Statement of Intent

Design & Technology (D&T) and Food Preparation & Nutrition (FP&N) in our school will equip students with the knowledge, understanding and skills required to solve real world problems through a range of contexts involving problem solving principles. Students will develop skills to analyse, design, make and evaluating the products they create and cook whilst enabling them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills and future job opportunities.

Key Stage 3 Curriculum

The year is split into two subject areas; catering and design and technology. The students will cover different topics per term in D&T. They will also complete a different dish or theory task weekly in catering. Homework is set once a week and the expected completion time is 30 minutes.

Key Stage 4 Curriculum

Food Preparation and Nutrition

The students will complete the Eduqas GCSE Food Preparation and Nutrition qualification, which now has a large focus on food science. It is divided into three parts: two non-examined assessments (50% of total marks) and one written exam (50% of total marks). During the course the students will attend 3 lessons a week and will be expected to complete 45 minutes of homework per week.

Design and Technology

The students will complete the AQA GCSE Design & Technology qualification that has dedicated mathematical based content. It is divided into two parts: one non-examined assessments (50% of total marks) and one written exam (50% of total marks). During the course the students will attend 3 lessons a week and will be expected to complete 45 minutes of homework per week.

Extended Learning

What we offer to extend the learning of our students

We have a range of exciting extra-curricular clubs. Currently we offer Game Design Club (linked to BAFTA Awards), Land Rover 4x4inSchools Club (in partnership with Land Rover and Jaguar engineers), Dyson Engineers Club, Vans Trainer Design Club, Design Ventura Club (creating objects to be sold in the design museum), Food Club and the London Leaders Award.

What parents can do to support extended learning in this subject

To help support the student parents could encourage their children to use a sketchbook and practice a range of drawing techniques. Parents could assist inspiration by taking their child to a design shows and encouraging them to ask questions about why everyday products have been made. Additionally, you could visit exhibitions and galleries and encourage students to watch cookery programmes or try out new recipes.
# Design & Technology; Catering

## KS3 Curriculum Map

<table>
<thead>
<tr>
<th>Year</th>
<th>Half term 1</th>
<th>Half term 2</th>
<th>Half term 3</th>
<th>Half term 4</th>
<th>Half term 5</th>
<th>Half term 6</th>
</tr>
</thead>
</table>
| Year 7 | Letters for a Lighthouse Catering  
- H&S and intro to Catering  
- Measuring  
- Weighing | Catering  
- Basic skills  
- Ratios  
- Measuring, weighing | Catering  
- Cake making methods  
- Measuring  
- Use of graphs, charts and tables  
- Production plans - tables | Light Project  
- Innovative, functional, appealing products that respond to needs? | Bag project  
- Select & use specialist equipment? | Key ring  
- Select & use specialist tools?  
- Develop & communicate ideas using annotated sketches, detailed plans? |
| Year 8 | Catering  
- Bread making  
- Measuring  
- Weighing | Catering  
- Pastry making  
- Measuring, weighing  
- Portioning | Catering  
- Cake making methods  
- High risk foods  
- Measuring  
- Calculations | Snake Toy  
- Research & exploration?  
- Understand user needs?? | Chocolate Box  
- Select & use CAM (Computer Aided Manufacture)?  
- Understand impact of developments in D&T on society & environment? | Cushion  
- Select & use specialist processes?  
- Study of cultures? |
| Year 9 | Catering  
- Sauces and main meals  
- Eggs project  
- Measuring, weighing  
- Gingerbread house design/construction. | Catering  
- Desserts  
- Measuring, weighing  
- Portioning | Catering  
- Main meals  
- Measuring, weighing  
- Marking out  
- Portioning  
- Costing  
- Shopping lists - tables | Shaky Hand Game  
- Understand responsibilities of designers, engineers & technologists?  
- Select & use specialist tools? | Radio  
- Test, evaluate & refine ideas & products against a specification? | Phone Holder  
- Develop & communicate ideas using 3D & mathematical models?  
- Understand & use the properties of materials to achieve functional solutions |
# Food Preparation & Nutrition

## KS4 Curriculum Map

### Eduqas GCSE Food Preparation and Nutrition

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Half term 1</th>
<th>Half term 2</th>
<th>Half term 3</th>
<th>Half term 4</th>
<th>Half term 5</th>
<th>Half term 6</th>
</tr>
</thead>
</table>
|         | Diet and Good Health  
   • Planning balanced diets.  
   • Energy requirements of individuals  
   Practical  
   • Fruit and vegetables | Principles of Nutrition  
   • Fats and Proteins  
   • Carbohydrates  
   • Minerals and trace elements  
   • Vitamins  
   Practical  
   • Milk, cheese and yogurt | Food Commodities  
   • Types of Food  
   Practical  
   • Cereals | Food Science  
   • Effects of cooking  
   • Microorganisms  
   • Function and chemical properties of food  
   • Food spoilage  
   • Storing food  
   Practical  
   • Meat, fish and poultry | Food Provenance  
   • British cuisines  
   • Food and the environment  
   • International cuisines  
   • Food production and processing  
   • Technological developments  
   Practical  
   • Meat, fish and poultry | Food Preparation  
   • Sensory preparation  
   • Factors influencing food choices  
   • Food choices  
   • Food labelling and marketing information  
   Practical  
   Soya, tofu, beans and seeds |

| Year 11 | NEA1  
   • Research and plan task  
   • Investigate working characteristics, functions and ingredients through practical | NEA1  
   • Analyse and evaluate the task | NEA2  
   • Investigate and plan task  
   • Select final menu to showcase skills and production plan | Examination Preparation  
   • Diet and good health  
   • Principles of nutrition  
   • Food commodities  
   • Food science  
   • Food Provenance  
   • Food Preparation | Examination Preparation  
   • Diet and good health  
   • Principles of nutrition  
   • Food commodities  
   • Food science  
   • Food Provenance  
   • Food Preparation | Examination Preparation  
   • Diet and good health  
   • Principles of nutrition  
   • Food commodities  
   • Food science  
   • Food Provenance  
   • Food Preparation |

