

# DESIGN & TECHNOLOGY

## CURRICULUM MAP



<p><b>Aspiration</b></p>	<p>Design and Technology for us is about providing opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding in order to create quality products. <b>At KS3 Design and Technology is taught as a distinct subject in our wider Design and Technology carousel.</b></p> <p><b>Knowledge:</b> Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making, and apply technical and practical expertise.</p> <p><b>Skills:</b> We pride ourselves on the belief that Design and Technology is about designing and making functional and decorative products in using a range of materials including papers and boards, timber, metal-based materials, polymers, textile-based materials and electronic and mechanical systems. Students will learn a range of new skills and techniques to successfully work with these materials, to produce quality products and prototypes.</p> <p><b>Understanding:</b> Students will be able to gain understanding and application of materials, tools, CAD software and machines that are specifically designed for this subject. However, at its core is creativity and imagination. Students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.</p>
<p><b>Opportunity</b></p>	<p><b>Within the classroom:</b> At Fitzharrys, Design and Technology builds on the skills and knowledge pupils have already learnt at primary school. We have sophisticated resources, including dedicated teaching environments, manufacturing equipment and specialist teaching. As students progress through this phase, they may be given the opportunity to focus on specific aspects of the subject such as product design.</p> <p><b>Beyond the classroom:</b> Students may wish to participate in:</p> <ul style="list-style-type: none"> <li>• STEM club activities such as the Go Kart project</li> <li>• Trip to the Design Museum</li> <li>• Trip to Mini plant Oxford</li> </ul>
<p><b>Integrity</b></p>	<p><b>Knowledge:</b> Students will learn to conduct themselves safely and professionally in an environment where they must share equipment and follow safety protocols. They will learn to balance self-expression with teamwork, and practise meeting deadlines, following briefs and adding their own stamp. The Design and Technology curriculum operates as a spiral: students will return to the core knowledge throughout KS3 and KS4 giving the opportunity to develop, refine, and reflect upon their progress through the years.</p> <p><b>Skills:</b> Design and Technology is built on the foundation of genuine problem solving, therefore, the cyclical structure of: brief, research, specification, ideas, modelling, testing and evaluation must be taught and embedded in the curriculum across the key stages.</p> <p><b>Understanding:</b> It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, it provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.</p>

# FOOD PREPARATION & NUTRITION CURRICULUM MAP



<p><b>Aspiration</b></p>	<p>In Food Preparation and Nutrition (Food) pupils will be taught how to cook; applying the principles of nutrition, healthy eating, hygiene and food security. <b>At KS3 food is taught as a distinct subject in our wider Design and Technology carousel.</b> Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably, healthily, now and in later life.</p> <p><b>Knowledge:</b> Students will learn what foods are healthy and which foods are not and how a balanced healthy diet links to wellbeing. We will consider where food comes from, how it is farmed and how to be more sustainable cooks for the future. Students will gain knowledge of how nutrients work in the body enabling them to plan meals for different dietary requirements.</p> <p><b>Skills:</b> Students will explore a range of cooking techniques such as selecting and preparing ingredients; 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. They will cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy, varied diet.</p> <p><b>Understanding:</b> Through their time in Food Technology students will gain an understanding of the principles of nutrition and health; fostering life long healthy eating habits coupled with practical skills and knowledge of health and hygiene principals. Students will gain the confidence to work with a broad range of ingredients and techniques to create a range of healthy dishes; recognising the impact of food on the environment and the future of food security.</p>
<p><b>Opportunity</b></p>	<p><b>Within the classroom:</b> <b>Skills – Working progressively from KS 3 –KS 4</b> - hygiene and safety, cake making methods, knife skills, multicultural dishes, doughs, cooking methods, adapting recipes, use of equipment, hygiene level 2 certificate, pastries, sauces, desserts, fresh pasta, jointing and filleting, shaping and decorating. <b>Guest speakers</b> – food and farming, cake decorating, themed events. Food Preparation – Open evening, school shows, Fitzactive, carol service.</p> <p><b>Beyond the classroom:</b> Abingdon Food Festival, visits to restaurants, cooking competitions.</p>
<p><b>Integrity</b></p>	<p><b>Knowledge:</b> Students will learn to conduct themselves safely and professionally in an environment where they must share equipment and follow safety protocols. They will learn to balance self-expression with teamwork, and practise meeting deadlines, following briefs and adding their own stamp. Students will be equipped with the knowledge required to cook and apply the principles of food science, nutrition and healthy eating. Pupils will be encouraged to cook and make informed decisions about ingredients and techniques. They will be introduced to a wide range of further learning opportunities and career pathways.</p> <p><b>Skills:</b> Students will explore and demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. Students will explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes. Above all they will develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.</p> <p><b>Understanding:</b> Students will develop an understanding of the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. They will explore the economic, environmental, ethical, and socio-cultural influences on food security, production processes, and diet and health choices.</p>

