

FOOD TECHNOLOGY

INTENT- KS3

Being able to prepare and cook an array of dishes is a skill that is required in all walks of life. It is a skill everyone needs to survive. During Key stage 3 students will learn to cook and apply the principles of nutrition and healthy eating through creating a variety of savoury and sweet dishes that are homemade. They will develop essential knife skills which will enable them to prepare fruit, vegetables and meat safely and hygienically. Students will also learn how to operate the hob and oven safely and effectively to produce good quality dishes. We aim to inspire all students of all abilities to gain a love of cooking while studying. Through the participation in practical and theory-based lessons students will adapt, modify, discuss, evaluate and analyse to produce products that suit a range of dietary requirements. Through key stage 3 in food technology students will build on the skills and knowledge they have already learnt at primary school, through key stage one and two. Although, this will vary from each school, tasks will be revised and modified to allow all students the same opportunities and progression routes into key stage 4.

SKILLS AND KNOWLEDGE

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
7	<ul style="list-style-type: none"> Developing their knowledge and understanding of ingredients and healthy eating through the Eatwell plate Developing their knowledge of the different methods of cooking Applying basic principles of personal and food safety and hygiene Making informed choices with their own diet consumer food and drink choices Specific ingredients to design a dish with specific purpose and can justify their choices Developing a basic knowledge of food preparation and cooking techniques 	<ul style="list-style-type: none"> Following a simple recipe using appropriate ingredients and equipment to prepare and cook a range of dishes Carrying out, with growing skill and accuracy, a range of practical activities demonstrating a range of food preparation and cooking techniques Developing creative, technical and practical expertise to perform everyday tasks with growing confidence Evaluating and testing their ideas and recipes Learning and using the cooker (hob, grill, oven) safely Weighing and measuring ingredients correctly Demonstrating the safe use of sharp knives Identifying small items of equipment and their uses Using the bridge hold and claw grip correctly
8	<ul style="list-style-type: none"> Understanding how heat is transferred to foods Recording their ideas effectively Developing their knowledge of the different methods of cooking Applying basic principles of personal and food safety and hygiene Making informed choices with their own diet consumer food and drink choices Specific ingredients to design a dish with specific purpose and can justify their choices Developing a basic knowledge of food preparation and cooking techniques 	<ul style="list-style-type: none"> Adapting and following a range of recipes using appropriate ingredients and equipment to prepare and cook a range of dishes Carrying out, with growing skill and accuracy, a range of practical activities demonstrating a range of food preparation and cooking techniques Developing creative, technical and practical expertise to perform everyday tasks with growing confidence Evaluating and testing their ideas and recipes Learning and using the cooker (hob, grill, oven) safely Weighing and measuring ingredients correctly Demonstrating the safe use of sharp knives Identifying small items of equipment and their uses Improving time management skills
9	<ul style="list-style-type: none"> Understanding of food provenance and food waste Adapting and following basic recipes to prepare and cook a range of dishes to suit different dietary needs Understanding of food terminology Demonstrating a range of food preparation and cooking techniques and independently apply the principles of food safety and hygiene Explaining the characteristics and functions of ingredients and how they influence the cooking process Extending their knowledge and understanding of food, diet, dietary requirements and health 	<ul style="list-style-type: none"> Demonstrating batch production and explaining the importance of portion control Adapting and following a range of recipes using appropriate ingredients and equipment to prepare and cook a range of dishes Carrying out, with growing skill and accuracy, a range of practical activities demonstrating a range of food preparation and cooking techniques Developing creative, technical and practical expertise to perform everyday tasks with growing confidence Evaluating and testing their ideas and recipes Learning and using the cooker (hob, grill, oven) safely Weighing and measuring ingredients correctly Demonstrating the safe use of sharp knives Identifying small items of equipment and their uses Improving time management skills

INTENT- KS4

During our key stage 4 curriculum we build on the strong foundations we have developed across key stage 3 in food technology, ensuring students feel confident and comfortable with the knowledge and skills they have developed in key stage 3 to applying them into key stage 4. The WJEC and Eduqas qualification has been designed to give learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication. Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity, while paying £38bn in taxation to fund important local and national services. Hospitality is the 3rd largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined.

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
10 & 11	<ul style="list-style-type: none"> Developing their knowledge and understanding of ingredients Developing their knowledge of the different methods of cooking Applying a range of principles of personal and food safety and hygiene Making informed choices with their own diet consumer food and drink choices Specific ingredients to design a dish with specific purpose and can justify their choices Developing a broad understanding and knowledge of food preparation and cooking techniques Developing their knowledge of the H&C industry Annotating and evaluating effectively using relevant language and key words 	<ul style="list-style-type: none"> Adapting and following a range of recipes using appropriate ingredients and equipment to prepare and cook a range of dishes Carrying out, with growing skill and accuracy, a range of practical activities demonstrating a range of food preparation and cooking techniques Developing creative, technical and practical expertise to perform everyday tasks with growing confidence Evaluating and testing their ideas and recipes Using the bridge hold and claw grip correctly Making use of appropriate online environments for the purpose of research, communication and learning, both individually and collaboratively

