Armthorpe Academy – Department ‘Scheme of Learning’-

Design Technology & Food Studies

Year 7 Technologies (1x lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Food Studies **Fundamental Skills- Food Safety & Food Preparation Skills**													Product Design: Resistant Materials **Acrylic Key Fob**												Design Communication **Mobile Phone Stand**													
Learning Outcomes	**Food Safety** Preparing Food Safety Food Spoilage Storing Food Safely Food Poising Uses of Microorganisms **Food Preparation (**General Practical Skills) - Be able to measure & Weigh ingredients. - Successfully organise ingredients. - Be able to select and adapt cooking times. - Test food to check if it is cooked. - Understand how food affects senses. - Practice how to garnish and decorate food. - Safely use different knives for different uses. - Cut fruit and vegetables in different ways. - Understand & Practice how chicken & fish can be portioned. - Be able to prepare fruit and vegetables in different ways.													**Workshop Safey – MB7, DA7** Health and Safety in the workshop Safe Behaviours Personal Protective Equipment Signs and signage **Design Skills - DA1, DA2, DA3, DA7, DA8, DB1, DB2, DB9, EA1** Introduction and consolidation of the 4 stages of Design - IDEA Investigate - Design Brief, Researching, interviewing questions and analysis, Ergonomics and Anthropometrics Design - Initial idea generation, idea selection and development, decision making and analysis Engineer - Prototyping, material selection, tools and their proper usage Assess - Evaluation Criteria, Self and Peer Evaluation, ACCESS FM **Practical Skills – MA7, MB9, EA1** Measuring, Dimensioning and Marking Out Pencil and rule line work, accuracy of line, legibility or annotations Basic understanding of material types Cutting and Shaping – Coping Saw, Junior Hacksaw Smoothing and Polishing – File, Glasspaper, Emery Cloth Pillar Drill Usage -- **AO1- Research & write about work** **DA 1** - research & develop detailed design specifications to guide their thinking & making. **DA 2** - use research including the study of different cultures, to identify and understand user need. **DA 3** - be able to identify materials used in design and production of product. **AO2- Contextual Knowledge**												**Workshop Safey – MB7, DA7** Health and Safety in the workshop Safe Behaviours Personal Protective Equipment Signs and signage **Design Skills - DA1, DA2, DA3, DA7, DA8, DB1, DB2, DB9, EA1** Introduction and consolidation of the 4 stages of Design - IDEA Investigate - Design Brief, Researching, interviewing questions and analysis, Ergonomics and Anthropometrics Design - Initial idea generation, idea selection and development, decision making and analysis Engineer - Prototyping, material selection, tools and their proper usage Assess - Evaluation Criteria, Self and Peer Evaluation, ACCESS FM **Practical Skills – MA7, MB9, EA1** Measuring, Dimensioning and Marking Out Pencil and rule line work, accuracy of line, legibility or annotations Basic understanding of material types Cutting and Shaping – Coping Saw, Junior Hacksaw Smoothing and Polishing – File, Glasspaper, Emery Cloth Pillar Drill Usage -- **AO1- Research & write about work** **DA 1** - research & develop detailed design specifications to guide their thinking & making. **DA 2** - use research including the study of different cultures, to identify and understand user need. **DA 3** - be able to identify materials used in design and production of product. **AO2- Contextual Knowledge** **DA 7** - understand a range of relevant domestic, local and industrial contexts, such as the home, health, leisure, culture, engineering, manufacturing, construction, food, energy, agriculture and fashion.													

