



Design & Technology- Curriculum Overview

Year 7

Half Term:	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	Textiles/Food	Humbug Pencil Case – Textiles project. Intent – understanding health and safety with a practical environment and working with machines, understanding different hand sewing equipment and their use, how to thread a sewing machine and operate a sewing machine, developing accurate sewing on the sewing machine and by hand.	Humbug Pencil Case – Textiles project. Intent – understand and marking out fabric, how to tack fabric, sewing lines, cutting and creating fold backs using the sewing machine to produce the decoration for the pencil case	Humbug Pencil Case – Textiles project. Intent – to insert zip into pencil case and construction of pencil case to create a functional pencil case. To develop students creative and designing skills through a min home learning project.	Core Food skills Intent L1 - identify hazards and work hygienically and equipment L2 - basic knife skills through Fruit salad Demo L3 – practical - practice knife skill to make fruit salad L4 - demonstrate Pasta salad what is carbohydrate? -how to use the Hob safely L5 – practical Pasta salad L6 – star marking – Eat well plate	Core Food skills Intent L7 - demonstrate soup, new skill blending – eat well plate vitamins and minerals continued L8 – practical Soup L9 – demonstrate Apple Crumble (rubbing in method), measure ingredients correctly L10 – practical Apple crumble L11 – what is a protein food? Demonstrate Spicy Chicken/halloumi, Demo of how to spices raw meat combine flavours and textures L12 – practical spicy chicken	Core Food skills Intent L13 – function of Ingredients – Link to Demonstration of Carrot cake Muffins L14 – practical Carrot cake L15 – demonstrate bolognaised sauce – L16 – practical spaghetti bolognese, L17 –demonstrate – smoothies’, nutritious drinks can be made + French bread pizza L18 - practical French bread pizza
Assessment & End Points:		Sewing Machine assessment 3.1 - use specialist tools, techniques, processes, equipment and machinery precisely. 3.3 - awareness of precision, tolerances.	STAR assessment – Production Plan – 3.1 - use specialist tools, techniques, processes, equipment and machinery precisely. 3.3 - awareness of precision, tolerances. 5.1 - understand and use materials to achieve functioning product	STAR assessment – design task – Jon Burgerman 1.1 - use research and exploration, to identify and understand user needs 4.1 - analyse the work of past and present professionals and others to develop and broaden their understanding	Pasta salad practical 6.2 -learn to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet 6.3 - become competent in a range of cooking techniques	STAR assessment -Eat well plate 6.1 understand and apply the principles of nutrition and health	STAR assessments -High risk foods planning, cook and evaluation 6.2 -learn to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet



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			2.1 - use a variety of approaches to generate creative ideas 2.2 - develop and communicate design ideas, modelling.			6.3 - become competent in a range of cooking techniques 6.5 - critically reflect on outcomes of a dish, consider equipment, ingredients and process used when discussing improvements
	<p>End Point – To be able to operation of the sewing machine in order to produce a functioning pencil case, with a zip. Developing skill in marking out, pinning, tacking, sewing different type of lines using the sewing machines, precise cutting using fabric scissors, finishing using the overlocker, inserting a zip, construction of seams, production process and key words for making pencil case. Home learning - Use research to explore and analysis the work of Jon Burgerman identifying the key aspects to his work, Producing design ideas in response to his work.</p>			<p>End Point - learn to cook predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking skills. Awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting recipes. Accurate weighing, whisking, bridge and claw method and measuring liquids. Reflect on outcomes of a dish, consider equipment, ingredients and process used when discussing improvements.</p>		

Year 8

Half Term:	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	Textiles/Food	<p>Cushion Project – Textile Project Intent - introduction to design brief, artist response to Brice Marden work through the form of hand and machine couching, Robert & Sonia Delaunay, explored through Batik</p>	<p>Cushion Project – Textile Project Intent - artist response Georgia O Keefe – through Fabric pastel, exploring Tie Dye, Development of Design ideas</p>	<p>Cushion Project – Textile Project Intent - Final design, production of final product using a combination of techniques and process developed over the previous term.</p>	<p>Development of Core Food Skills – Intent L1 - H&S rules and potential hazards in my environment. L2- Demonstrate apple jalousie (strudel) L3 - Practical to create an apple jalousie L4- Demonstration Jollof Rice - Exploring the use of spices and starchy foods.</p>	<p>Development of Core Food Skills – Intent L7—practical stir-fry L8 – Star marking task - Diet and nutrition theory L9 – Demonstration chicken tikka Curry, focus on looking at spices L10 – Practical chicken tikka Curry L11 – Demonstration fish and chips – Focus on the importance of</p>	<p>Development of Core Food Skills – Intent L13 - Demonstration Swiss Roll - a fat free cake? he science and principles of fatless sponge using food science L14 – Practical Swiss Roll L15 – Demonstration and practical of fresh chilli carne and flat bread the benefits of staple foods</p>