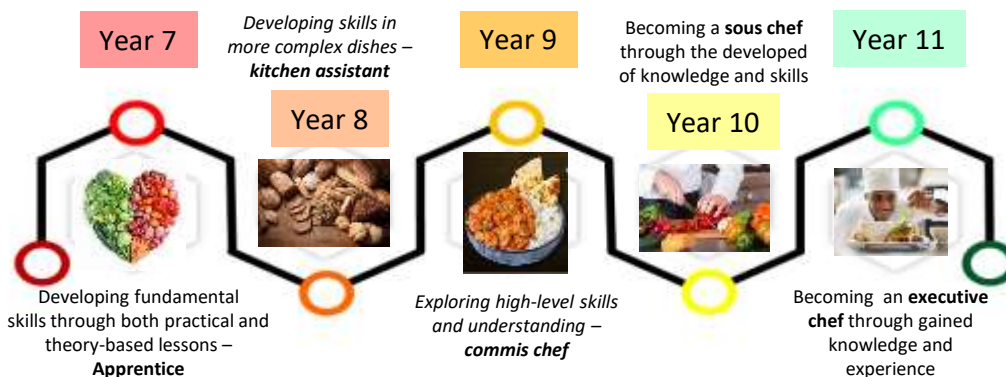
CURRICULUM LESSONS ALLOCATED OVER THE 2 WEEK TIMETABLE

Year 7	Year 8	Year 9	Year 10 H&C	Year 11 H&C
2 x one hour lessons	2 x one hour lessons	2 x one hour lessons	6 x one hour lessons	6 x one hour lessons

Qualification gained by the end of year 11: Level 1/2 Vocational Award in Hospitality and Catering

Whole school vision links developed in this subject	After school destinations linked to this subject	
<ul style="list-style-type: none"> Community links with local H&C businesses Opportunities to work on projects within local primary schools Inclusive for all – same setting but adapted work to suit Working with local providers to realise the potential for work experience within the creative industries within the local area Working with local providers Opportunities outside of the school community 	<ul style="list-style-type: none"> Counter service assistant Waiting staff Restaurant manager Catering manager Food manufacturing inspector Food technologist Hospitality manager Food teacher Sous chef 	<ul style="list-style-type: none"> Commis chef Housekeeping Consumer scientist Street food trader Food scientist

LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING - CURRICULUM THEMES



Cross Curriculum links in Food

- Maths – weighing and measuring out ingredients
- English – reading and following a recipe
- Geography – Origin of food

Year 7- Food Technology Curriculum



Curriculum theme: Developing fundamental skills through both practical and theory-based lessons.

Students will explore the concept and understand the importance of personal hygiene, kitchen hygiene while building up a foundation of knowledge to take through key stage 3 food technology.

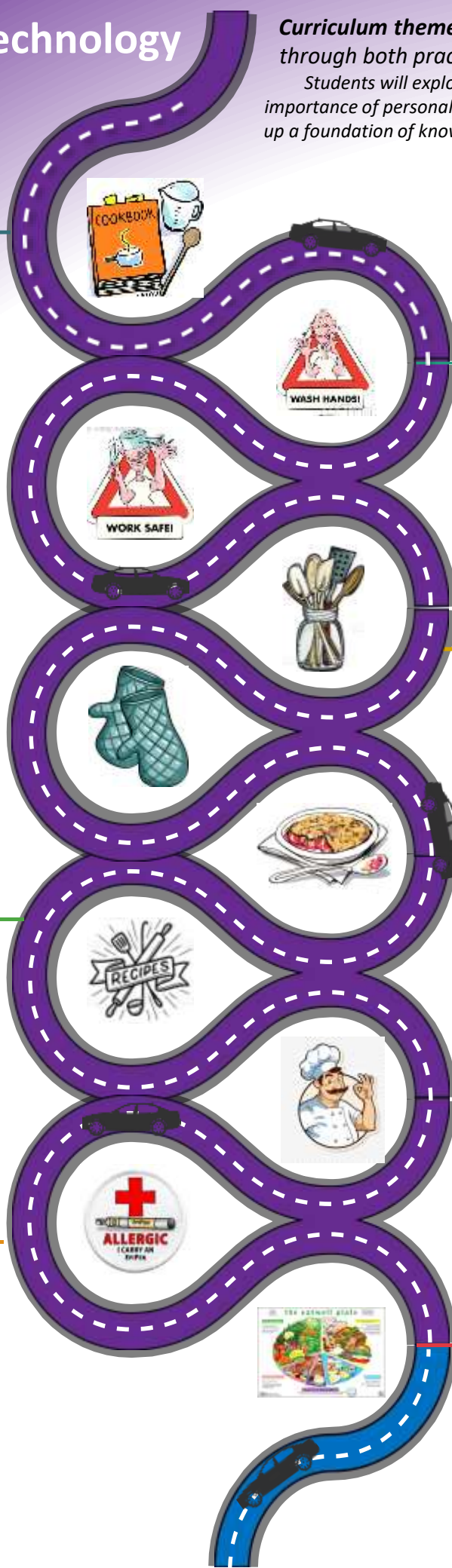
KS2 recap

During key stage 2 students are expected to be given the opportunity to **understand and apply the principles of a healthy and varied diet**.

During this unit students will build upon this prior knowledge and understanding by researching the **eatwell plate** and creating an illustrative and descriptive replica validating their understanding. Students will also put their prior knowledge to the test with **practical lessons** creating **healthy dishes** to take home.

