

## CURRICULUM OVERVIEW 2020-2021

### SUBJECT: KS3 Technology

	D&T						Food Technology	
	CONTENT	SKILLS	CONTENT	SKILLS	CONTENT	SKILLS	Content	Skills
YEAR 8	<b>EXPLORE &amp; EVALUATE</b>  <i>Pop up card</i>	Freehand sketching 3D sketching – Isometric drawing; Orthographic drawing Annotation Rendering	<b>CREATE</b>  Final Prototype  <i>Money, money, money</i>	Safety & risk assessment in the workshop. Use of hand tools, <i>woodworking vice, tenon saw, coping saw, hegner saw, files, abrasive paper, measuring and marking out (pencil, steel rule, engineers square, compass</i> Finishing techniques	<b>EXPLORE &amp; EVALUATE</b>  <b>DESIGN THINKING &amp; COMMUNICATION</b>  <b>CREATE</b> Final Prototype  <i>Times Gone By</i>	Orthographic drawings Manufacturing specifications Using 2D design to develop ideas Preparing the laser cutter	<b>Food and Cooking</b> <ul style="list-style-type: none"> <li>• <b>What are the principles of The Eatwell guide and the 8 tips for healthy eating? and apply to own diet;</b>            demonstrate a range of food preparation and cooking techniques;            adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes;            recall and apply the principles of food hygiene and safety;</li> <li>• <b>How and why do people make different food and drink choices?</b>            demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;            demonstrate and apply their knowledge and understanding of food science;            consolidate literacy and numeracy skills by using them purposefully in order to learn;            track progress using the My learning journey booklet (cooking, nutrition, ingredients and creativity).</li> </ul>	Weigh Measure Peel Knead Cut, Slice, Chop Grate Mix and Combine Use the grill Use the hob Use the oven Deseed Rub-in Roll-out Divide Drain Whisk
YEAR 7	<b>CREATE</b>  Design Thinking & Communication          <i>Pop Up Card</i>	Freehand sketching 3D sketching – Isometric drawing; Orthographic drawing Annotation Rendering	<b>CREATE</b>  Design Thinking  Final Prototype  <i>Fruity Fobs</i>	Use of CAD tools to develop and model ideas CAM – preparing files for laser cutting	<b>EXPLORE &amp; CREATE</b>  Eco – Design  Ugly Dolls	Upcycling The six 'R's (recycle, reuse, rethink, repair, reduce and refuse), designing, planning, selecting and using tools, equipment, processes, safe working, presentation. Hand stitching Embellishing	<b>Diet and Health</b> <ul style="list-style-type: none"> <li>• <b>What are the principles of The Eatwell guide and the 8 tips for healthy eating? Apply to own and others diets</b></li> <li>• <b>What is energy and how do needs change through life?</b></li> <li>• <b>What are the key nutrients, sources and functions?</b>            adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of more complex dishes;            develop and demonstrate a wider range of food skills and techniques;            develop and demonstrate the principles of food hygiene and safety in a range of situations;</li> <li>• <b>What are the factors that affect food and drink choice?</b></li> </ul>	Weigh Measure Peel Knead Cut, Slice, Chop Grate Mix and Combine All-in-one Use the grill Use the hob Use the oven Use raw meat and poultry Deseed Rub-in Roll-out Shape Divide Drain

							<p>demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;          develop and apply their knowledge and understanding of food science;          apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios;          track progress using the My learning journey booklet (food skills, cooking, nutrition, ingredients, food provenance and creativity).</p>	
YEAR 9							<p><b>Making Choices</b></p> <ul style="list-style-type: none"> <li>• <b>What are the principles of The Eatwell Guide and how do we relate this to diet through life?</b></li> <li>• <b>What are dietary needs throughout life stage?</b></li> <li>• <b>How do we investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare?</b></li> <li>• <b>What are the characteristics of ingredients and how they are used in cooking?</b></li> <li>• <b>How do we adapt and follow recipes to prepare and cook a range of predominately savoury dishes?</b></li> </ul> <p>secure and demonstrate a range of food skills and techniques;          secure and demonstrate the principles of food hygiene and safety in a range of situations;</p> <ul style="list-style-type: none"> <li>• <b>How do we investigate and discuss new food trends?</b></li> </ul> <p>secure and demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;          extend and consolidate literacy and numeracy skills by using them purposefully in a range of everyday situations;          track progress using the My learning journey booklet (cooking, nutrition, ingredients, food provenance and creativity).</p>	<p>Weigh          Measure          Peel          Portion          Cutting, Slicing and Chopping          Grate          Mix and Combine          Form and shape          Use the grill          Use the hob          Use the oven          Deseed          Rub-in          Roll-out          Divide          Drain          Creaming</p>