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					<p>L5 – Practical Jollof Rice L6 – Demonstration stir-fry chicken chow Mein. Nutrients – carbohydrates are an important source of energy</p>	<p>protein in the diet reducing fat content L12 – Practical fish and chips,</p>	<p>L16 - Practical of fresh chilli carne and flat bread L17– Making fresh Pasta in Groups – Ingredients provided L18 – end of term assessment L19 – spare practical tiramisu</p>
<p>Assessment & End Points:</p>		<p>STAR assessment – Batik Assessment 3.1 - select from and use specialist tools, techniques, processes, equipment and machinery precisely 3.2 - select from and use a wider, more complex range of materials, components considering their properties 7.2 - to use a range of techniques and media, including printing 7.3- to demonstrate a proficiency in the handling of different materials</p>	<p>STAR assessment – Artist Evaluation 7.4 - to be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or application of their work</p>	<p>Final Product 5.5 - understand a wide range of construction methods, material processes & finishes appropriate to the overall 7.1 - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</p>	<p>Teacher observation food practical's 6.1 understand and apply the principles of nutrition and health 6.4 understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>STAR assessment – Nutrients theory 6.3 - become competent in a range of cooking techniques 6.5 - critically reflect on outcomes of a dish, consider equipment, ingredients and process used when discussing improvements 6.6- Awareness knowledge and understanding of the function of some micronutrients</p>	<p>STAR assessment – planning practical and evaluation 6.3 - become competent in a range of cooking techniques 6.5 - critically reflect on outcomes of a dish, consider equipment, ingredients and process used when discussing improvements 6.6- Awareness knowledge and understanding of the function of some micronutrients</p>
		<p>End Point – To produce an artist inspired cushion. This will be achieved by investigating a range of artist, leading to students to respond in a creative format, as well as the ability to analysis their work in order to strengthen the visual impact or application of their work. To experiment with a range of techniques and processes – couching, batik, fabric pastels, tie dye in order to make their final product.</p>		<p>End Point - Understand and apply the principles of nutrition and a healthy diet is made up from a balance of different food and drinks, and the links Eatwell guide. Become competent in a range of cooking techniques, using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes. To critically reflect on outcomes of a dish, consider equipment, ingredients and process used when discussing improvements.</p>			



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Year 9

Half Term:	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	Textiles/Food	Artist Response – Textile Project Intent – exploring the work of Victoria Valencia, artist evaluation, developing hand embroidery stitches, producing an artist response inspired by her work.	Artist Response – Textile Project Intent - exploring artist Roy Lichtenstein and Jean-Michel Basquiat, producing a copy of their work using transfer paints. Production of fashion ideas inspired by this work.	Artist Response – Textile Project Intent – exploring artist Rosie James, learning how to draw on the sewing machines using the skill free machine embroidery. Producing an artist response	Street Food – Food Project Intent - L1 Intro to concepts of Street food L2 -the importance HACCP, Demonstration Thai green curry L3 Cook Thai green curry L4 Research task into street food L5 Demonstration of Mexican burrito dish. L6 Cook burrito	Street Food – Food Project Intent - L7 Demonstration calzone the Italian pizza pie L8 Cook Calzone L9 Special diets of people and Sweet and sour chicken Demonstration L11 Cook Sweet and Sour L10 Understanding the function of Marco -micro nutrients in our body. L12 Demonstration key lime pie	Street Food – Food Project Intent - L13 Cook Key Lime pie L14 Planning company L15 Developing a menu design L16 Plating and Demonstrating ‘Signature Burger’ L17 Cook ‘Signature burger’ Practical L18 Evaluating final Dish using Catflaps
Assessment & End Points:		STAR assessment – Victoria Valencia artist evaluation 7.4 - to be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or application of their work	Teacher observation 7.1 - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 7.2 - to use a range of techniques and media, including printing	STAR assessment - Final Artist response, using Free Machine Embroidery 7.3- to demonstrate a proficiency in the handling of different materials	STAR assessment – Research into Street Food 6.1 understand and apply the principles of nutrition and health 6.2 -learn to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet	Teacher observation 6.3 - become competent in a range of cooking techniques	STAR assessment – Planning Company 6.2 -learn to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet 6.3 - become competent in a range of cooking techniques 6.5 - critically reflect on outcomes of a dish,