As part of the unit students will develop their understanding of the different senses, linking to **sensory analysis**. This will include taste testing biscuits and completing a sensory analysis diagram; which will then help students complete further sensory analysis diagrams following practical lessons.

During this unit of work students will learn about **food allergies and food intolerances**, including lactose intolerance, coeliac disease, as well as developing their understanding of an EpiPen and food labelling linking to intolerances and allergies. This information and knowledge links into Hospitality and Catering at GCSE level.



The start of this unit of work will have students developing their awareness of the **dangers within a kitchen setting**; as well as their understanding of **personal and kitchen hygiene**. The students will then have the opportunity to show case their creative skills by devising a **visual, eye-catching poster** to clearly demonstrate their understanding of the above.

Students will develop their practical cooking skills by creating a **fruit crumble, scones, pasta salad and fruit salad**. These dishes have been chosen as these dishes allow students to learn basic equipment, basic knife skills, how to turn on and use a cooker safely as well as developing understanding into healthy eating.

From cooking these dishes, students will also develop their **literacy skills** from reading and following the recipes and **mathematic skills** by weighing out the different ingredients to ensure accuracy and making sure the recipes cook correctly.

Progressing into year 8

Student's will complete a practical end of unit assessment where they will pick one prior completed dish to modify, prepare and then make in assessment conditions in the kitchen independently, as well as a written assessment to check on new knowledge, understanding and practical skills using past GCSE questions.

Year 8- Food Technology Curriculum

Curriculum theme: Developing skills in more complex dishes

Students will explore the concept and understand the importance of challenging with high-level dishes and building on prior health and safety knowledge in the kitchen.

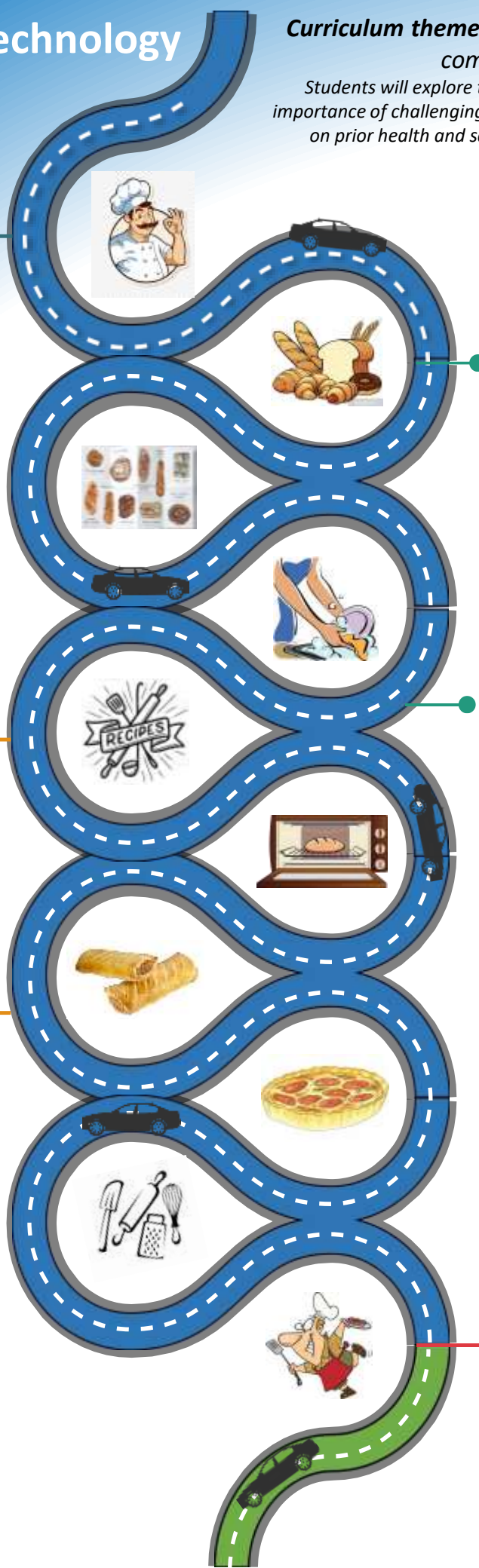


Year 7 recap

Students will complete a word search/quick fire question discussion based around the unit of work from year 7 to recap knowledge and understanding.

The second part of this unit of work will see students developing their understanding and knowledge into six different types of pastries and dishes best suited to each one. Students will look into **choux, short crust, puff/flaky, filo, suet and hot water pastry**. Making pastry is a high-level skill and links to GCSE Hospitality and Catering.

During this unit of work students will continue to develop their understanding of sensory analysis by completing a sensory analysis star diagram for the different dishes they will each make. Students will be introduced to new descriptive words to use depending on the dish.



The start of this unit will have students developing their understanding of the **different types of breads and breads from around the World**. The students will then have the opportunity to show case their creative skills by devising a visual, eye-catching leaflet to clearly demonstrate their understanding of the above.

Students will develop their practical cooking skills by creating a range of high-level dishes, including a range of **bread roll shapes, modified sweet or savoury bread, pizza roller, plus sausage rolls, quiche Lorraine** using homemade short crust pastry.

From cooking these dishes, students will develop further their **literacy skills** from reading and following the recipes and **mathematic skills** by weighing out the different ingredients to ensure accuracy and making sure the recipes cook correctly.

