

Subject and Year Group	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9
Design Technology	Students will complete a mini project taking them through the iterative design process. - Mini NEA 'Designing a clock'		Mini NEA 'Developing a design a clock.'		Mini NEA 'Making a clock.'	
Core Knowledge and skills	<p>Iterative design cycle.</p> <p>DESIGN</p> <p>Working within the GCSE NEA framework.</p> <p>Students have to design, test and manufacture a clock from a range of materials.</p>		<p>Iterative design cycle.</p> <p>DEVELOP</p> <p>Working within the GCSE NEA framework.</p> <p>Students have to design, test and manufacture a clock from a range of materials.</p>		<p>Iterative design cycle.</p> <p>MANUFACTURE.</p> <p>Working within the GCSE NEA framework.</p> <p>Students have to design, test and manufacture a clock from a range of materials.</p>	
Assessment	Base line assessment and design ideas		Modelling assessment		Final product and end of year assessment.	
Food and Textiles Rotation	<p>Students will continue to learn new practical skills and be able to relate the nutrition of dishes to different people in society. They will consider factors that affect food choice including food availability, food waste ethical and environmental issues. Students will complete a vegan dishes tasting session, cook risotto and pastry cakes.</p>		<p>Enhanced practical skills through products made. Allergens and intolerances linked to dishes. Students will produce a healthy breakfast product linked to a specific target group. They will consider different types of establishment within the hospitality and catering industry and will design and make dishes that could be served at an event.</p>		<p>Textiles Product.</p> <p>A personalised product bringing together skills learnt through year 7 and 8. Introduction of the sublimation printer. Students will design their own image/logo using ICT software. They will use the sublimation printer to transfer the image to fabric which they will then incorporate into a small fabric product.</p>	
Core Knowledge and skills	<p>Deepen their knowledge and understanding of food and nutrition. To introduce them to the structure of nutrients. To develop nutritional understanding including the main nutrients, sources, and functions.</p> <p>Understand the nutritional needs of different people within society and be able to plan distinct products that suit their needs</p>		<p>Packaging and plastic pollution caused by the food industry and farming</p> <p>Demonstrate a wider range of food preparation and cooking techniques.</p> <p>Allergens advice on food packaging and menus.</p> <p>Develop their understanding of the hospitality and catering industry, commercial and non-commercial sectors.</p>		<p>To develop their textiles practical skills. To develop use of CAD/CAM resources. To produce a product which has been designed by the student and made using textiles manufacturing techniques.</p>	
Assessment	Baseline assessment prior to learning. Meal planning for teenagers. Sensory evaluation.		Awareness of ethical and environmental issues linked to the food industry focussing on reducing carbon footprint and meat consumption.		Elements of the design process will be assessed in their design work. Their final practical piece will also be assessed for their practical skills.	