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					6.5 - critically reflect on outcomes of a dish, consider equipment, ingredients and process used when discussing improvements	consider equipment, ingredients and process used when discussing improvements
		<p>End Point - To research and analysis the work of others, leading to students to respond in a creative format, as well as the ability to analysis their work in order to strengthen the visual impact or application of their work. To experiment with a range of techniques and processes – Hand Embroidery, Transfer printing, Free Machine Embroidery, in order to increase their proficiency in these techniques. To produce a range of design and sketches inspired by the artist work, as well creative responses using a range of textile medium, as well as create a range of Fashion response through the observations of others work.</p>			<p>End Point – Students to gain knowledge and understanding of ingredients and recipes that reflect a range of cultures. To be able to research into street foods and be able to plan a practical. Build on their knowledge of nutrients and planning a balanced diet. Continue to refine practical skills.</p>	



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Textiles

Year 10

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<ul style="list-style-type: none"> • Specification and portfolio requirements. • Sewing machine, threading the bobbin, machine settings. • Free machine embroidery. • Component 1 theme, research and analysis theme, collection of own visuals • Slashing work, Lino printing, Mono printing, embellishment work. • Presentation of research and Photos and experiments 	<ul style="list-style-type: none"> • Stitch artist, research and critical analysis of artist work. • Student response to artist work. • Experimentation with free machine embroidery, samples and outcomes. • Critically reflect on own work. • Presentation of Stitch artist work into portfolio 	<ul style="list-style-type: none"> • Texture artist, research and critical analysis of artist work. • Student response to artist work. • Experimentation with a range of processes, for your chosen artist, to produce a range of samples and outcomes. • Critically reflect on their work. • Presentation of Stitch artist work into their portfolio 	<ul style="list-style-type: none"> • Digital Print Artist, research and critical analysis of artist work. • Student response to artist work • Experimentation of a range of digital processes samples and outcomes. • Critically reflect on their work. • Presentation of Stitch artist work into their portfolio 	<ul style="list-style-type: none"> • Own artist/Fashion designer, research and critical analysis of artist work. • Student response to artist work • Experimentation of a range of processes relevant to artist, to produce a range of samples and outcomes 	<ul style="list-style-type: none"> • Own artist/Fashion designer, research and critical analysis of artist work. • Student response to artist work • Experimentation of a range of processes relevant to artist, to produce a range of samples and outcomes
Assessment & End Points:	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses



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End Point - Students will be taking their own personal artistic journey, in-order to produce their Personal Portfolio (Component 1). Students will become confident in using a range of different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area of study. Students will respond to the theme Environment as well as a range of textiles artist, fashion designers and modern artists. Students will be expected to refine their work by explore the following areas - Constructed textiles - manipulation and reworking of threads and fabrics, use of a range of constructed textiles materials, tools and techniques such as woven and stitched materials. Digital textiles – creating on Fabric prints, developing ideas in colour, repeat pattern. Dyed & Printed fabrics - the use of natural and synthetic dyes, resist, applied techniques, monoprint, transfer-relief, lino-cut. Stitched/ Embellished textiles - the application and incorporation of media, objects and embellishments, hand and machine stitching. Fashion design/ Furnished interiors/ Installations – for the development of a final product. By the end of year 10 we will be looking for students to become independent learners.

Year 11

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<ul style="list-style-type: none"> Investigate fashion designers/ interior designers or installation artists, to inspire design ideas. Initial design ideas Final design, development and presentation of work. Development of final design. 	<ul style="list-style-type: none"> Development of final design, refinement of techniques, colour palette, material selection and pattern pieces for product. Students complete final product. Evaluation and presentation of final product 	<p>Externally Set Assignment</p> <ul style="list-style-type: none"> Investigation into Externally set theme, produce mind map + written analysis of theme, collection of own imagery. Select three artist, fashion designer, complete research Response and investigation into artist one, production of samples 	<p>Externally Set Assignment</p> <ul style="list-style-type: none"> Artist response and investigation into artist three, production of samples Development of design ideas and final design, refining samples Sampling and refining final design, planning Produce a personal meaningful response and realise intentions/ 		
Assessment & End Points:	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with	Students will be assessed against the following AO1 – Develop ideas through investigations, demonstrating critical understanding of sources AO2 – Refine work by exploring ideas, selecting and experimenting with		



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	appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses	appropriate media, materials, techniques and processes AO3 – Record ideas, observations and insights relevant to intentions as work progresses AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language		
	End Point – independent working and completion of final outcome for component 1 – through refining and developing their work within their portfolio.		End Point – Externally set assignment (component 2), students are expected to use their knowledge, understanding and skills learnt from component 1, to produce a mini portfolio, students will investigate a range of artist, designer, and then respond to this artist work through a range of experiments, refine and develop their work. Ready for a 10 hour practical exam.			