Progressing into year 9

Students will complete a practical end of unit assessment where they will pick one prior completed dish to modify, prepare and then make in assessment conditions in the kitchen independently, as well as a written assessment based around previous GCSE questions to check on developing knowledge, understanding and practical skills.

Year 9- Food Technology Curriculum



Curriculum theme: *Exploring high-level skills and understanding*

Students will explore the concept and understand the importance of building on prior knowledge supporting students into key stage 4 by developing understanding in functions of ingredients, nutritional needs of specific groups, food waste and environmental issues with the industry.

Year 8 recap

Students will complete a word search/quick fire question discussion based around the unit of work from year 8 to recap knowledge and understanding.

The unit for year 9 has been devised to challenge students with **high level skilled dishes**, using **high risk foods** and building on prior knowledge in the kitchen, linking to GCSE Hospitality and Catering.

In preparation for working with **high-risk foods**, students will expand their knowledge of the **different types of food poisoning bacteria** (linking to Hospitality and catering at GCSE level). The students will then have the opportunity to show case their creative skills by devising a visual, eye-catching leaflet to clearly demonstrate their understanding of the above.

As part of the National curriculum at key stage 3, students are expected to understand the source, seasonality and characteristics of a broad range of ingredients which will be developed into an independent research project.

Linking to Hospitality & Catering GCSE, students will be introduced to **temperature control**, **EHO's** and **nutritional needs of specific groups**.

As this unit of work, alongside the units in year 7 and 8, are created around developing students understanding and knowledge in preparation for GCSE Hospitality & Catering, students will be well equipped to take on their GCSE once these units of work have been completed.



This unit of work has been created to develop students understanding into **sauces** and **cook chill dishes**.

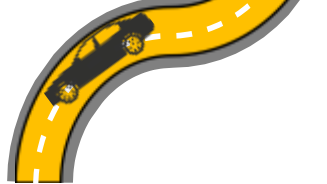
Students will start the unit looking at sauces and the **functions of ingredients within sauce making**.

Students will develop their practical cooking skills by creating a range of high-level dishes, including a **chicken curry, pasta bake, chicken and mushroom pie, beef cobbler and chilli con carne**.

Linking to Hospitality and Catering knowledge needed, students will be introduced to the **3R's**. Looking at **food waste** at home and within the H&C industry. Students will then have the opportunity to show case their creative skills by creating an eye-catching poster based on the above as well as completing some GCSE inspired questions linking to the information discussed.

Progressing into year 10

Students will complete a practical end of unit assessment where they will pick one prior completed dish to modify, prepare and then make in assessment conditions in the kitchen independently, as well as a written assessment based around GCSE questions to check on developing knowledge, understanding and practical skills.



Year 10- Hospitality and Catering



Year 9 recap

At the start of year 10 during the course introduction and within the first few weeks of term, students will sit a transition test made up from previous GCSE questions given during year 7, 8 and 9. During the course of year 10, students are expected to complete unit 2 – Hospitality and Catering in action (coursework unit, worth 60% of final GCSE grade). Unit 2 enables students to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus.

1.4.3 Preventative control measures of food-induced ill health

In this unit, working in connection with 1.4.1 and 1.4.2, students will develop their understanding into the control measures to prevent food-induced ill health.

1.3.2 Food safety

In this unit students will learn about the principles of Hazard Analysis and Critical Control Points (HACCP). This unit works in connection with 1.4.1/1.4.2/1.4.3/1.4.4.

1.1.2 Working in the H&C industry 1.1.3 Working conditions in the H&C industry

In this unit students need to be aware of the different types of contracts available within the industry, advantages and disadvantages of each; remuneration and benefits in the industry.

Over the course of the year, students will develop their understanding of the following units in preparation for their unit of coursework in the autumn term of year 11.

- o Understanding the importance of nutrition
- o Factors affecting menu planning
- o How cooking methods impact can impact on nutrition value
- o Plan to produce your two dishes
- o Preparation, cooking and presentation of dishes
- o Evaluation of cooking techniques

Curriculum theme: *Exploring the H&C industry*

Becoming a confident **sous chef** through the development of knowledge and skills in both practical and theory-based sessions.

1.1.1 Hospitality and Catering Provision

Students are introduced to the H&C industry as the opening unit, looking at commercial, non-commercial, residential and non-residential as well as the importance of standards and ratings.

1.4.1-1.4.2 Food related causes and symptoms of ill health

In this unit students will develop their understanding of what causes ill health such as allergies, bacteria, chemicals and intolerances, as well as their understanding of different types of food poisoning.

1.4.2 Symptoms and signs of food-induced ill health

Following on students will continue to deepen their knowledge of food related ill health by studying the symptoms and signs.

1.4.4 Environmental Health Officer (EHO)

In this unit students will learn about the role and responsibilities of an EHO.

