Design and Technology Curriculum – KS3 Overview *(completed on a class rotation basis throughout the year)*

Year	20 Week Rotation – Food Technology	20 Week Rotation – Graphic Production Design Technology
7	**Introduction to Food & Nutrition** • Recognise basic health and safety points. • How to wash up. • How to use a sharp knife with bridge and claw techniques to chop and slice. • How to grate safely. • Rubbing in method. • Using the oven. • Using a blender. • How to make some basic food products. • Learn the basics of healthy eating including vitamins and minerals. • Recognise basic equipment and its uses.	**Key Ring project: Computer software CAD CAM, 2D Design and Photoshop** • Introduction to CAD CAM – what it is and how it is used in school and industry. • Develop both hand drawn and digital design skills. • Developed use of computer programs e.g. 2D Design and Photoshop. • Packaging research and net development. • Product and packaging design. • Product and packaging manufacturing, using both hand skills and CAD CAM. • Materials research and understanding why we use a range of materials for different products.
8	**Kneading Doughs,** • Revisit of basic health and safety points. • Developing safe chopping, slicing, dicing skills with sharp knife. • Revisit of oven use and introduction to hob. • Know how to knead and why. • Know what a roux sauce is and how to make it. • How to make a variety of food products and the skills associated with them. • Learn about the functions of some common ingredients. • Know why we cook food. • Know some main cooking methods. • Know the 3 main methods of heat transfer to food. • Know the basic differences between making muffins in school and in factories.	**Jigsaw puzzle**: **Computer software Photoshop & Illustrator, Laser cutter.** Design and construct a jigsaw product and its packaging. • Continue to develop understanding of CAD CAM to create a jigsaw. • CAD CAM research. • Materials research, focusing on the materials used in the project for both the product and packaging. • Continuing to develop skills on 2D Design computer program. • What is the laser cutter and how does it 'make' products? • Finishing techniques to complete jigsaw product, using paints or pens. **Packaging:** • Introduction to PhotoShop, Illustrator and 2D Design – Using all three programs in conjunction with each other to create on product (packaging). • Group work to create jigsaw packaging. • What are the 6 key concepts of Graphic Design? (Line, imagery, tone, colour, typography, composition).

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9	• Revisit basic health and safety points. • Developing safe chopping, slicing, dicing skills with sharp knife. • Revisit of oven and hob use. • How to make a variety of increasingly complex food products and the skills associated with them. • Learn best practise for boiling, simmering, rolling, piping techniques and finishing skills. • Basic personalisation of recipes. • Know the 'Eatwell plate'. • Know more about carbohydrates. • Know more about Proteins. • Know more about pasta and pastry. • Know about macro and micro nutrients.	**Photoshop superhero: Poster, Storyboard, Computer software Photoshop & Illustrator.** • PhotoShop and Illustrator skills – focusing on the layers and filters to develop digital skills further. • Research the superhero / villain franchise and then create own character by hand, using graphic design tools e.g. light box. • Transfer design onto PhotoShop, adding colour and texture. • Create a poster for character using PhotoShop and illustrator. • Create a storyboard / comic strip in monochrome. • Develop story board on Photoshop and Illustrator. • Mini design tasks using Photoshop and Illustrator e.g. creating an emoji on illustrator, converting a photograph into a Banksy style image on Photoshop. These mini tasks are aimed to improve pupil's skills for future subject options, such a Graphic Design, Art and Media studies.

Design and Technology Curriculum – KS4 Overview

Year	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 5-6 weeks	Spring 2 5-6 weeks	Summer 1 5-6 weeks	Summer 2 6-7 weeks
10 Graphic Design	**Unit 1: 6 Key Concepts:** • Students must research and develop an understanding of the 6 key concepts: Colour, Tone, Line, Imagery, Typography and Composition. • 6 key concepts and how they link to graphic design. • Students must experiment with the 6 key concepts with mini design briefs • Evaluate their work and the process used.		**Unit 2: Linking to a designer and a design discipline** • Students will research a range of designers in their chosen discipline. • Students will produce identical work to their chosen design in any media. • Students will produce their own piece of work in the style of one of the designers in any media. • Students will evaluate and analyse the final designs and the process used.		• **Mock exam revision** • **Mock exam** – 5 hour Exam will be taken from a past paper. **Unit 3: Design Brief:** • Students will work from a design brief given by NCFE. • Use the 6 key components (Colour, Tone, Line, Imagery, Typography and Composition) to create initial design ideas and a final design outcome • Analyse and evaluate.	

Year	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 5-6 weeks	Spring 2 5-6 weeks	Summer 1 5-6 weeks	Summer 2 6-7 weeks
11 Graphic Design	**Unit 3: Design Brief continued:** • Students will work from a design brief given by NCFE. • Use the 6 key components (Colour, Tone, Line, Imagery, Typography and Composition) to create initial design ideas and a final design outcome • Analyse and evaluate.		**Unit 4: Portfolio** • Students will research design careers • Research different types of portfolios. • Students will then create their own portfolio, using work created in Unit 1, 2 and 3 and also producing new mini pieces, which will be in the form of digital and physical. • Students will analyse their portfolio work they have selected.	**External Exam:** • 10 hour exam taken over 2 days. • Pupils are given the examination paper at the start of the exam, which is a design brief in the same format as Unit 3. **Complete Units 3 and 4:** • Assessment and feedback given by the teacher and IQA (internal quality assurer). • Once grades are agreed they will be imported to NCFE and the EQA (external quality assurer) will review a sample of pupils marks. • If agreed marks are banked. • If the marks are not agreed, students can improve their work. • If work is not improved student grades may move down.	**Graphics course has been completed and submitted:**	**N/A**

Year	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 5-6 weeks	Spring 2 5-6 weeks	Summer 1 5-6 weeks	Summer 2 6-7 weeks
11 Food Preparation and Nutrition	**Theory lessons:** • Food, nutrition and health • Food science • Food safety • Food choice • Food provenance • Food preparation skills **Food Preparation Task**: **a concise project (no more than 20 sides of A4)** • Completed in lessons (20 hours). • Research and analysis of the task. • Evidence of technical skills • Evidence of planning and preparing the final dishes • Analysis and evaluation of the final dishes. **Practical lessons:** • Practical skills will continue to be developed, with a minimum of one practical lesson per fortnight. • The practical sessions will be linked to theory covered in class, for example producing sweet and sour chicken and cauliflower cheese whilst learning about sauce thickening. • Students will often be given an element of choice in the recipes produced. • Students will be expected to provide most ingredients for these lessons. Recipes will be provided via Teams in advance of the lesson.			**Food Preparation Task**: **a concise project (no more than 20 sides of A4) continued:** **Food Preparation Task Practical** (March 2022): **Practical lessons continued:**	**Revision for Written exam:** • Food, nutrition and health • Food science • Food safety • Food choice • Food provenance • Food preparation skills	**N/A**