# SUBJECT CURRICULUM MAP Design

## Technology: KS3



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4

### Mechanical Toy

Across this double module students will work to design and make a mechanical toy, exploring key mechanisms and prototype modelling before working to realise their final design using a range of resistant materials in the workshop.

Assessment focus: the generation of ideas and the use of models and prototypes will be assessed along with the understanding of supporting theory knowledge via a resistant materials based test assessment

### Multi - Cultural Menu Planning

Across two terms students will work to understand the principles of nutrition and food hygiene working to explore food from around the globe and create their own multi-cultural dishes for a variety of different dietary requirements.

Assessment focus: Food Hygiene certificate level 2 along with supporting food evaluation following practical cooks including peer feedback and supporting nutritional terms including functions and sources of carbohydrates, vitamins, minerals, fats and oils and protein.

Documentaries to be watched and discussed at home with family.  
How It's Made: Model Trains - Toy Trains Factory Tour (Full Video) LGB Trains - Nürnberg, Germany  
Porsche 911 Production in Germany (video series)

### Electronic Point of Sale Display

Students will work to design and make an electronic shop point of sale display for a product of their own choice. The project has an electronics focus and will focus on designing and making an electronic circuit, soldering, PIC programming, control flowcharts and product marketing

Assessment focus: Planning with a focus on flowcharts and a systems and control based test.

### Food Sustainability and the future of food

Exploration of food sustainability and where food comes from 'from farm to fork' along with the 'future of food'. The Year 8 cooks are more complex and build upon the skills developed in Year 7.

Assessment focus: supporting food evaluation following practical cooks and supporting assessment questions based on sustainability and 'farm to fork'

Year  
9

### Boom Box

Designing and a portable speaker making an amplifier circuit using a range of electronic components and PCB along with resistant materials for the supporting case  
Assessment focus: Systems and Control Test

Trips and visits  
A 1 hour walk in the woods taking photos of different birds along the way.

Note: Topics may vary depending on the subject specialist within the rotation. Students develop the skills across the Keystage to cover the same theoretical knowledge.

### Food & Nutrition The Energy Gap

Cooking and adapting dishes using complex carbohydrates.  
Assessment focus: Exam style questions on the energy balance and healthy eating.

Year  
8

### Product Design & Marketing (Pt 1&2)

A business and enterprise themed technology module where you will work to explore product design and marketing via the creation of a new 'Ben and Jerrys' ice cream and a new Aztec themed chocolate bar for Cadburys.

Assessment focus: responding creatively to the brief and supporting enterprise assessment test.

### Bird Feeder

Designing and making a bird feeder using resistant materials and appropriate joining and manufacturing techniques.

Assessment focus: Analysing the design problem and responding to the brief.

### Food & Nutrition Healthy Eating

Cooking and adapting dishes using healthy ingredients  
Assessment focus: Product Evaluation.