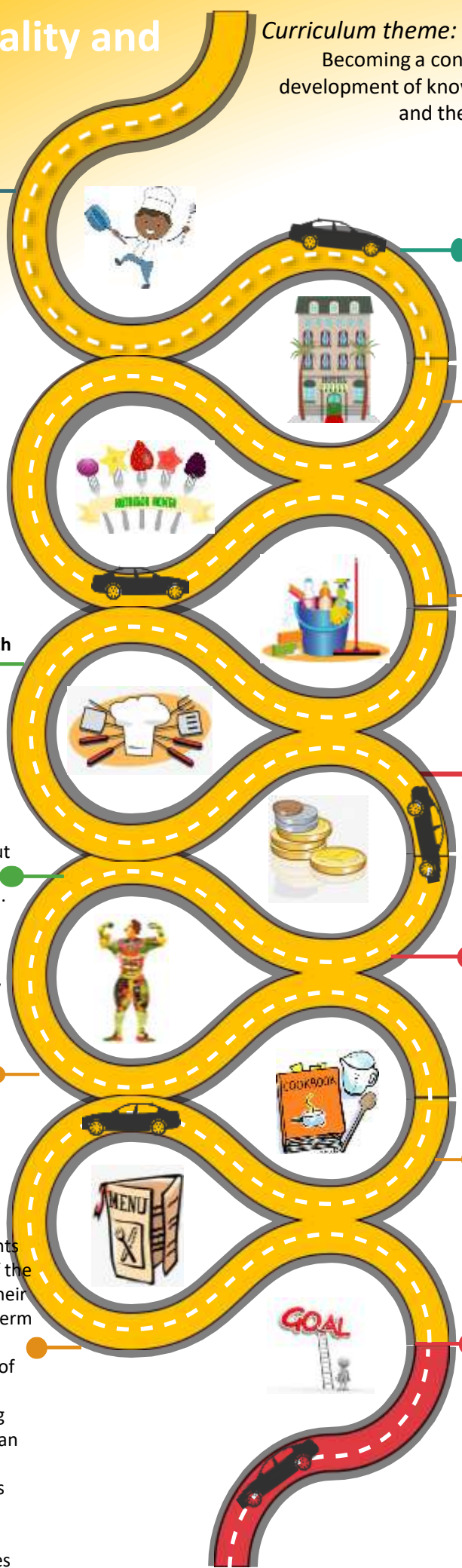
1.4.1-1.4.2 Food related causes and symptoms of ill health

Students will revisit some elements from earlier to delve further into developing their understanding of food allergies and intolerances.

Over the course of the year, students will dedicate some time to developing their understanding of the key terminology needed by researching definitions and demonstrating their understanding by putting them into their own words.

Progressing into year 11

As student complete year 10, they will have sat a number of internal assessments throughout term 2 and 3 to complete unit 2 which is worth 60% of students final GCSE grade. These assessments will be arranged of practical and written assessments and will be each graded in line with the GCSE exam board framework.



Year 11- Hospitality and Catering



Curriculum theme: **Becoming an executive chef**
Becoming an **executive chef** through gained knowledge and experience.

Year 10 Recap

During the autumn term of year 11 students will be focused on completion of unit 2 – Hospitality and Catering in action (60% of GCSE) alongside developing their understanding into the H&C industry further. Students will have examples of tasks from the end of year 10 to support in the completion.

1.2.1 The operation of front and back of house in Hospitality and Catering

In this unit students should be aware of the operational requirements of the front and back of house in the Hospitality and Catering industry.

1.1.4 Contributing factors to the success of hospitality and catering provision

In this unit students will learn about the basic costs incurred within the hospitality and catering industry, basic calculation of gross profit and net profit, be aware of the importance of environmental needs and impact as well as how technology impacts the H&C industry.

Exam

Students will sit unit 1 external exam in mid-June. The exam paper will focus on the H&C industry and will account for 40% of final grade. The exam will be 1 hour 20 minutes and have 80 marks available.

Unit 1 (external) and unit 2 (internal) will then be calculated together to give an overall grade. The grading system used will be Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction*

On completion of this course, students could go onto College and study a range of courses, depending on final overall GCSE grade, including, Level 2 Award/Diploma in Culinary Skills, NVQ Level 3 Professional Cooking, HNC in Hospitality Management, HND in Hospitality Management, Level 2 Food production and Cooking. There is also apprentice options such as Level 2 commis chef, Level 2 Hospitality Team Manager, Level 3 Chef de Partie, Level 3 Hospitality Supervision and Leadership, Level 3 Hospitality Supervisor or Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery).

For the unit of coursework students will complete the following tasks using prior knowledge, notes and research when appropriate from year 10:

- Understanding the importance of nutrition
- Factors affecting menu planning
- How cooking methods impact can impact on nutrition value
- Plan to produce your two dishes
- Preparation, cooking and presentation of dishes
- Evaluation of cooking techniques

From Early December (and in preparation for the Christmas break), students will be focused on completing end of unit revision booklets based on all relevant units to the external exam. At the end of each revision booklet, students will sit an end of unit assessment.

1.2.2 Customer requirements in the Hospitality and Catering

In this unit students will become aware of how H&C provision meets the requirements of customer needs, customer rights and inclusion and equality.

1.2.3 Hospitality and Catering provision to meet specific requirements

In this unit students will look at how H&C provision adapts to satisfy the ever-changing customer needs in relation to customer requirements, customer expectations and customer demographics.

From Easter students will be focussed on completing past papers independently. Each paper will then be teacher marked and graded, before students then get the opportunity to discuss paper and how they can achieve well in each question.

