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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 kitchenKnife SafetyHazard Analysis critical control pointEat well GuideProtein FoodsMicronutrients: Calcium and IronMacronutrients: ProteinMacronutrients: Carbohydrate | Annealing PlanishingDividersAluminium sheetDeburringPunchingEtchingLaminating | Manufactured BoardsPlywoodHardwoodSoftwood |
| **Pursuit of Excellence** | **Knowledge and Skills** | **Practical lessons;**Dutch apple cakePasta/cauliflower in cheese sauceEnchiladasQuiche or mini quicheChicken curryChilli/bolognaiseSwiss rollSamosas Chocolate brownies**Theory Lessons;**Safety in the kitchenKnife SafetyHazard Analysis critical control pointEat well GuideProtein FoodsMicronutrients: Calcium and IronMacronutrients: ProteinMacronutrients: Carbohydrate**Technical Knowledge: Felt Making**A textiles unit investigating natural fibres and traditional felt production methods. | **Practical lessons;** Paper laminating woodShearingDrilling into metalPlanishing VarnishingJoining unlike materials**Theory Lessons;** Research task into metal processesImage board Wood laminatingVectorising images**Technical Knowledge: Smart Materials**Introduction to Thermochromic & Photochromic, polymorph and other smart materialsExperimenting with thermochromic inks to make fabric stencils. | **Practical lessons;** Joining manufactured boardsDrilling – woodsFilingFinishingWood joints**Theory Lessons;** Steampunk style researchManufactured boards Surface finishesTypes 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. |