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Assessment	Baseline Assess (Skills & Knowledge) WIN Marking Summative Assessment	Baseline Assess Skills (Mindmapping & Communicating Design) WIN Marking Summative Assessment	Baseline Assess Skills (Mindmapping & Communicating Design) WIN Marking Summative Assessment
Gatsby / SMSC	**Spiritual Education** The process of creative thinking and innovation inspires students to use new skills, which can develop a self-confidence and belief in their skills and abilities. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome.- Technology through time. **Moral Education** A focus upon the moral dilemmas raised in designing and making new products. Understanding the wider impacts on the environment when designing and making new products and expect them to carefully consider the materials & components they will use when designing and making. We encourage sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the world. The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy. **Social Education** Self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. (We also encourage students to give each other reminders when standards fall short of the collective expectation) This helps to establish and maintains a safe, secure, learning environment. We encourage students to work with other and to accept each other's unique personality. We encourage conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism as a way to improve students learning outcomes. **Cultural Education** We develop wider cultural awareness in design technology through projects that have a connection with our heritage and how our industrial routes have shaped our nation. We expand student's knowledge of other cultures influences on design and manufacture. This includes an awareness of the influences digital manufacturing developments from other countries is having on the designing and making of products that we use.		

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Topic/Theme	Food Studies **Food Science & Food Nutrition & Health + Skills**													Product Design: Resistant Materials **Acrylic Key Fob**												Design Communication **Mobile Phone Stand**													
Learning Outcomes	**Food Science** Why food is cooked. Understand heat transfer methods. Understand and practice a range of cooking methods: - Water-based - Fat-based - Dry methods Understand changing properties- Proteins, Carbohydrates, Fats and Oils. Understand and use raising agents. **Food Nutrition & Heath** Understand Proteins, Fats, Carbohydrates Understand Vitamins- Fat-soluble, Water Soluble. Understand Minerals and Trace Elements, Fibre & Water Understand and demonstrate the Healthy Eating Guidelines Understand the different nutritional needs of different age groups, energy needs, diets. Be able to plan meals for different age groups. **Practical Skills** - Use the oven, grill and hob for a range of cooking methods. - Use different equipment to speed up food prep & cooking. - Prepare, shape & combine food in different ways. - Be able to make a roux, blended & all in one sauce. - Be able to make a stable emulsion sauce. - Understand and practice sweet & savoury sauces.													**Workshop Safey – MB7, DA7** Health and Safety in the workshop Safe Behaviours Personal Protective Equipment Signs and signage **Design Skills - DA1, DA2, DA3, DA7, DA8, DB1, DB2, DB9, EA1** Introduction and consolidation of the 4 stages of Design - IDEA Investigate - Design Brief, Researching, interviewing questions and analysis, Ergonomics and Anthropometrics Design - Initial idea generation, idea selection and development, decision making and analysis Engineer - Prototyping, material selection, tools and their proper usage Assess - Evaluation Criteria, Self and Peer Evaluation, ACCESS FM **Practical Skills – MA7, MB9, EA1** Measuring, Dimensioning and Marking Out Pencil and rule line work, accuracy of line, legibility or annotations Basic understanding of material types Cutting and Shaping – Coping Saw, Junior Hacksaw Smoothing and Polishing – File, Glasspaper, Emery Cloth Pillar Drill Usage **AO1- Research & write about work** **DA 1** - research & develop detailed design specifications to guide their thinking & making. **DA 2** - use research including the study of different cultures, to identify and understand user need. **DA 3** - be able to identify materials used in design and production of product. **AO2- Contextual Knowledge** **DA 7** - understand a range of relevant domestic, local and industrial contexts, such as the home, health, leisure, culture, engineering, manufacturing, construction, food, energy, agriculture and fashion.												**Workshop Safey – MB7, DA7** Health and Safety in the workshop Safe Behaviours Personal Protective Equipment Signs and signage **Design Skills - DA1, DA2, DA3, DA7, DA8, DB1, DB2, DB9, EA1** Introduction and consolidation of the 4 stages of Design - IDEA Investigate - Design Brief, Researching, interviewing questions and analysis, Ergonomics and Anthropometrics Design - Initial idea generation, idea selection and development, decision making and analysis Engineer - Prototyping, material selection, tools and their proper usage Assess - Evaluation Criteria, Self and Peer Evaluation, ACCESS FM **Practical Skills – MA7, MB9, EA1** Measuring, Dimensioning and Marking Out Pencil and rule line work, accuracy of line, legibility or annotations Basic understanding of material types Cutting and Shaping – Coping Saw, Junior Hacksaw Smoothing and Polishing – File, Glasspaper, Emery Cloth Pillar Drill Usage **--** **AO1- Research & write about work** **DA 1** - research & develop detailed design specifications to guide their thinking & making. **DA 2** - use research including the study of different cultures, to identify and understand user need. **DA 3** - be able to identify materials used in design and production of product. **AO2- Contextual Knowledge** **DA 7** - understand a range of relevant domestic, local and industrial contexts, such as the home, health, leisure, culture, engineering, manufacturing, construction, food, energy, agriculture and fashion. **DA 8** - consider the influence of a range of lifestyle factors and consumer choices when designing products, while considering sustainability and the 6Rs.													