Potential destinations

Away from College options, students could also become an event's organiser, wedding planner, receptionist, waiter, waitress, chambermaid, cleaner, kitchen assistant, concierge, plongeur or kitchen porter as just some of the options students will have.



DESIGN TECHNOLOGY

INTENT- KS3

Within the world we live in, design technology is all around us and never far from anything we do or see, from the houses we live in or admire to the cars we drive that have all been designed, modelled, analysed and made and from the television programmes or films we watch to the advertisements, billboards or photographs we observe. Design technology is an inspiring, visual, domineering and practical subject that stimulates and broadens students to use their imagination and creativity to solve real and relevant problems in everyday life.

We aim to inspire all students of all abilities to gain a love of learning in the different areas of design technology we will study. Through the participation in practical and theory-based lessons students will investigate, discuss, analyse, design, model, make and evaluate. Through a variety of creative and practical activities, students will be taught the knowledge, understanding, skills and techniques needed to engage in an iterative process of designing and making and become more confident and prepared to participate successfully in an increasingly technological world.

Through key stage 3, design and technology will build on the skills and knowledge pupils have already learnt at primary school, through key stage one and two. Although, this will vary from each school, projects will be developed to allow all students the same opportunities and progression opportunities.

SKILLS AND KNOWLEDGE

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
7	<ul style="list-style-type: none"> Developing their understanding of grid enlargements Developing their understanding of one-point perspective drawing Developing their understanding of moodboards Annotating and evaluating effectively using relevant language and keywords to display a firm understanding Being able to plan, follow and use the design process to create successful products or outcomes 	<ul style="list-style-type: none"> Demonstrating understanding by independently creating one-point perspective drawings Demonstrating understanding by independently completing grid enlargements Demonstrating understanding by independently completing a moodboard
8	<ul style="list-style-type: none"> Developing ideas through purposeful investigations – research appropriately Annotating and evaluating effectively using relevant language and key words Developing their knowledge of the design and making process Be able to name and use appropriate tools and equipment Developing knowledge of a target market's needs and how this affects design ideas Understanding how to improve their work through using appropriately relevant success criteria Annotating and evaluating effectively using relevant language and keywords to display a firm understanding Being able to plan, follow and use the design process to create successful products or outcomes 	<ul style="list-style-type: none"> Identifying and understanding user needs through annotating a design brief Demonstrating the safe use of tools and equipment Making use of appropriate online environments for the purpose of research, communication and learning, both individually and collaboratively Identifying and solving design problems Understanding how to reformulate problems given to them
9	<ul style="list-style-type: none"> Apply knowledge of a range of techniques to finish/decorate a product and justify choices Developing ideas through purposeful investigations – research appropriately Annotating and evaluating effectively using relevant language and key words Developing their knowledge of the design and making process Be able to name and use appropriate tools and equipment Developing knowledge of a target market's needs and how this affects design ideas Understanding how to improve their work through using appropriately relevant success criteria Annotating and evaluating effectively using relevant language and keywords to display a firm understanding Being able to plan, follow and use the design process to create successful products or outcomes 	<ul style="list-style-type: none"> Identifying and understanding user needs through annotating a design brief Demonstrating the safe use of tools and equipment Making use of appropriate online environments for the purpose of research, communication and learning, both individually and collaboratively Identifying and solving design problems Understanding how to reformulate problems given to them

Year 7- DT/Graphic Curriculum



Curriculum theme: **Exploring graphical design**

Students will explore the concept and understand the importance of grid enlargements, one-point perspective and moodboards.

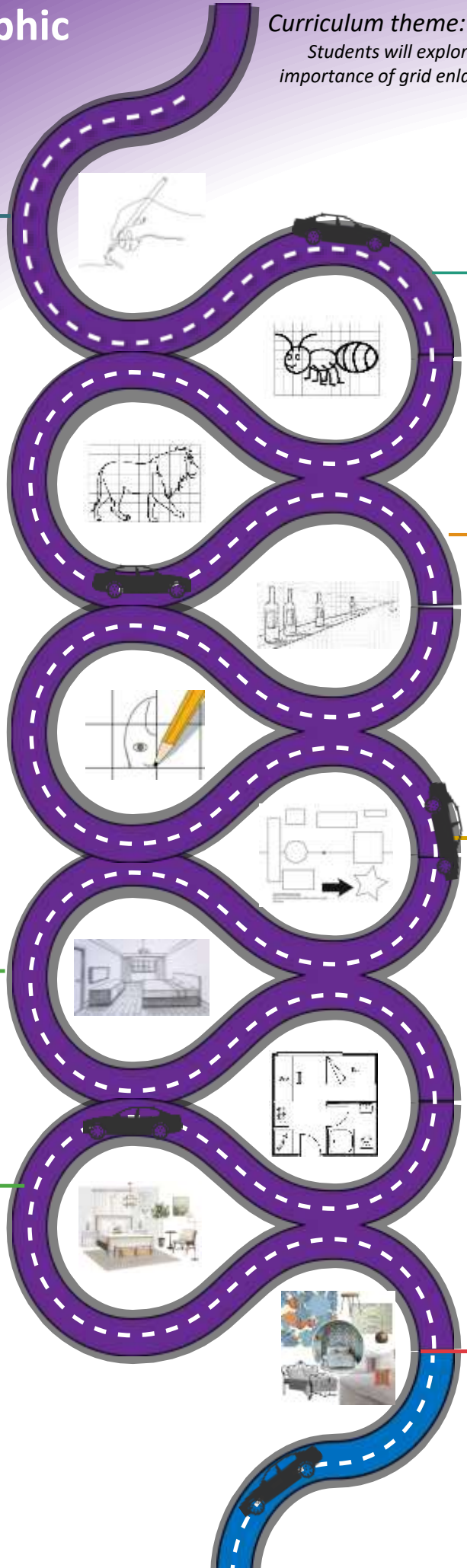
KS2 recap

During key stage 1 and 2 in design technology students should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).