Assessment takes place throughout each project and term. Each project will focus on different aspects of the Design and Technology 'common assessment tasks'. This enables students to build their knowledge and understanding of the design process as they progress through KS3 and onto KS4.

### CAD Pods

Workshop introduction to thermoforming and plastics cutting, shaping and finishing

Assessment focus: Resistant Materials plastics assessment

### It's all Technical

Introduction of technical drawing skills and CAD via Google Sketchup and 2d Design

Assessment focus: generating ideas using learnt techniques

### LED Lights

Designing and making an LED light along with the supporting case.

Assessment focus: Systems and Control Test  
Electronic components, soldering, Vacuum forming

### Crackers

Designing and making a set of four crackers along with the supporting packaging.

Assessment focus: Responding creatively to the brief  
CAD – 2d design  
CAM – Laser cutting

Year  
7

# SUBJECT CURRICULUM MAP

## Product Design: KS4

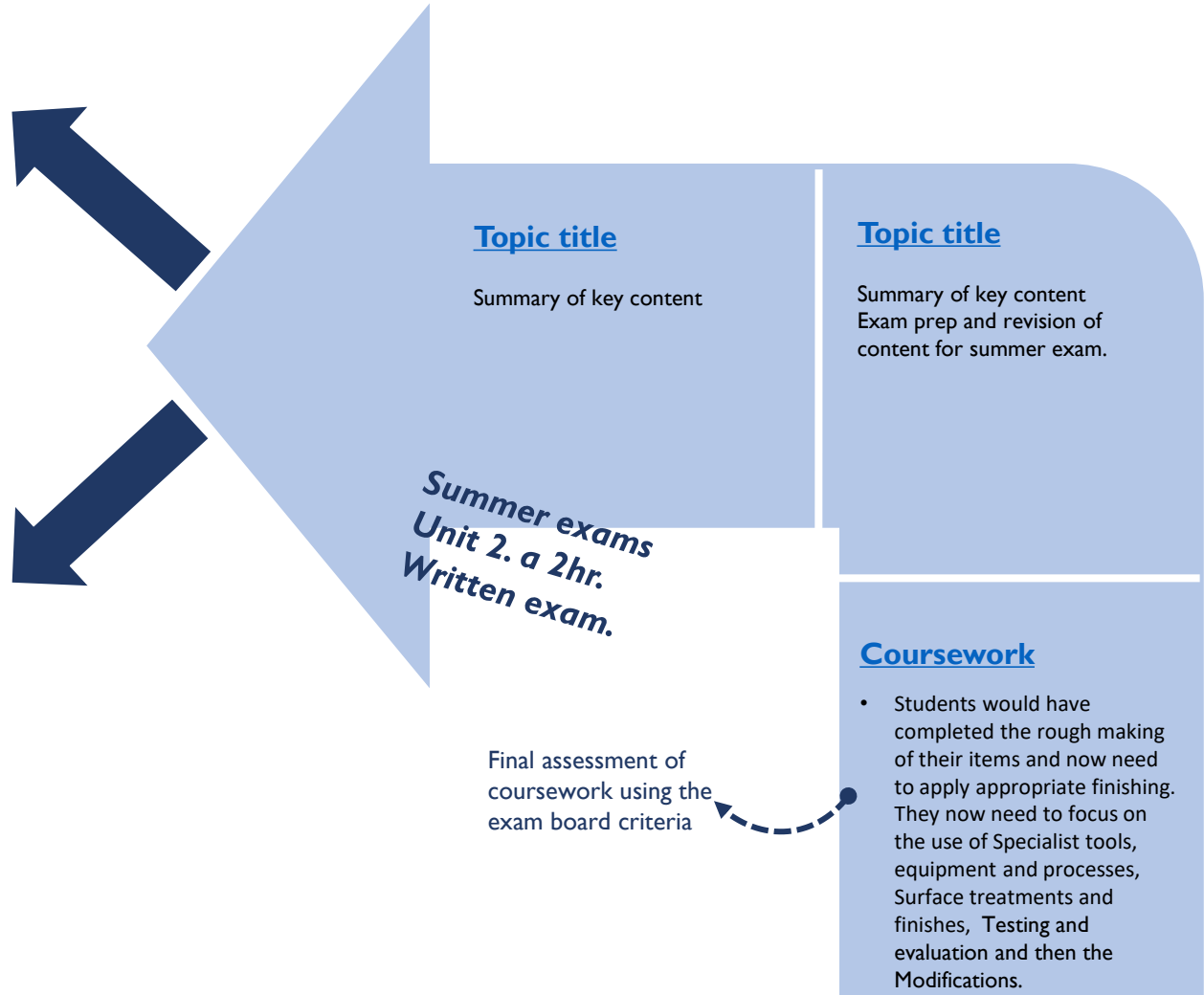


### Further study

Product Design may be studied at 6<sup>th</sup> form of students may choose to pursue college courses that have elements of design and technology.

### Career pathways

Furniture manufacturing  
Engineering  
Plumbing  
Telecommunication  
Security system installation  
Motor vehicle engineering  
Construction etc.



## Year 11

**coursework portfolio**  
There are 3 equally weighted objectives in this section of the course (OA1, OA2 & AO3). The portfolio will build evidence towards these between term 6 in year 10 and term 4 of year 11. Students will be set themes by AQA for them to select and develop into an item. This accounts for 50% of final exam grade. The following sections will be covered in term 6 of year 10:

During term 6 students will focus on completing a summary of key content, Design Brief, Analysis of Brief, Research plan and client interview, Analysis of researched items, a Specification and initial Design Ideas.