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The process of creative thinking and innovation inspires students to use new skills, which can develop a self-confidence and belief in their skills and abilities.
It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome.- Technology through time.
Moral Education
A focus upon the moral dilemmas raised in designing and making new products.
Understanding the wider impacts on the environment when designing and making new products and expect them to carefully consider the materials & components they will use when designing and making.
We encourage sustainable thinking through the active application of the ‘6 R’s’ and to highlight the impact on environmentally sensitive areas of the world.
The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy.
Social Education
Self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. (We also encourage students to give each other reminders when standards fall short of the collective expectation)
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Year 9 Technologies (1x lessons p/week)

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Topic/Theme	Food Studies **Food Choice & Food Provenance +Skills**	Product Design: Resistant Materials **Acrylic Key Fob**	Design Communication **Mobile Phone Stand**
Learning Outcomes	**Food Choice** Understand influence on food choice. Understand cultural, religious, and moral food choices. Understand Food labelling and the influences of marketing on food choices. Practice sensory testing of foods. **Food Provenance** Understand waste food & packaging. Understand the difference between grown food, reared food and caught foods. Understand Food miles and Carbon footprint. Introduction to global food processing, primary food processing & secondary food processing. **Practical Skills** - Be able to make marinades to tenderise & flavour food. - Be able to make a variety of different doughs. - Be able to shape and finish dough in different ways. - Be able to use different raising agents. - Be able to set mixtures using gelation. - Be able set mixtures using egg.	**Workshop Safey – MB7, DA7** Health and Safety in the workshop Safe Behaviours Personal Protective Equipment Signs and signage **Design Skills - DA1, DA2, DA3, DA7, DA8, DB1, DB2, DB9, EA1** Introduction and consolidation of the 4 stages of Design - IDEA Investigate - Design Brief, Researching, interviewing questions and analysis, Ergonomics and Anthropometrics Design - Initial idea generation, idea selection and development, decision making and analysis Engineer - Prototyping, material selection, tools and their proper usage Assess - Evaluation Criteria, Self and Peer Evaluation, ACCESS FM **Practical Skills – MA7, MB9, EA1** Measuring, Dimensioning and Marking Out Pencil and rule line work, accuracy of line, legibility or annotations Basic understanding of material types Cutting and Shaping – Coping Saw, Junior Hacksaw Smoothing and Polishing – File, Glasspaper, Emery Cloth Pillar Drill Usage **AO1- Research & write about work** **DA 1** - research & develop detailed design specifications to guide their thinking & making. **DA 2** - use research including the study of different cultures, to identify and understand user need. **DA 3** - be able to identify materials used in design and production of product. **AO2- Contextual Knowledge** **DA 7** - understand a range of relevant domestic, local and industrial contexts, such as the home, health, leisure, culture, engineering, manufacturing, construction, food, energy, agriculture and fashion. **DA 8** - consider the influence of a range of lifestyle factors and consumer choices when designing products, while considering sustainability and the 6Rs. **AO3- Drawing & Designing** **DB 1** - use 2D drawing techniques to model their ideas.	**Workshop Safey – MB7, DA7** Health and Safety in the workshop Safe Behaviours Personal Protective Equipment Signs and signage **Design Skills - DA1, DA2, DA3, DA7, DA8, DB1, DB2, DB9, EA1** Introduction and consolidation of the 4 stages of Design - IDEA Investigate - Design Brief, Researching, interviewing questions and analysis, Ergonomics and Anthropometrics Design - Initial idea generation, idea selection and development, decision making and analysis Engineer - Prototyping, material selection, tools and their proper usage Assess - Evaluation Criteria, Self and Peer Evaluation, ACCESS FM **Practical Skills – MA7, MB9, EA1** Measuring, Dimensioning and Marking Out Pencil and rule line work, accuracy of line, legibility or annotations Basic understanding of material types Cutting and Shaping – Coping Saw, Junior Hacksaw Smoothing and Polishing – File, Glasspaper, Emery Cloth Pillar Drill Usage **--** **AO1- Research & write about work** **DA 1** - research & develop detailed design specifications to guide their thinking & making. **DA 2** - use research including the study of different cultures, to identify and understand user need. **DA 3** - be able to identify materials used in design and production of product. **AO2- Contextual Knowledge** **DA 7** - understand a range of relevant domestic, local and industrial contexts, such as the home, health, leisure, culture, engineering, manufacturing, construction, food, energy, agriculture and fashion. **DA 8** - consider the influence of a range of lifestyle factors and consumer choices when designing products, while considering sustainability and the 6Rs. **AO3- Drawing & Designing** **DB 1** - use 2D drawing techniques to model their ideas. **DB 2** - produce models of their ideas to test out their ideas **DB 9** - develop and communicate design ideas using annotated sketches