This unit has been designed to build on the understanding that students will have limited understanding of graphics when they arrive at secondary school and will build on basic skills and knowledge to enable students to understand how to enlarge an image using a grid and grid references and design in one-point perspective. From there students will develop their understanding of how to create a moodboard.

From gaining the foundation of knowledge and understanding needed of using a vanishing point, students will then create a simple bedroom layout in one-point perspective in preparation for their end of unit assessment.

The final task of creating a moodboard (that will be the end of unit assessment) will be a collection of tasks to demonstrate the students' skills, understanding and knowledge gained from throughout the unit. The moodboard will be made of a detailed one-point perspective drawing of students' ideal bedroom, a bird's eye view of the bedroom and images to back up any furniture, accessories and features.



The start of this unit of work will give students the opportunity to develop their understanding and drawing skills on how to successfully enlarge an image using a grid.

Students will become familiar with enlarging objects in the next section and development point; in this case, bottles, using a vanishing point. In this task, students are only expected to use pencil to add tone, depth and detail. This will be the starting point to developing students understanding of one-point perspective.

Building on enlarging objects using a vanishing point, students will then turn 2D forms into 3D shapes giving the illusion the shapes are shooting out of the vanishing point. This task, alongside the enlarging bottles task will form the foundations of knowledge needed to create a one-point perspective drawing of a bedroom.

Progressing through key stage 3

Graphics will continue to run through key stage 3 in different aspects of different units due to the importance of designing and gaining understanding in drawing to allow students the freedom of designing.

Year 8- DT/Textiles Curriculum



Curriculum theme: **Exploring hand embroidery**

Students will explore the concept and understand the importance of hand embroidery by following a design brief to design and make a textile product.

Year 7 recap

This unit for year 8 students has been devised to challenge students in Textiles technology and work on expanding key elements from key stage 1 and 2 into key stage 3 of the National Curriculum. Students will continue to develop their understanding on the purpose of study, aims, design, make and evaluate sections as well as enriching their technical knowledge.

From designing, students will pick one idea to develop and make into a hand puppet

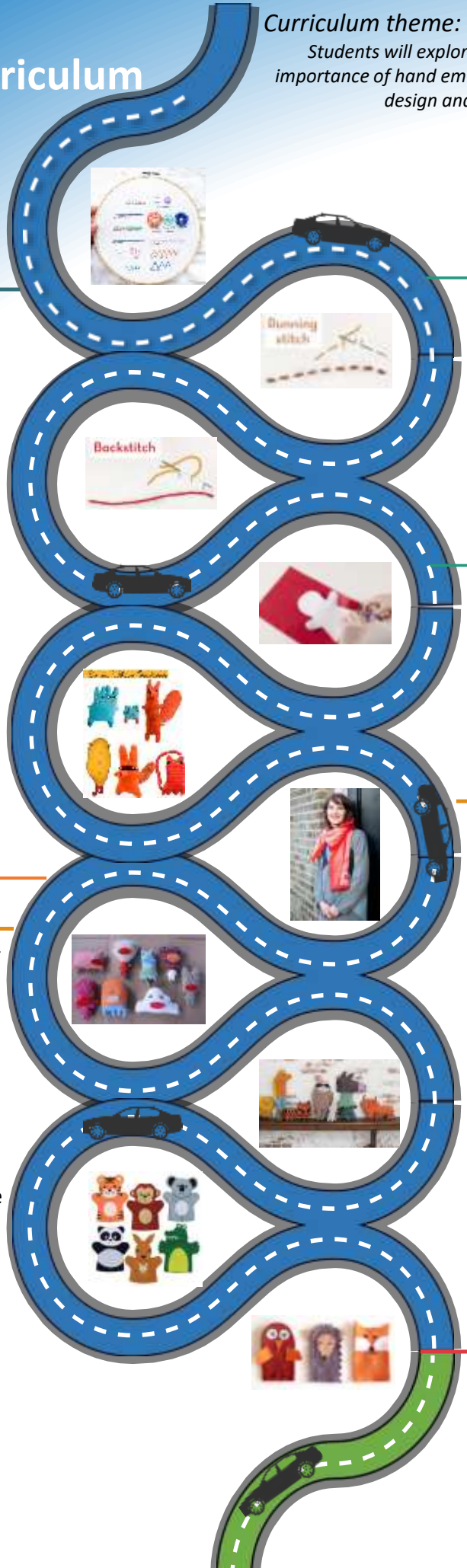
Students will create the hand puppet using the technique of applique and hand embroidery.

During this unit of work students will develop a number of areas of the key stage 3 National Curriculum. These areas also link to KS2 and deepen understanding:

Design
Use research and exploration... Identify and solve their own design problems and understand how to reformulate problems given to them. Develop and communicate design ideas using annotated sketches.