**Coursework**  
Term 1 of year 11 will see students fine tuning the areas that were covered in term 6 of year 10. They will do a final Summary of key content, Investigation, primary and secondary data, and the work of others and a design strategy

**Coursework**  
Students will then move onto the Communication of Design Ideas and Prototype. After which, they will look at the Selection of materials and components for making their final design.

**Coursework**  
Students will plan and demonstrate their use and understanding of materials through the use of Tolerance and allowance, Material management and marking out

Mock exams

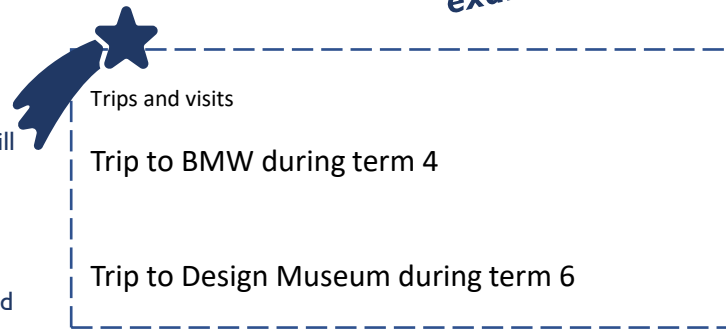
### Specialist Technical Principles cntd.

Students will learn the key principles of how to cut and shape wood, metal and plastic. They will also learn about and demonstrate the use of finishing materials as they apply them to wood and metal surfaces.

Mock exams

Unit 1 is 50% of the total grade. Students will be tested only on the content covered to date.

- A 2hr. Written exam focusing on the core principles covered. This is usually previous exam with the mark scheme and grade boundaries applied



### Specialist Technical Principles

Students will learn the key principles of Forces and Stresses on Materials and Objects, Improving functionality of materials, Ecology and Social Footprint, The 6 Rs of sustainability and Scales of Production.

### Materials and their Working Properties

Students will learn about and apply their knowledge of Papers and Boards, Natural and Manufactured Timber, Metals and Alloys, Polymers and Textiles.

### Energy, Materials, Systems and Devices

Students will learn the key principles of Energy Generation, Energy storage, Modern Materials, Smart Materials, Composite Materials and Technical Textiles. They will also study Systems approach to Designing, Electronic Systems Processing and Mechanical Devices.