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Food Preparation & Nutrition

Year 10

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<ul style="list-style-type: none"> •Food Provenance Food sources and supply •Nutritional Needs when selecting recipes for different groups of people •Modify recipes and meals following dietary guidelines •Substitute ingredients, change cooking method and portions size •Cultural and religious beliefs •Sustainability 	<ul style="list-style-type: none"> •Understanding dietary needs •Food choice that affects cost, enjoyment, life style •The importance of a healthy diet, government guidelines •Diseases and conditions impact on food requirements •Food allergies • Meat/ fish/ poultry 	<ul style="list-style-type: none"> •The relationship between food intake and physical activity •Understand percentage of daily energy intake. Sources of energy, protein fat and carbohydrates •Factors that influence energy requirements and that is gender, life stage, occupation, life style and deficiency Carbohydrates •Understanding sugar, monosaccharides, disaccharides, starch and complex carbs •Water – the importance of water in the diet. Understanding the function and deficiency of water in the diet 	<p>NEA assessment mock NEA 1</p> <ul style="list-style-type: none"> •NEA – Food Science - eggs •Eat well guide Primary stages of food processing <p>Understanding how milk and dairy are heat treated</p> <ul style="list-style-type: none"> •The processes of raw food to produce butter, cream, yoghurt and cheese 	<ul style="list-style-type: none"> •Recognise traditional ingredients of individual cuisines. • Understand religious and cultural factors that affect cuisine •Traditional cooking methods, presentation and eating patterns. How traditional recipes have been adapted to suit today's society 	<ul style="list-style-type: none"> • Fortification – advantages and disadvantages • Use of additives in food, preservatives, colourings, flavourings, sweeteners, emulsifiers and stabilisers <p>Revision of Key Topics</p> <ul style="list-style-type: none"> •Protein types and functions •Fat types and functions •Vitamins <p>Nutritional Content of the Main Commodity Groups</p> <ul style="list-style-type: none"> •Bread, Rice, Potatoes, Pasta and starchy foods
Assessment & End Points:	AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	Mini NEA – assessed against exam criteria. AO2 Apply knowledge and understanding of nutrition, food,	AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.



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	<p>AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3 Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p>	<p>AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3 Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p>	<p>AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3 Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p>	<p>cooking and preparation.</p> <p>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p>	<p>AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3 Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p>	<p>AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3 Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p>
<p>End Point - Food Preparation and Nutrition qualification aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The OCR qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life. Throughout the year students will complete practical is to develop and underpin skills. They will begin at a lower level and become more technical as the year goes. This qualification is the development of strong practical cookery skills and techniques as well as a good understanding of nutrition. We believe that learners who learn to cook well are more likely to make better food choices and understand healthy eating. Pupils will discover the essentials of food science, nutrition and how to cook. In addition to this, learners will understand the huge challenges that we face globally to supply the world with nutritious and safe food</p>						



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Year 11

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<p>NEA 1- Food Science</p> <ol style="list-style-type: none"> 1. Understanding Assessment criteria for NEA 2. Understanding a scientific experiment. Creating a plan of action, time line, primary and secondary research 3. How to reference and write an analysis and a conclusion setting of the brief 4. NEA lesson mind mapping of ideas, linking to key words of the title. 	<p>NEA 1 – Food Science</p> <ol style="list-style-type: none"> 1. Planning and research into experiment, writing up methods 2. 2. experiments carried 3. Analysis of data, creating graphs and spreadsheets to show their results 4. Write up final conclusions and evaluations 	<p>NEA 2: Food preparation task</p> <ol style="list-style-type: none"> 1. teacher demonstrates expectations for project 2. re-cap lesson on to research 3. directed time: research 4. creation of NEA 2 project begins 5. pupils work individually on their projects 20 hours 6. Students to be given a brief (set by exam board) to cook and prepare and present . 	<p>NEA 2: Food preparation task.</p> <p>Students continue to investigate task, research dishes, look at food provenance, nutritional needs, time plan, prepare and cook dishes, complete evaluation</p>	<p>Completion of NEA</p> <p>Revision over topics . Teacher to identify strengths and weaknesses of the group - to deliver targeted topics for in-depth revision</p> <ol style="list-style-type: none"> 2. Teacher to give out revision guide and booklets to support students 3. Mock test and exam papers 4. Teacher to identify strengths and weaknesses of the group - to deliver targeted topics for in-depth revision 	
Assessment & End Points:	<p>AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and</p>	<p>AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and</p>	<p>AO3 Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation,</p>	<p>AO3 Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation,</p>	<p>AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO2 Apply knowledge and understanding of nutrition, food,</p>	



