

# Curriculum Overview

## Design & Technology, Food Technology

### KS3

	Year 7	Year 8	Year 9
Half term 1	Students begin with a simple sweet dispenser project. They learn how to safely use a tenon saw, practise accurate measuring and marking out, and complete guided planning sheets. Focus on handling tools correctly and building confidence in the workshop.	Students design and produce a cushion inspired by Islamic geometric patterns. They explore pattern construction, symmetry and cultural influences in design. Skills include accurate cutting, safe machine stitching and correct seam construction.	Students begin Year 9 with practising their cooking skills to understand different ways of cooking/baking. Students then complete a practical of a sausage plait recipe followed by Chicken curry. These dishes teach the skills of mixing, baking, frying and presentation. Students also recap chopping skills from Year 7 and 8. Students also start to understand how to store food correctly.
Half term 2	Students continue developing the sweet dispenser, learning to use the pillar drill accurately and safely. They assemble components, refine edges and complete tolerance checks. Project ends with evaluation and improvements.	Students complete the Islamic-pattern cushion, refining decoration techniques and improving accuracy in assembly and finishing. They evaluate their work against the design brief and identify improvements.	Students then continue with producing a swiss roll followed by chill enchilada. Again, this enhances prior learning to create more confident chef's. Students also research into bacteria and cross contamination.
Half term 3	Students in food technology develop skills in health and safety and knife skills which then leads onto producing an apple crumble.	Students learn a range of joinery techniques while making a wooden box. They revisit workshop safety and develop confidence using hand tools. Joints explored include half lap,	Students then start to amend a vegetable stir fry recipe in KS3 to prepare for KS4 as this is a requirement of the course. Students then learn about nutrition in food.

	Students then investigate different origins and seasonality.	mitre, butt, finger (comb) and dovetail, with a focus on accuracy and correct tool handling.	
<b>Half term 4</b>	Students begin the half term with producing a margherita pizza. Students finally then look into different baking methods and understanding agents. Students then practice this by baking a carrot cake.	Students continue building the wooden box, selecting an appropriate joint for their final design. They refine cutting, assembly and finishing techniques, and complete tolerance checks. Technical drawings and evaluations support understanding of material choice and construction methods.	Students begin a scaled model house project based on real construction framing methods. Working in groups, they learn how full-size timber-frame buildings are structured, then plan their own scaled version. They produce technical drawings, construction plans and material lists before starting practical work.
<b>Half term 5</b>	Students design and create a fabric monster keyring. They learn basic hand stitching, simple seams, felt work and safe use of textile tools. Designs focus on creativity and accuracy.	Students begin the year with understanding the functions of the stages in making bread and the different types. Students then in their first practical lesson to make a basic loaf of bread understanding mixing, kneading, proving and baking.  They learn about the Eatwell guide and different food groups. Students also learn the importance of how much sugar is in different products.	Students build the wall frames for their model houses. They develop accuracy using hand tools, practise safe use of workshop equipment and follow their plans to assemble frames to scale. Emphasis is placed on teamwork, tolerances and correct structural sequencing.
<b>Half term 6</b>	Students complete the monster keyring and refine skills in embellishment, pattern accuracy and finishing techniques. They evaluate the effectiveness of their design choices.	Students start the term with making macaroni cheese where they learn how to make a Roux using a saucepan.  Students then investigate into deeper understanding of the Eatwell guide and micro/macro nutrients. Pupils final practical is to produce savoury scones using the 'rubbing' method and prior knowledge from Year 7/8	Students construct and assemble the roof frames, completing the main structure of their model house. They refine joints, ensure stability, and complete final assembly. The term ends with group evaluations and reflection on structural choices, accuracy and teamwork.

# Curriculum Overview

## Construction

### KS4

	<b>Year 10</b>	<b>Year 11</b>
<b>Half term 1</b>	Students begin developing the practical joinery skills assessed in Component 2. They learn safe and accurate use of tools such as tenon saws, chisels, try squares, marking gauges and planes. Early focus is on basic joint construction and understanding tolerances.	Students begin the official Component 3 assignment set by WJEC. They analyse the brief, produce researched ideas, create accurate scaled drawings (plans and elevations) and begin their design proposal.
<b>Half term 2</b>	Students continue skill-building, practising a range of joints such as half-lap, mitre, housing, butt, finger (comb) and dovetail. They develop accuracy, safe tool handling and correct sequencing. Teacher demonstrations support refinement of technique.	Students complete all design work for Component 3, including final drawings, annotations, planning documents and evaluations. Work is submitted according to exam board deadlines.
<b>Half term 3</b>	Students complete their preparation for Component 2. They practise full joinery tasks similar to those required in the assessment. Focus is on skill mastery, independence and meeting vocational standards. Controlled practice tasks help prepare for Year 11's formal assessment window.	Students return to the theory content required for the written exam. They revisit: health and safety, job roles, sustainability, materials, building processes, structural elements and regulations. Past papers and retrieval tasks build confidence.
<b>Half term 4</b>	Students begin learning the drawing and planning skills they will need next year for Component 3. This includes orthographic projection, plan views, elevation drawings, scale, dimensioning and layout conventions.	Continued exam revision focusing on applied scenarios and extended responses. Students refine their exam technique, understand command words and practise timed questions.
<b>Half term 5</b>	Students build on architectural drawing by studying low-rise building construction, including foundations, walls, floors, roofs and insulation. They learn how real buildings are assembled and how to represent these elements in technical drawings.	Students complete targeted revision based on mock results and identified gaps. They practise structured exam strategies and complete final past paper questions. Exam is usually sat in May
<b>Half term 6</b>	Students apply their architectural drawing skills to practice design tasks. They respond to sample briefs, producing draft floor plans, elevations, planning sheets and annotated designs. This prepares them for the formal Component 3 assignment window in Year 11.	