### New and Emerging Technologies

Students will study the operations of Industry and Enterprise, Sustainability and the Environment, People, Culture and Society, Production Techniques and Systems and the process of Informing Design Decisions.

## Year 10

# SUBJECT CURRICULUM MAP

## Food: KS4



### Further study

**Oxford City College** – Culinary and Hospitality, Sports Coach, Personal Trainer, Nutrition and Health, Health Professions.

**Abingdon and Witney College** – Fitness and Personal Trainers, Health professions, JMS 6 – A levels.

**Local degree courses** – Reading University - Several Food Science and Nutrition courses. Oxford Brookes University- International Hospitality and Tourism.

### Career pathways

Nutritionist, Health Coach, Farming, Catering, Chef, Baker, Hospitality, Food Science, Product Development, Food Inspector, Food Stylist, Butcher, Restaurant Manager, Dietician, and more.....

### Summer exams

#### Exams

Pupils complete their final exams.

#### Revision

Focus on the written paper worth 50% of the total GCSE. Paper 1 hr 45mins.  
AO1 – 20%  
AO2 – 20%  
AO4 -10%

#### Coursework NEA 2

Coursework worth 35% of the total GCSE. Three dishes with accompaniments in three hours, showcasing technical skills. Pupils cook and evaluate their final dishes. Hand in for moderation.  
AO3-30%  
AO4-5%

#### Assessment objectives and weightings

- AO1** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation
- AO2** Apply knowledge and understanding of nutrition, food, 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

**Year 11**

#### Term 6

##### Draft NEA practice

Students complete a draft NEA food science linked to term 3. Students are able to build on knowledge from the course to complete a draft NEA1 and plan for draft NEA2.

#### Coursework NEA 1

Coursework worth 15% of the total GCSE. Food science experiment. Research, Experiment, Evaluate.  
AO2-10%  
AO4 – 5%

#### Coursework NEA 2

Coursework worth 35% of the total GCSE. Three dishes with accompaniments in three hours, showcasing technical skills. Pupils research and trial suitable dishes.

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Coursework worth 35% of the total GCSE. Three dishes with accompaniments in three hours, showcasing technical skills. Pupils research and trial suitable dishes.

### Mock exams

#### Term 5

##### Mock exam consolidation

Consolidation of the course to include full exam techniques. Areas to recover that students are weaker on. Focus practical skills include: meat, fish and pasta making.

- Written Paper 1 ½ hr, and practical assessment.
- How to revise
  - Revision Techniques

### Mock exams

Experience – Cook at home as often as possible to boost your skills and confidence.  
Trips and visits – Visits from outside speakers to support NEA 1 and NEA 2. Trip to catering business that inspires pupils and supports the NEA 2 task.  
Good watching – Food unwrapped Channel 4, Dr Chris van Tulleken – Food and health programmes BBC, Thrifty Cooking in the doctors kitchen BBC.  
Good listening – Radio 4 – Farming Today, The Food Programme

#### Term 4

##### Where food comes from

Applying knowledge of food sustainability. Students also start to prepare for year 10 mock exams at the end of this term.

#### Term 3

##### Food science

Students understand the theory that underpins food and nutrition. Investigation into the science of enzymic browning, gelatinisation and other principles. Mock practical exam.

#### Term 2

##### Diet and good health

Students apply knowledge they have just learnt in term one to apply to subgroups of people. Preparation for Mock practical exam term 3.

#### Term 1

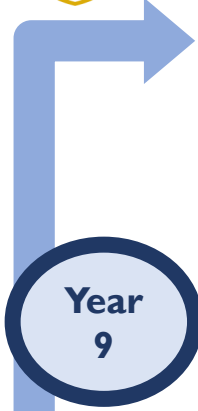
##### Nutrition

Theory - Nutrition – Macro and Micro nutrients. Unit written test.

**Year 10**



# SUBJECT CURRICULUM MAP Design Technology KS3



Note: Topics may vary depending on the subject specialist within the rotation. Students develop the skills across the Key stage to cover the same theoretical knowledge.

