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| **Sir Harry Smith Community College Curriculum Map SUBJECT: Design & Technology YEAR 9 2022-23** | | | | |
| **Curriculum Intent:** To ensure all pupils have had access to a core of basic practical and cooking skills that will allow them to be competent and independent adults. A focus is placed on personal health and confidnence. | | | | |
| **School Values** | **Curriculum Focus** | **Rotation A**  **Food Technology:** Food for Life | **Rotation B**  **Wood & Aluminium:** Candle Holder | **Rotation C**  **Wooden Box:** Box Project Plus |
| **High Quality Learning Experience** | **Literacy Skills and Key Vocabulary** | Safety in the kitchen  Knife Safety  Hazard Analysis critical control point  Eat well Guide  Protein Foods  Micronutrients: Calcium and Iron  Macronutrients: Protein  Macronutrients: Carbohydrate | Annealing  Planishing  Dividers  Aluminium sheet  Deburring  Punching  Etching  Laminating | Manufactured Boards  Plywood  Hardwood  Softwood |
| **Pursuit of Excellence** | **Knowledge and Skills** | **Practical lessons;**  Dutch apple cake  Pasta/cauliflower in cheese sauce  Enchiladas  Quiche or mini quiche  Chicken curry  Chilli/bolognaise  Swiss roll  Samosas  Chocolate brownies  **Theory Lessons;**  Safety in the kitchen  Knife Safety  Hazard Analysis critical control point  Eat well Guide  Protein Foods  Micronutrients: Calcium and Iron  Macronutrients: Protein  Macronutrients: Carbohydrate  **Technical Knowledge: Felt Making**  A textiles unit investigating natural fibres and traditional felt production methods. | **Practical lessons;**  Paper laminating wood  Shearing  Drilling into metal  Planishing  Varnishing  Joining unlike materials  **Theory Lessons;**  Research task into metal processes  Image board  Wood laminating  Vectorising images  **Technical Knowledge: Smart Materials**  Introduction to Thermochromic & Photochromic, polymorph and other smart materials  Experimenting with thermochromic inks to make fabric stencils. | **Practical lessons;**  Joining manufactured boards  Drilling – woods  Filing  Finishing  Wood joints  **Theory Lessons;**  Steampunk style research  Manufactured boards  Surface finishes  Types of wood joint  **Technical Knowledge: Innovation**  Exploring examples of innovation in current design.  Out of the box thinking.  Creating ‘innovative’ designs. |
| **Subject specific pedagogy** | -Practical demonstrations  -Food tasting  -Practical cooking lessons  -Theory focused on cooking healthy meals and leading a healthy lifestyle | -Sampling of new techniques and ideas, learning through exploration with materials.  Level of outcome and detailed varied for pupil ability  -Use of jigs/formers and templates, links to industrial production | -Traditional wood working practical, building on core skills by using traditional hand tools.  -Creating wood joints  -Joining like materials  -Level of outcome and detailed varied for pupil ability |
| **Extending the boundaries of learning** | **Cultural Capital and beyond the curriculum** | Pupils are prepared for the end of KS3 and some may not return to food technology. A focus is placed on meal cooking and nutrition for life.  Ingredients are provided for pupil premium pupils that require them. A range of cultures and tastes are explored through cooking throughout this rotation. Vegetables and herbs are grown within the departments and learners have the opportunity to see this and use the produce. | -Live design brief for ‘Innovation’ from a local, industrial laser cutter and engraver.  -Links made to real industry and job opportunities within the local area. | Range of new ideas and case studies that relate to new ways of thinking. Innovation offers a range of new concepts and ideas for pupils. |
| **Achievement** | **Assessment** | Project based ‘best-fit’ assessment of the whole unit of work, at the end. Pupils are assessed in the areas of research & specification, generating design ideas, making and analysing & evaluating. These are marked as foundation, Developing, Secure and Excellent. Pupil feedback is given throughout. | Project based ‘best-fit’ assessment of the whole unit of work, at the end. Pupils are assessed in the areas of research & specification, generating design ideas, making and analysing & evaluating. These are marked as foundation, Developing, Secure and Excellent. Pupil feedback is given throughout. | Project based ‘best-fit’ assessment of the whole unit of work, at the end. Pupils are assessed in the areas of research & specification, generating design ideas, making and analysing & evaluating. These are marked as foundation, Developing, Secure and Excellent. Pupil feedback is given throughout. |
| **Valuing People** | **How our curriculum meets the needs of every individual** | -Pupils select their own ingredients for their recipes. This can be adapted to accommodate tastes, dietary needs and allergies.  -Ingredients provided for pupil premium pupils, if needed.  - Individual intervention and support for those who are not meeting their potential. | -Pupils create a bespoke outcome including a range of taught skills.  -Pupils will explore a range of mixed material techniques and experience joining unlike materials.  - Individual intervention and support for those who are not meeting their potential. | -Pupils design their own box, they can adapt this to suit their own tastes and material preferences.  - Individual intervention and support for those who are not meeting their potential. |