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**Notes:**

- **Half term 1:** Diet and Good Health  
- **Half term 2:** Principles of Nutrition  
- **Half term 3:** Food Commodities  
- **Half term 4:** Food Science  
- **Half term 5:** Food Provenance  
- **Half term 6:** Food Preparation

**Year 10 Courses:**

- **Diet and Good Health:** Planning balanced diets, energy requirements of individuals.
- **Food Commodities:** Types of Food.
- **Food Science:** Effects of cooking, microorganisms, chemical properties of food.
- **Food Provenance:** British cuisines, food and the environment, international cuisines.
- **Food Preparation:** Sensory preparation, factors influencing food choices.

**Year 11 Courses:**

- **NEA1:** Research and plan task, investigate working characteristics, functions and ingredients through practical.
- **NEA2:** Investigate and plan task, select final menu to showcase skills and production plan.
- **NEA1:** Analyse and evaluate the task.
- **NEA2:** Prepare, cook and present a menu of three dishes.
- **Examination Preparation:** Diet and good health, principles of nutrition, food commodities, food science, food provenance, food preparation.

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**Additional Notes:**

- **Practical Activities:**
  - Cereals
  - Meat, fish and poultry
  - Soya, tofu, beans and seeds

**Further Resources:**

- **Diet and Good Health:** Planning balanced diets, energy requirements of individuals.
- **Food Commodities:** Types of Food.
- **Food Science:** Effects of cooking, microorganisms, chemical properties of food.
- **Food Provenance:** British cuisines, food and the environment, international cuisines.
- **Food Preparation:** Sensory preparation, factors influencing food choices.
### KS4 Curriculum Map

#### AQA GCSE Design & Technology

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Half term 1</strong></td>
<td><strong>NeA</strong></td>
</tr>
<tr>
<td>Core technical Principles</td>
<td>Identifying and investigating possibilities</td>
</tr>
<tr>
<td>New and emerging technologies</td>
<td>Producing design brief and specification</td>
</tr>
<tr>
<td>Energy generation and storage</td>
<td></td>
</tr>
<tr>
<td>New materials</td>
<td></td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td></td>
</tr>
<tr>
<td>Dyson Boat Challenge</td>
<td></td>
</tr>
<tr>
<td>London leaders Challenge/Sketching techniques</td>
<td></td>
</tr>
<tr>
<td><strong>Half term 2</strong></td>
<td><strong>Generating designs ideas</strong></td>
</tr>
<tr>
<td>Core Technical Principles</td>
<td>Developing ideas</td>
</tr>
<tr>
<td>Mechanical devices</td>
<td></td>
</tr>
<tr>
<td>Systems approach to designing</td>
<td></td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td></td>
</tr>
<tr>
<td>T-Shirt Screen printing/vinyl cutting</td>
<td></td>
</tr>
<tr>
<td><strong>Half term 3</strong></td>
<td><strong>Realising design ideas</strong></td>
</tr>
<tr>
<td>Specialist Technical Principles</td>
<td>Analysing &amp; evaluating</td>
</tr>
<tr>
<td>Mechanical devices</td>
<td></td>
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<tr>
<td>Systems approach to designing</td>
<td></td>
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<tr>
<td>Forces and stresses</td>
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<tr>
<td>Ecological and social footprint</td>
<td></td>
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<tr>
<td>Sources and origins</td>
<td></td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td></td>
</tr>
<tr>
<td>Ikea Chair/2D Design/Laser cutting</td>
<td></td>
</tr>
<tr>
<td><strong>Half term 4</strong></td>
<td><strong>Examination Preparation</strong></td>
</tr>
<tr>
<td>Specialist Technical Principles</td>
<td>Core technical principles</td>
</tr>
<tr>
<td>Stock forms, types and sizes</td>
<td>Specialist technical principles</td>
</tr>
<tr>
<td>Scales of production</td>
<td>Designing and making principles</td>
</tr>
<tr>
<td>Specialist techniques and processes</td>
<td></td>
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<tr>
<td><strong>Practical</strong></td>
<td></td>
</tr>
<tr>
<td>Dyson on the move/sketching/Photoshop</td>
<td></td>
</tr>
<tr>
<td><strong>Half term 5</strong></td>
<td><strong>Designing and Making Principles</strong></td>
</tr>
<tr>
<td>Designing and Making Principles</td>
<td>Tolerances</td>
</tr>
<tr>
<td>Investigating, primary and secondary data</td>
<td>Material management</td>
</tr>
<tr>
<td>Environment, social and economic challenge</td>
<td>Specialist tools and equipment</td>
</tr>
<tr>
<td>Design strategy</td>
<td>Special techniques and processes</td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td></td>
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<tr>
<td>Design Venture/3D Printing</td>
<td></td>
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<tr>
<td><strong>Half term 6</strong></td>
<td><strong>Designing and Making Principles</strong></td>
</tr>
<tr>
<td>Designing and Making Principles</td>
<td>Tolerances</td>
</tr>
<tr>
<td>Investigating, primary and secondary data</td>
<td>Material management</td>
</tr>
<tr>
<td>Environment, social and economic challenge</td>
<td>Specialist tools and equipment</td>
</tr>
<tr>
<td>Design strategy</td>
<td>Special techniques and processes</td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td></td>
</tr>
<tr>
<td>Dyson Energy efficiency/Blue Foam</td>
<td></td>
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</tbody>
</table>