We are also shortening projects this academic year 22-23 to reintroduce textiles. Next year students will complete a rotation each year in: Food, Textiles and Product design.



1 Electronic PoS Display Pt 1	
Why this?	Design element of the project enables students to design a solution to a real life context design problem
Why now?	Design activities reflect those associated with the GCSE NEA activity with the systems and control focus supporting further study

2 Electronic PoS Display Pt 2	
Why this?	Practical element of the project exposes students to soldering advanced PCB and PIC programming as well as graphic element to make final PoS display
Why now?	Skills and techniques covered in this project offer a good foundation for inclusion in GCSE projects next year as well as exam part of course

1 Product Design & Marketing	
Why this?	Project explores how products are developed and marketed with a focus on a new ice cream product for Bena and Jerrys
Why now?	Project provides opportunity to introduce students to business studies and to develop design based skills through graphics activities

2 Product Design & Marketing	
Why this?	Project builds upon the ice cream product and considers how marketing focuses on brand awareness and expectations
Why now?	Project supports students understanding of business studies via Technology module prior to the Year 9 options process

1 Crackers	
Why this?	Interactive design and make project which offers a good introduction to the design process and CAD/CAM
Why now?	CAD/CAM knowledge and understanding is essential to modern day Technology and problem solving and early exposure to 2d design and laser cutter is important

2 LED Lights	
Why this?	Introduction to systems and control work and industrial manufacturing process of vacuum forming
Why now?	Exposure to soldering and designing and making high quality products in terms of systems and control is essential.

3 Mechanical Toy Pt 1	
Why this?	Design element of the project enables students to work to create a mechanical toy
Why now?	Design activities reflect those associated with the GCSE NEA activity with a focus on modelling and the use of resistant materials.

4 Mechanical Toy Pt 2	
Why this?	Practical element of the project exposes students to the realisation of their own designs and the practical use of a range of tools and equipment in the workshop
Why now?	Skills and techniques covered in this project offer a good introduction and foundation for the GCSE Technology course next year

3 Bird feeder	
Why this?	Project explores modelling and prototyping along with timber based knowledge and understanding within the workshop context
Why now?	Project provides opportunity for the development of timber practical activities and skill development

4 Boom Box	
Why this?	Project exposes students to more advanced circuit and components with clear design and make activity of an engaging problem
Why now?	Circuit is soldered using a PCB and builds upon the previous systems and control project laying further foundation for advance work

3 It's all Technical	
Why this?	Good quality design drawing is an essential part of the design cycle and is a key part of all projects
Why now?	Project aims to develop sketching confidence which can be used to support designing activities across all modules moving forward through the project carousel

4 CAD Pods	
Why this?	Introduction to plastics, types and material groups along with thermoforming press forming techniques
Why now?	Plastic theory is a key component of knowledge and a new area to most students, early exposure supports future success

5 Multi-Cultural Menu Planning Pt 1	
Why this?	Project explores the principles of food and nutrition along with food from cultures around the world.
Why now?	Builds upon Year 8 cooks and develops skills and confidence in the kitchen working to complete more challenging cooks

6 Special Diet Menu Planning Pt 2	
Why this?	Focus on function and sources of proteins, fats/oils, vitamins, minerals and carbohydrates in support of next steps at GCSE.
Why now?	Meals cooked from scratch working with high risk food and flavours from around the world. Modules offer a good introduction to GCSE Food and Nutrition.

5 Food & Farming	
Why this?	Students develop an understanding of where food comes from and 'farm to fork' exploring theory and supported by 'cooks'
Why now?	Builds upon Year 7 cooks and develops skills using locally sourced ingredients with the further development of practical skills.

