEA1 and 2 marking framework shared, Written and verbal feedback</p> <p>as a group and individual where needed.</p>
	<u>End of year Mock written exam.</u>						




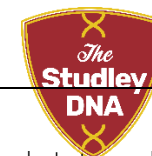
	Hospitality & Catering	Food Safety	Knowledge/ Skills-	Practical dishes from a selection of:	Exam questions and further learning opportunities	Exam theory questions. Practical lesson opportunities.	Written and verbal feedback
	Term 1	Food born illnesses. Safe working within the food industry.	What are food form illnesses?  What are allergies and intolerances? How can you identify a food reaction? How to work and store food safely? 	1. Apple Galette/ Cottage pie / chicken Risotto / Rough Puff sausage rolls		End of unit test.	Termly Internal standardisation Questioning Quizzes
	Hospitality & Catering	Nutrition	What is Nutrition?	Practical dishes from a selection of:	Exam Questions, knowledge Mats,	End of Unit Test (HT1/2)	One to one tutorials – written and verbal feedback
	Term 2	Macronutrients and Micronutrients. Importance of nutrition at different life stages.	Can you plan meals for higher nutrition? How does Nutrition support a healthy body?  What are the results in over consumption or deficiency in nutrition?	1. Yule Log 2. High Fibre Cakes	Research challenges.	TRIP- Studley Castle/ Careers focus opportunity where possible. Opportunity: Navy Careers workshop and talk where possible.	Termly Internal standardisation Questioning





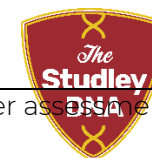
<p>Hospitality & Catering</p> <p>Term 3</p>	<p>Importance of nutrition at different life stages.</p> <p>Health and Safety</p> <p>Specific legislation such as:</p> <p>HASAWA</p> <p>HSE</p> <p>RIDDOR</p> <p>COSSH</p>	<p>What are the results in over consumption or deficiency in nutrition?</p> <p>What Laws effect the Hospitality and Catering provision?</p> <p>What are the roles of the employer and employee?</p>	<p>Practical dishes from a selection of:</p> <ol style="list-style-type: none">1. Fish Cakes2. Coloured pasta experiments.3. Lasagne (developed Pasta)	<p>Key information.</p> <p>Exam question preparation.</p>	<p>Exam questions.</p> <p>End of topic Test.</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p>
<p>Hospitality & Catering</p> <p>Term 4</p>	<p>The Hospitality and Catering provision.</p>	<p>What makes a Hospitality and catering establishment successful?</p> <p>Costs</p> <p>Profit</p> <p>Economy</p> <p>Environmental</p>	<p>Practical dishes from a selection of:</p> <ol style="list-style-type: none">1. Fish based dish-opportunity to be involved with Fish heros programme to support sustainability and product knowledge. (changeable each year)	<p>Moral Development - looking at our environment and understanding the effect our food choices can have</p>	<p>Exam questions.</p> <p>Job descriptions/ job adverts.</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p>




			Technology Trends Customer demographics and lifestyle expectations Customer service Competition Political factors Media How does the front of house and back of house operate? Kitchen layout Work flow Equipment  Stock control Documents Dress code Safety and security				
	Hospitality & Catering	Revision and practice NEA (unit 2)	Exam preparation for mocks	Practical tasks / skills based on guided choices	Working to a brief – vocational context to develop transferrable	Students work independently selecting dishes to trial that	One to one tutorials – written and verbal feedback



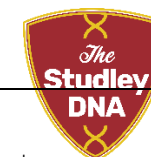
11	Term 5 & 6		Practice NEA - plan and make dishes suitable for a festival	which demonstrate a variety of skills.	skills and competencies e.g problem solving, communication	demonstrate a range of skills and meet the brief.	Termly Internal standardisation	
	Design & Technology	NEA Coursework 50%	Skills - focus on independent menu planning	Outside project- Fish Heros. Learning about fresh fish, food provenance, food sourcing, food production. 		Students will complete written coursework and cook two dishes	Questioning	
	Term 1, 2 & 3	NEA Coursework 50%	NEA Coursework	Design, make, test and evaluate	Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating 	Problem solving Numeracy - scale drawings, isometric drawing	Developing designs based on previous research work. Final technical drawings on paper and using CAD. Using different tools and processes to make a prototype or model. Record getting the user to test out product and evaluate.	Peer and self assessment work to be sent off for moderation.