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A04- Making & Evaluating

MA 7 - select appropriately from specialist tools, techniques, processes, equipment and machinery, including computer-aided manufacture

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Food Studies Year 10 (3x lessons p/week)

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<td>Topic/Theme</td>
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Health and Safety & Nutritional Review + Skills</td>
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<tr><th></th><th colspan="10">Fundamental Skills- Food Safety, Food Choice & Food Preparation Skills</th><th colspan="11"></th><th colspan="11">Nutrition, Hospitality and Catering industry & Menu Planning +Skills</th></tr>
<tr><td>Learning Outcomes</td><td colspan="10">Unit 2.3.3
Food Safety
Preparing Food Safety
Food Spoilage
Storing Food Safely
Food Poising
Uses of Microorganisms

Food Choice
Understand influence on food choice.
Understand cultural, religious, and moral food choices.
Understand Food labelling and the influences of marketing on food choices.
Practice sensory testing of foods.

Unit 2.3.1
Food Preparation (General Practical Skills)
- Be able to measure & Weigh ingredients.
- Successfully organise ingredients.
- Be able to select and adapt cooking times.
- Test food to check if it is cooked.
- Safely use different knives for different uses.
- Cut fruit and vegetables in different ways.
- Understand & Practice how chicken can be portioned.
- Be able to prepare fruit and vegetables in different ways.
- Understand and practice sweet & savoury sauces.
- Be able to make a roux, blended & all in one sauce.
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1.3.1 Health and safety in hospitality and catering provision
1.3.2 Food Safety
Unit 1.4
1.4.1 Food related causes of ill health
1.4.2 Symptoms and signs of food-induced ill health
1.4.3 Preventative control measures of food-induced ill health
1.4.4 The Environmental Health Officer (EHO)