6 The Future of Food	
Why this?	Builds upon food and farming module to explore issues around food sustainability and production for the future.
Why now?	Students begin to adapt recipes and complete more complex cooks working under pressure to complete these within the hour

5 Healthy Eating	
Why this?	Introduction to food and nutrition and cooking in school via some simple cooks and supporting theory
Why now?	Students to adapt dishes to be healthier and work to develop knowledge of healthy eating and practical cooking skills and techniques in the kitchen environment

6 The Energy Gap Pt 2	
Why this?	Builds upon healthy eating module and incorporates knowledge of carbohydrates and the energy balance.
Why now?	Theory and practical cooks support the development of food and nutrition theory and how it is important to eat a balanced diet



# SUBJECT CURRICULUM MAP Product Design

## AQA Design Technology KS4

**Year 11**

**1 Coursework - research and specification**

**Why this?**  
To identify features or aspects of existing products that could be improved, e.g. reducing the cost, adding extra features, making it easier or more comfortable to use, or making it look more attractive to certain groups. Work with target market.

**Why now?**  
Students are now navigating their way around items that could be made to reflect the context that they are given.

**2 Coursework - modelling and feedback**

**Why this?**  
To express ideas of design proposals and make models to ensure the accuracy and purpose of the item to be made. To solicit feedback and continue the iterative process.

**Why now?**  
Students now need to showcase their design ideas and use the feedback to make necessary improvement before moving on to the next phase of the designing process.

**3 Coursework – modelling and making**

**Why this?**  
To exercise judgement and use good practice of materials management in order to reduce waste and to work in a cost efficient manner.

**Why now?**  
Students are now making their items and need to practice lean manufacturing techniques. Here they will also focus on the 6 R's.

**4 Coursework - Tools, equipment and evaluation**

**Why this?**  
To be proficient in the use of tools and equipment in the making of the final outcome. Independent, safe and accurate use of tools must be employed in order to achieve upper level marks. On going testing and evaluation with necessary modifications.

**Why now?**  
Students are now in the final stage of the coursework and need to produce a model of high standard. This can also be achieved through the use of CAD/CAM. Items will be tested against the specification and modified where necessary.

**5 Revision**

**Why this?**  
To review the theory taught in years 10 and 11.  
**New and Emerging Technologies Energy, Materials, Systems and Devices**

**Why now?**  
In preparation for summer exam. To refresh and consolidate the materials covered earlier in the course during year 10 terms 1 - 5

**6 Topic title**

**Why this?**  
To review the theory taught in years 10 and 11.

**Why now?**  
In preparation for summer exam.

**Year 10**

**1 New and Emerging Technologies**

**Why this?**  
To create an awareness of the impact that new and emerging technologies have on the design and organisation of the workplace. Be aware of how computers and automation have changed manufacturing through the use of robotics. And also to understand how innovation can drive product development and enterprise including the use of crowd funding and virtual marketing.

**Why now?**  
Students will become familiar with modernism in Design and Technology.

**2 Energy, Materials, Systems and Devices**

**Why this?**  
To be aware of the impact that excessive use of certain materials has on the environment. To understand how the environment can be protected by responsible design and manufacturing and how waste can be disposed of with the least impact on the planet.

**Why now?**  
Students need to understand that new technologies need to be developed and produced in a sustainable way. And to understand the positive and negative impacts new products have on the environment.

**3 Materials and their Working Properties**

**Why this?**  
To understand the properties of materials in everyday use and how to maximize their effectiveness in certain products. To be able to select specific materials as is required.

**Why now?**  
Students need to be aware of changes in fashion and trends and how they affect designers and manufacturers. They also need to understand how new products can have both a positive and negative impact on society. Have a good understanding of how materials are selected for certain items.

**4 Specialist Technical Principles**

**Why this?**  
To investigate and choose materials based on their strengths and other properties/characteristics such as alloy, tensile strengths, thermal conductivity, magnetism and corrosiveness.

**Why now?**  
Students need to be aware of the various properties of materials and should be able to make informed choices as they make selections for practical purposes.