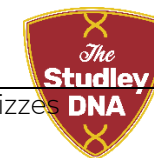
<p>Design & Technology</p> <p>Term 4&5</p>	<p>Revision for external exams</p>	<p>Revise the 3 different areas for the external exam;</p> <p>Core technical principles</p> <p>Specialist technical principles</p> <p>Designing and making principles</p>	<p>Past papers</p> <p>Power points</p> <p>Videos</p> <p>BBC Bitesize</p> <p>Quizes</p>	<p>PLTS – encouraging creative thinking, independent enquiry and reflective learning and problem solving</p>	<p>Students to work through a range of past papers.</p> <p>Tests and quizzes on the 3 different areas.</p>	<p>Peer assessment</p> <p>Self assessment</p> <p>regular feedback from mini quizzes and mock tests</p>
<p>GCSE Food</p> <p>Term 1, 2</p>	<p>NEA1 Food Science Investigation</p> <p>10 hours (including 3 hours of practical)</p> <p>NEA 2 Food Preparation Assessment (20 hours including practical)</p>	<p>Pupils produce both paper element and practical outcome.</p>	<p>NEA1: food science experiments: </p> <p>Research Into how ingredients work and why, draw conclusions, plan and conduct tests, analyse findings 10 hours.</p> <p>Practical tasks will relate to the NEA1 topics.</p> <p>NEA2: Plan and prepare 3 dishes applying their knowledge of nutrition to the chosen brief. Complete skills trials. 20 hours</p>	<p>Research</p> <p>Analysing, drawing conclusions</p> <p>Conducting tests to prove or disprove a theory re</p> <p>Responding to results, explaining.</p>	<p>Students will be able to comprehend a question quickly through understanding of key command words.</p> <p>Students will be able to structure their written answer for long answer questions</p>	<p>Quizzes</p> <p>One to one tutorials – written and verbal feedback</p> <p>Questioning</p>



					Revision sessions	practical assessment outcomes	
GCSE Food Term 3, 4, 5 &6	NEA 2 Food Preparation Assessment (20 hours including practical) Revision for exam paper	Pupils produce both paper element and practical outcome. Recap of exam paper knowledge and practicing long answer questions. Practice exam papers	NEA2: Plan and prepare 3 dishes applying their knowledge of nutrition to the chosen brief. Complete skills trials. 20 hours Learn command words Structure of written answers Revision guides Practical tasks will relate to NEA2 topics- these will be individually chosen by the students.	Research Demonstrating skills Menu planning Analysing, Evaluation Revision sessions	Students will be able to comprehend a question quickly through understanding of key command words. Students will be able to structure their written answer for long answer questions	Peer assessment Self assessment Assessment of NEA using AQA template. Only generic - not individual feedback can be given during task due to this forming part of the final grade Feedback to pupils when graded / moderated.. Quizzes, questioning	



						One to one tutorials – written and verbal feedback
Hospitality & Catering Term 1, 2 &3	Revision for mock exams Mock NEA tasks.	Recap of exam paper knowledge and practicing long answer questions. Feedback from mock exam and targeted revision Brief for non exam assessment issued, work completed in lesson time. Research plan and cook 2 dishes and accompaniments to meet brief	Laptops practicing high level skills and trialling dishes that are suitable for brief. Practical tasks from a selection of: <ul style="list-style-type: none">• Apple Galette• Burger and Bun.• Curry.• Toad in the hole.• Potato 4 ways• Lemon Meringue Pie Students will be given greater opportunity to prepare and select their choices in practical. This will be encouraged to develop their plate of food in preparation for their NEA tasks.	Research - looking at existing H&C establishments Revision sessions	Trial dishes to practice skills Written coursework which includes research, menu suggestions and time plan for cooking Two dishes plated and presented. Revision resources	Verbal feedback Self assessment mini mock nea completed and grades given



	Hospitality & Catering Term 4, 5 & 6	Non exam assessment 9 hours Revision for exam paper	Finish non exam assessment work Recap of exam paper knowledge and practicing long answer questions. Practice exam papers	Learn command words Structure of written answers Revision guides Practical tasks from a selection of: <ul style="list-style-type: none">Directed by the student in direct relation to their NEA project needed.	catch up NEA sessions Higher level skills sessions for students if needed Revision sessions	Non exam assessment work is completed Students will be able to comprehend a question quickly through understanding of key command words. Students will be able to structure their written answer for long answer questions	Quizzes One to one tutorials – written and verbal feedback Questioning
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