Unit 2.4
2.4.1 Reviewing of dishes
2.4.2 Reviewing own performance

Unit 2.3.1 & 2.3.2
Practical Skills
- Use the oven, grill and hob for a range of cooking methods.
- Use different equipment to speed up food prep & cooking.
- Prepare, shape & combine food in different ways.
- Be able to make a stable emulsion sauce.
- Understand how food affects senses.
- Practice how to garnish and decorate food.
- Understand & Practice how fish can be portioned.</td><td colspan="11">Unit 1.1
1.1.1 Hospitality and catering providers
1.1.2 Working in the hospitality and catering industry
1.1.3 Working conditions in the hospitality and catering industry
1.1.4 Contributing factors to the success of hospitality and catering provision
Unit 1.2
1.2.1 The operation of the front and back of house
1.2.2 Customer requirements in hospitality and catering
1.2.3 Hospitality and catering provision to meet specific requirements

Unit 2.1
2.1.1 Understanding the importance of nutrition
2.1.2 How cooking methods can impact on nutritional value

Unit 2.2
2.2.1 Factors affecting menu planning
2.2.2 How to plan production

Unit 2.3.1 & 2.3.2
Practical Skills
- Be able to make marinades to tenderise & flavour food.
- Be able to make a variety of different doughs.
- Be able to shape and finish dough in different ways.
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Food Studies Year 11 (3x lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	NEA1: Food Investigation (30 Marks) **Exam Knowledge Preparation & Food Skills**													NEA2: Food Preparation Assessment (70 Marks) Exam Knowledge Preparation																									
Learning Outcomes	**Food Skills** - Knife skills, e.g. fillet a chicken breast, portion a chicken, fillet fish - Prepare fruit and vegetables - Prepare combine and shape - Tenderise and marinate - Select and adjust a cooking process - Weigh and measure accurately - Preparation of ingredients and equipment - Use of equipment, e.g. blender, food processor, mixer and microwave - Water based methods using the hob, e.g. steaming, boiling and simmering, blanching, poaching - Dry heat and fat based methods using the hob, e.g. dry frying, pan (shallowing frying), stir frying - Using the grill, e.g. char, grill or toast - Using the oven, e.g. baking, roasting, casseroles and/or tagines, braising - Make sauces, e.g. blended white sauce (roux and all in one), reduction sauce, emulsion sauce - Set a mixture – removal of heat (gelation) - Set a mixture – heating (coagulation) - Use of raising agents, e.g. use egg (colloidal foam), chemical raising agents, steam (choux pastry, batter) - Make a dough, e.g. shortening, gluten formation, fermentation (proving) for bread, pastry and pasta - Shaping and finishing a dough - Test for readiness - Judge and manipulate sensory properties, e.g. how to taste and season, change taste and aroma, change texture and flavour, presentation, food styling and portioning													Revision of Previous learnt & practiced knowledge Year 10. (See Year 10 for content). **Exam Knowledge Preparation** Fundamental Skills- Food Safety & Food Preparation Skills Exam Knowledge Preparation Food Science & Food Nutrition & Health + Skills Exam Knowledge Preparation Food Choice & Food Provenance +Skills																									
Assessment	Post Summer Tutorial				Tutorial Form							Summative Marking						Tutorial Form						Tutorial Form						Summative Marking NEA 1 & 2									
Gatsby / SMSC	**Spiritual Education** The process of creative thinking and innovation inspires students to use new skills, which can develop a self-confidence and belief in their skills and abilities. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome.- Technology through time. **Moral Education** A focus upon the moral dilemmas raised in designing and making new products. Understanding the wider impacts on the environment when designing and making new products and expect them to carefully consider the materials & components they will use when designing and making. We encourage sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the world. The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy. **Social Education** Self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. (We also encourage students to give each other reminders when standards fall short of the collective expectation) This helps to establish and maintains a safe, secure, learning environment. We encourage students to work with other and to accept each other's unique personality. We encourage conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism as a way to improve students learning outcomes.																																						

	Cultural Education We develop wider cultural awareness in design technology through projects that have a connection with our heritage and how our industrial routes have shaped our nation. We expand student’s knowledge of other cultures influences on design and manufacture. This includes an awareness of the influences digital manufacturing developments from other countries is having on the designing and making of products that we use.						