**5 Specialist Technical Principles contd.**

**Why this?**  
To be able to form and deform materials successfully. To be familiar with the different processes of fabricating materials both theoretically and practically.

**Why now?**  
Students will be given choice of materials to create an item that lends itself to the use of wood, metal and plastic. Students will have to justify their choice of material as they complete the task.

**6 Coursework/NEA context**

**Why this?**  
To select the context to be developed into a portfolio of evidence for the coursework component. To conduct research, create a specification and generate design ideas for the item to be made.

**Why now?**  
This is an exam board requirement that we start the NEA in term 6 of year 10.



# SUBJECT CURRICULUM MAP Food Preparation and Nutrition EDUQAS

**Year 11**

**1 NEA 1**

**Why this?**

- NEA 1 task -food science experiment.
- Pupils complete the research, experiment and evaluation for the task. Maximum 1,500 words worth 15% of the total GCSE. AO2, AO4.
- Responses to individual and class needs.

**Why now?**

- September release of NEA 1 task.

**4 NEA 2**

**Why this?**

- Pupils complete evaluation of the final practical examinations.
- Responses to individual and class needs.

**Why now?**

- Continued from term 4.
- Hand in coursework for moderating.

**2 NEA 2**

**Why this?**

- NEA 2 task -3 dishes with appropriate accompaniments in 3 hours worth 35% of the GCSE.
- Pupils complete the research and trials section of the coursework. AO3
- Responses to individual and class needs.

**Why now?**

- November release of the NEA 2 task.

**5 Revision**

**Why this?**

- Revision and final preparation for summer examination
- Responses to individual and class needs.

**Why now?**

- All units are revisited and revised.

**3 NEA 2**

**Why this?**

- Pupils complete trials and the research section of coursework including guest speakers and trips to inspire.
- Pupils complete the final practical examinations.
- Responses to individual and class needs.

**Why now?**

- Continued from term 3 .

**Year 10**

**1 Term 1 Nutrition**

**Why this?**

- Pupils must have a solid understanding of different nutrients their uses in the body and good food sources for each. AO1, AO2, AO4
- Theory assessment at the end of the unit.

**Why now?**

- Retrieval of knowledge learnt in year 9 and understanding of nutrition is used throughout the course.
- Importance of fruit and vegetables in the diet which are used in many dishes throughout the course

**2 Term 2 Diet and good health**

**Why this?**

- Pupils develop knowledge of nutrition in order to menu plan for different nutritional requirements such as vegetarians, health, age, religions etc. AO1, AO2, AO4
- Preparation for mock practical exam in term 3. Focus on skills and

**Why now?**

- Retrieval of knowledge from year 7 and builds on knowledge gained in term 1.

**3 Term 3 Food Science**

**Why this?**

- Develop knowledge of microbial action and food spoilage in the food industry. AO1, AO2, AO4.
- Develop knowledge of food science experiment. AO2, AO4.

**Why now?**

- Builds on knowledge of food production and now explore how microbes are used in industry.
- Prepare pupils for the NEA1 task in Term 1 year 11.

**4 Term 4 Where food comes from**

**Why this?**

- Develop knowledge of where food comes from and the impact that food production and farming is having on the environment. AO1, AO2, AO4
- Revision for mock exam at the end of this term.

**Why now?**

- Retrieval and development of knowledge gained from year 8.

**5 Term 5 Mock exam consolidation**

**Why this?**

- Consolidation of the course to include exam technique
- Areas students struggled on in exam in term 4.
- Recapping areas students have struggle on.

**Why now?**

- Retrieval focus from last term.
- Allows students to create revision materials for year 11.

**6 Term 6 NEA practise and being prepared for Year 11.**

**Why this?**

- Draft food science NEA. This allows teaching to prepare students for year 11.
- Allows areas to be covered in more detail and how to structure.
- Focus on NEA2 through skills and analysing a brief.

**Why now?**

- Last in students memory before they launch in year 11 for their real brief.
- Allows students a bank of knowledge ready to be independent in this task.