Make
Select from and use specialist tools, techniques, processes, equipment.

Evaluate
Analyse the work of past and present professionals and others to develop and broaden their understanding.



The start of this unit will have students gaining an insight into the textile artist and designer Donna Wilson who they will use as their inspiration for their hand puppet. The students will watch a video, discuss her inspirations and ideas and how her work could influence them in their designs. From there students will create an artist research page.

The second part of the unit will see students develop their understanding into a range of different embroidery stitches and create a sample piece containing at least 4 different stitches.

The third part of this unit of work will see students developing their understanding and knowledge into designing a hand puppet taking ideas from Donna Wilson.

Students will be expected to design and annotate, expressing how Donna Wilson has inspired the designs. Students are expected to design and annotate two different hand puppets (front and back) inspired by Donna Wilson.

Progressing into year 9

Student's will be assessed throughout this unit of work to check progress of skills, knowledge and understanding against the National Curriculum key areas. As students progress into year 9 they will then continue to develop these areas with a greater understanding in different units of work using a range of materials and resources.

Year 9- DT/Textiles Curriculum



Curriculum theme: **Exploring and developing knowledge and skills in textile technology**

Students will explore the concept and understand the importance of hand embroidery by following a design brief to design and make a textile product.

Year 8 recap

During the course of the first half term, students will complete a two mini assessments based on their knowledge and understanding from year 8 textiles. The mini assessments will be remembering and creating an embroidery sample and an artist research page.

The unit for year 9 has been devised to challenge students in their embroidery skills and understanding of different embroidery stitches through design and making products.

During this unit of work students will develop a number of areas of the key stage 3 National Curriculum. These areas also link to KS2 and deepen understanding:

Design

Use research and exploration...
Identify and solve their own design problems and understand how to reformulate problems given to them.

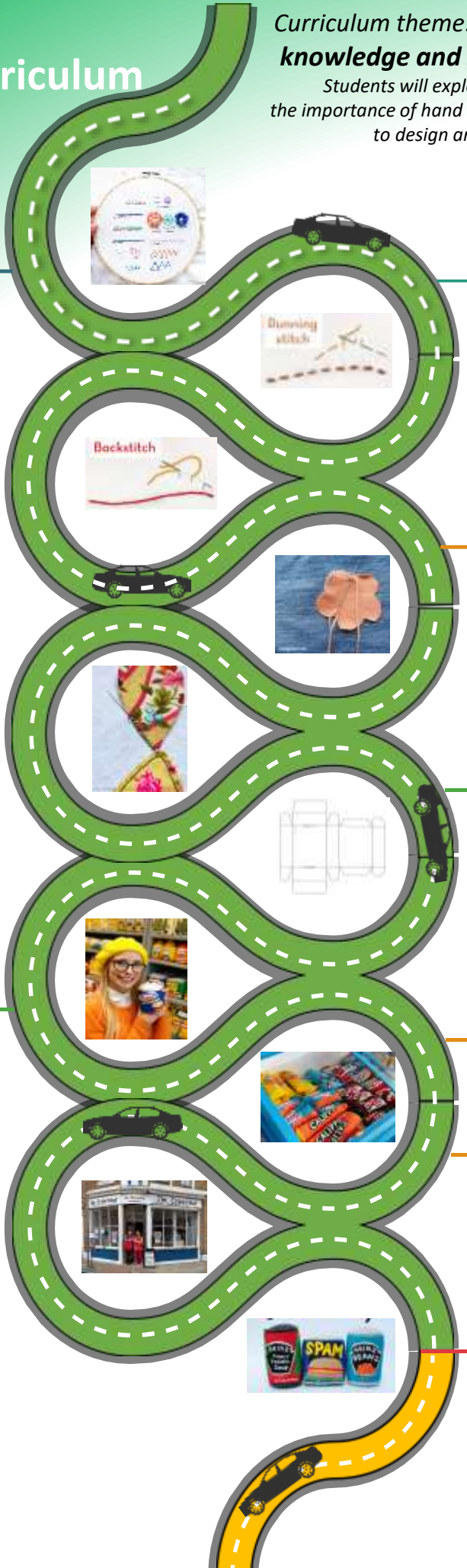
Develop and communicate design ideas using annotated sketches.

Make

Select from and use specialist tools, techniques, processes, equipment.

Evaluate

Analyse the work of past and present professionals and others to develop and broaden their understanding.



The start of this unit will have students gaining an insight into the textile artist and designer Lucy Sparrow who they will use as their inspiration for their food product. The students will watch a video, discuss her inspirations and ideas and how her work could influence them in their designs. From there students will create an artist research page.

The second part of the unit will see students further developing their understanding into a range of different embroidery stitches and create a sample piece to show this.

Following on from embroidery, students will develop their understanding and skills into applique and how applique is formed, from this they will create a simple food logo in applique.

The fourth part of this unit of work will see students developing their understanding and knowledge into breaking down a selected piece of packaging into a net to then analyse.

Using the analysis, students will then, using applique start to construct the net of a product in felt before turning into a 3D felt product in the style of Lucy Sparrow.

Progressing into year 10

Students could use the knowledge, understanding and skills covered in year 8 and 9 textile technology to then go forward into a textile GCSE.