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	preparation, including food made by themselves and others.	preparation, including food made by themselves and others.	including food made by themselves and others.	including food made by themselves and others.	cooking and preparation. AO3 Plan, prepare, cook and present dishes, combining appropriate techniques. AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	
<p>End Point - OCR learners will discover the essentials of food science, nutrition and how to cook. In addition to this, learners will understand the huge challenges that we face globally to supply the world with nutritious and safe food. OCR sees this qualification as another step towards creating a healthier society and improving the nation's cooking skills as well as setting some learners on the path to careers in the food and hospitality. Pupils will by end of year 11 will demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment • Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks • understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health • understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices • demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, Students will of Complete NEA1 & NEA2 as well as written exam.</p>						



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Art & Design – Textile Design

Year 12

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<ul style="list-style-type: none"> Students selecting initial theme for their personal investigation. Workshops on garments construction techniques, working from a block pattern Students start personal portfolio, investigate and research chosen theme and appropriate sources, practical responses, critical reflection. Record ideas in sketchbooks. 	<p>Personal Investigation</p> <p>Students start personal portfolio, investigate and research chosen themes and appropriate sources, artists and designers work, practical responses, refining ideas, critical reflection. Record ideas in sketchbooks.</p>	<p>Personal Investigation</p> <p>Students start personal portfolio, investigate and research chosen themes and appropriate sources, artists and designers work, practical responses, refining ideas, developing ideas critical reflection. Record ideas in sketchbooks, development of theme.</p>	<p>Personal Investigation</p> <p>Students start personal portfolio, investigate and research chosen themes and appropriate sources, artists and designers work, practical responses, refining ideas, developing ideas critical reflection. Record ideas in sketchbooks, development of theme</p>	<p>Personal Investigation</p> <p>Students start personal portfolio, investigate appropriate sources, artists and designers work, practical responses, refining ideas, developing ideas critical reflection. Record ideas in sketchbooks, development of theme. Start the contextual study – write introduction</p>	<p>Personal Investigation</p> <p>Students start personal portfolio, investigate appropriate sources, artists and designers work, practical responses, refining ideas, developing ideas critical reflection. Record ideas in sketchbooks, development of theme. Start the contextual study – write introduction, introduction to artist.</p>
Assessment & End Points:	<p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p>	<p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4 - Present a personal</p>



Design & Technology- Curriculum Overview

						and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.
	<p>End Point: A level textiles design has been designed to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding. This specification/course provides learners with opportunities to develop a broad foundation of critical, practical and theoretical skills that offers learners a holistic understanding of a range of practices and contexts in the visual arts specialising in textile design/ fashion design/ costume design, culminating in greater specialism and achievement. The course encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike. Students to be working independently, setting their own focus, with guidance from the class teacher. At Key stage 5, students are assessed against the 4 assessment criteria set out by Eduqas A Level, Art and Design, Textile Design. As part of students regular mentoring sessions students will receive feedback against these assessment criteria, identifying ways forward. Component 1 makes up 60% of the course</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. The AO's are broken down into 5 ability areas - Limited, Some, Reasonable, Thorough, Sophisticated.</p> <p>Mock exam during the summer term 2 will be used to form first assessment of AO4</p>					

Art & Design – Textile Design

Year 13

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<ul style="list-style-type: none"> Students will continue to refine their personal investigation and developing design ideas - leading towards a final product, experimenting with materials Students continue the Contextual Study, 	<ul style="list-style-type: none"> Students should have produced their final design and completed all experiments and pattern development for their final product. Students start to produce their final product - this must be completed by the 	Complete final product - this must be completed by the second week of January, all work critically evaluated. Coursework hand in January 31st <ul style="list-style-type: none"> Students to complete 	Externally set assignment, refining and developing theme to have a clear focus, planning final piece.	Externally set assignment, producing significant response that is in response to the theme set. This will be produced in a 15 hour practical exam (April/May)	



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	linking their contextual study to the work done within their sketchbooks and starting to draw conclusions and links towards their final piece	second week of January. • Students continue the Contextual Study draw conclusions and links towards their final piece.	• February 1 st start Component 2 – Externally set assignment, exploring theme, experimenting with media, materials and techniques, developing work.			
Assessment & End Points:	AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	
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AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

The AO's are broken down into 5 ability areas - Limited, Some, Reasonable, Thorough, Sophisticated.

Mock exam during the summer term 2 will be used to form first assessment of AO4