# Curriculum Overview

## Food Technology

### KS4

	Year 10	Year 11
Half term 1	<p><b>Theory: Students start the NCFE: Food and Cookery understanding about health and safety and applying these to real life scenarios. Students then understand about different bacteria and how cross-contamination can occur.</b></p>	<p><b>Theory: Students practice a mock NEA in preparation for Year 11. Students are given a mock brief to be able to:</b></p> <ul style="list-style-type: none"> <li>- <b>Amend a dish to meet a dietary/age related requirement for a client.</b></li> <li>- <b>Create a 2-course meal to meet the need for the same client.</b></li> </ul>

	<p>Students also understand about HACCP of a food handler and the Eatwell guide.</p> <p><b>Practical:</b> Alongside theory work, students apply their practical skills to the following dishes: Vegetable stir fry, soup, lemon curd, Cauliflower cheese and Beef chilli.</p>	<p>Students are introduced in creating a action plan, visual diary and evaluate their practical skills.</p> <p><b>Practical:</b> Alongside theory work, students apply their practical skills to the following dishes: Amended dish and 2-course meal</p>
<p><b>Half term 2</b></p>	<p><b>Theory:</b> Students start the term with understanding micro/macro nutrients to develop a deeper understanding from KS3. Students then research into different nutrient deficiencies and food related causes of ill health and intolerances. Students then research, amend and evaluate a given recipe to meet the need for a client.</p> <p><b>Practical:</b> Alongside theory work, students apply their practical skills to the following dishes: Cheese soufflé, focaccia, Sausage Casserole, pasta making and cottage pie.</p>	<p><b>Theory:</b> Students are introduced to their NEA: Students are given a brief to be able to:</p> <ul style="list-style-type: none"> <li>- Amend a dish to meet a dietary/age related requirement for a client.</li> <li>- Create a 2-course meal to meet the need for the same client.</li> </ul> <p>Students are introduced in creating a action plan, visual diary and evaluate their practical skills. Students will also have scheduled exam days.</p> <p><b>Practical:</b> Alongside theory work, students apply their practical skills to the following dishes: Amended dish and 2-course meal</p>
<p><b>Half term 3</b></p>	<p><b>Theory:</b> Students start the term with a mid year assessment to confirm their understanding. Pupils start to understand where food comes from and if it is grown, reared or caught. Students then are introduced to food processing and manufacturing understanding the advantages and disadvantages.</p> <p><b>Practical:</b> Alongside theory work, students apply their practical skills to the following dishes: Chicken risotto, chicken roulade and ravioli.</p>	<p><b>Theory:</b> Students continue to their NEA: Students are given a brief to be able to:</p> <ul style="list-style-type: none"> <li>- Amend a dish to meet a dietary/age related requirement for a client.</li> <li>- Create a 2-course meal to meet the need for the same client.</li> </ul> <p>Students are introduced in creating a action plan, visual diary and evaluate their practical skills. Students will also have scheduled exam days.</p> <p><b>Practical:</b> Alongside theory work, students apply their practical skills to the following dishes: Amended dish and 2-course meal</p>
<p><b>Half term 4</b></p>	<p><b>Theory:</b> From previous knowledge from the previous term, students then start to plan a menu and different dishes to meet dietary needs. Students then are required to amend a given a dish and evaluate.</p>	<p><b>Theory:</b> Students will have planned revision lessons to recap content received in Y10 in preparation for their examination (40% of overall grade) in May and practice exam questions and answers.</p>

	<p><b>Practical: Alongside theory work, students apply their practical skills to the following dishes: Meatballs, Quiche, Fish cakes and stuffed crust pizza.</b></p>	
<p><b>Half term 5</b></p>	<p><b>Theory: Students practice a mock NEA in preparation for Year 11. Students are given a mock brief to be able to:</b></p> <ul style="list-style-type: none"> <li>- Amend a dish to meet a dietary/age related requirement for a client.</li> <li>- Create a 2-course meal to meet the need for the same client.</li> </ul> <p><b>Students are introduced in creating a action plan, visual diary and evaluate their practical skills.</b></p> <p><b>Practical: Alongside theory work, students apply their practical skills to the following dishes: Amended dish and 2-course meal</b></p>	<p><b>Theory: Students will have planned revision lessons to recap content received in Y10 in preparation for their examination (40% of overall grade) in May and practice exam questions and answers.</b></p>
<p><b>Half term 6</b></p>	<p><b>Theory: Students start the term with a recap and further understanding pf factors affecting food. Students then learn about dovetailing two recipes to be ready at the same time.</b></p> <p><b>Students then start to research into social factors, seasonality and occasions to be able to produce their own dish.</b></p> <p><b>Practical: Alongside theory work, students apply their practical skills to the following dishes: Amended dish and 2-course meal</b></p>	