

## YEAR 7 - Bilton School Planning for Progress over Time - Design and Technology Programme of Study

**INTENT:** To play a part in developing knowledge and understanding of the Design and Technology National Curriculum. Students are to apply this Food Technology knowledge over time and create a variety of dishes using the skills learnt.

**The bigger picture:** This scheme plays an important role within the technology curriculum as it is essentially teaching skills from the National Curriculum and preparing students for the challenges of key stage 4. **The Next Step:** This unit is preparation for the Engineering Design Course at Key stage 4. In particular, it focusses on Unit R107: Which is focussed on designing and developing design

	Key Stage 3	FOOD													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
	C&C														
	Lesson Objective:	Health and safety lessons	Knife skills	Eatwell guide	Fruit salad	L5- Carbohydrates	Apple crumble	L7- Protein	Pasta salad	L9- adapting diets	Flapjack	Sustainability	Roack Cakes	sustainability	Evaluation
	Progress and assessment	<p>Each teacher will FAR assess 2 aspects throughout the rotation and will assess using the criteria NYA, PASS, MERIT, DISTINCTION. All assessment feedback will be put onto a <u>departmental tracker</u> sheet that will rotate throughout the carousel.</p> <ol style="list-style-type: none"> <li><b>FAR:</b> Classwork task – week 1</li> <li><b>FAR:</b> Practical assessment</li> </ol>													

**IMPLEMENTATION**

	<b>Homework</b>	<b>Overview:</b> There will be 2 homework quizzes on Microsoft Forms online, this will be done via TEAMS. The assessments reat out of 12 and in the format of a multiple choice question and answer. The focus of the questions is to increase students understanding of national curriculum food technology, the national curriculum 6 key principles and careers linked to design. (The homeworks have been mapped across the department)
	<b>Key Vocabulary</b>	Protein, carbohydrates, fats, nutrients, energy balance, diet, sustainability
	<b>Connected Knowledge</b>	<b>Reference to learning map:</b> This unit will build a range of practical skill needed to produce a range of basic dishes. The theory content will focus on mainly healthy eating and diet and aims to give students a good understanding of the foods they should be eating. This content also links with the requirements of the Hospitality and catering course.
<b>IMPACT:</b> Students will be able to measure progress using department F.A.R tracking sheets and on SIMS through the PLC. This will show progress over time and prepare students for key stage 4 learning at Bilton School.		

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<b>Reference: Cambridge National - Level 1/2 Certificate: Engineering Design</b>	
R105	<b>Theory:</b> Design briefs, specifications and user
R106	<b>Analysis:</b> Product analysis and research
R107	<b>Designing:</b> Developing and presenting engineering
R108	<b>Making:</b> 3D design realisation
Unit 1	<b>Theory:</b> The Hospitality and Catering Industry
Unit 2	<b>NEA:</b> Practical: Hospitality and Catering in Action
<b>END POINTS:</b> At the end of the Food Unit students will be able to: 1) To learn to use a range of different pieces of equipment to demonstrate a number of techniques. 2) To learn the principles of healthy eating.	

2) To learn the principles of healthy eating.

3) To understand what seasonal food is.

Buzz words/phrases: Interpret, Analyse, Evaluate

**They will be able to do this by:**

1) They will produce a range of daily savory dishes to demonstrate the skills they have learnt.

2) They will recreate the eatwell guide and use it to assess their own diet.

3) Students will research seasonal food and produce a seasonal food chart for homework.