Curriculum Intent - Design Technology

Key Stage 3: Year 7 RM

Overall Curriculum Goals To understand and be able to produce a product to a given drawing. To be able to work safely and accurately using a range of workshop tools and equipment. To understand how to realise design concepts from different material areas, with increased precision, accuracy and independence. To understand basic theory topics for the 3 main material areas					
Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Brahma Puzzle. To include; Health and safety of the majority of machines, tools and equipment. The cutting, sanding, drilling and marking of pine. The marking, cutting, filing and finishing of Foamex. Health and safety theory and test.	Plastic Award project and packaging To include; Researching, designing and manufacture of Foamex shape, building on skills from Brahma Puzzle; template making, cutting, filing and finishing of Foamex. Graphics and finishing of paper packaging, using a simple net. Woods theory and test.	Electronic Toy and packaging. To include; Research and initial design ideas. Final design ideas with consideration for bought-in component. MIB work for presentation of design ideas. Plastics theory and test.	Electronic Toy and packaging. To include; Simple electronic theory and soldering of components. Pattern making, felt cutting, embellishment and assembly. Electronics theory and test.	Keyring and Packaging. To include; Research and design of keyrings. Manufacture of keyring to include; cutting, filing and finishing of aluminium. The marking and drilling of metal. The graphical design of packaging, building on the work completed on the Plastic Award and Electronic Toy. Metals theory and test.	Pencil topper and EoY Exam. To include; Exam preparation lesson and EoY exam, covering all areas covered across the year. The pencil topper will include; researching and design personalised shapes. The cutting, filing and finishing of plywood. The assembly of plywood and other wood types. EoY Exam.
Key Vocabulary/Concepts/Ideas	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**
Pine, Foamex, PVA glue, pillar drill, try-square, steel rule, tenon saw, Hegner saw, flat file, vice, dowel, wet and dry paper, evaluation, success criteria. Health and safety including; guards, extraction, safety box, safety glasses, apron.	Design Ideas Concept sketching Peer assessment. Research image board. Presentation drawing. Final outcome including; coping saw, junior hacksaw, variety of file shapes, wet and dry, wire wool. Evaluation Plastics theory	Design Ideas. Concept sketching. Presentation drawing and rendering. Template/pattern. Embellishment/decoration. Stitching types. Assembly.	Soldering, PCB, LED, resistor, toggle switch, battery. Graphics, nets, packaging, text/fonts, logos. Final outcome. Packaging net. Evaluation.	Aluminium, pillar drill, centre-punch, scribe, deburr. Specific material names and processes as required by project outcomes	Plywood, PVA glue, design ideas, evaluation, peer assessment, success criteria, wood assembly and joining techniques.
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	Designing for a specific client and their needs/demands.	Designing for a specific company Brief and need.			

Key Stage 3: Year 8 RM

Overall Curriculum Goals To understand and be able to produce a range of design ideas for a set brief. To develop critical thinking skills to analyse why we use different materials for certain designs and understanding which would work the best. To understand how to realise design concepts with increased precision, accuracy and independence. To understand basic theory topics for the 3 main material areas To understand key elements of design movements, and how these can be applied to their own design ideas.					
Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Mobile Phone Holder project. To include; Cutting, filing and finishing of different types of wood. Designing of specific products. Use of wood adhesives. Woods theory lesson and test.	Alessi clock. To include; Brief, Specification, design work, modelling, production planning and final 3d outcome Plastics theory lesson and test.	Alessi clock. To include; Brief, Specification, design work, modelling, production planning and final 3d outcome.	Coat Hook To include; Cutting, filing and finishing metals, marking and drilling metals. Bending metals and using jigs. Designing and shaping Foamex end pieces. Metal theory lesson and test	LED Torch To include; populating PCB using soldering, the graphical design of the torch packaging net. End of Year Exam	LED Torch To include; populating PCB using soldering, the graphical design of the torch packaging net.
Key Vocabulary/Concepts/Ideas	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**
Pine, plywood, PVA glue, design ideas, evaluation, peer assessment, success criteria.	Design Ideas Concept sketching Presentation drawing and rendering Prototype, 3D modelling. Final outcome Evaluation Plastics theory – Bio-Polymers Industrial processes, workshop processes, Sustainability of plastics and recycling codes	Design Ideas Concept sketching Presentation drawing and rendering Prototype, 3D modelling. Final outcome Evaluation	Aluminium, pillar drill, centre-punch, scribe, deburr, bending jig, Foamex. Specific material names and processes as required by project outcomes	Soldering, PCB, LED, resistor, toggle switch, battery. Graphics, nets, packaging, text/fonts, logos. Final outcome. Card.	Soldering, PCB, LED, resistor, toggle switch, battery. Graphics, nets, packaging, text/fonts, logos. Final outcome. Card.
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	Researching successful design and manufacturing companies.				

Key Stage 3: Year 7 FOOD

Overall Curriculum Goals Students will learn vital culinary life skills and understand healthy eating and its impact on health.					
Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
• Understand kitchen hygiene and safety rules. • Understand and practice two different methods of using a knife to prepare food safely. • Understand food safety and types of bacteria. • **Assessment: Knife Skills**	• To be able to prepare and present a quality Fruit Fusion. • Understand the function of nutrients in the human body. • To be able to prepare, cook and present quality blueberry muffins.	• Understand the Eat Well Guide to help you get a balanced diet. • To be able to prepare, cook and present a quality Mediterranean couscous salad. • Understand how to use energy for a healthy and active lifestyle. • **Assessment: Mediterranean Couscous Salad**	• To be able to prepare, cook and present quality double chocolate cookies. • Understand seasonality and its benefits. • To be able to prepare, cook and present a quality bread.	• Understand the importance of the senses when making food choices. • To be able to prepare, cook and present quality cherry scones. • Understand diet-related health problems. • **Assessment: Cherry Scones**	• To be able to prepare, cook and present quality cheese and onion pasties. • Understand how food labels help people make informed choices about what they eat. • To be able to prepare, cook and present quality raspberry buns.
Key Vocabulary/Concepts/Ideas	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**
• Cross Contamination • Bacteria • Microbes • Hygiene • Safety • Bridge method • Claw method • Battonet • Julienne • Fine julienne • Brunoise • Small dice • Medium dice • Quality control • E. coli • Staphylococcus • Bacillus cereus • Salmonella • Listeria • Campylobacter • Pathogenic bacteria • Non-pathogenic bacteria	• Bridge method • Claw method • Granola • Carbohydrates • Vitamins • Quality control • Macronutrient • Micronutrient • Protein • Fat • Minerals • Iron • Calcium • Sodium • Function • Source • Insulation • Portioning • Golden brown • Hygiene • safety • Creaming	• Diet • The Eatwell Guide • Legumes • Pulses • Balanced diet • Quality control • Bridge method • Claw method • Seasoning • Hygiene • safety • Dietary energy • Kilojoule • Megajoule • Kilocalorie • Calories • Estimated Average Requirements (EAR) • Basal Metabolic Rate (BMR) • Physical Activity Level (PAL) • Body Mass Index (BMI)	• Portioning • Quality control • Hygiene • safety • Pesticides • Seasonality • Organic • Free range • Carbon footprint • Global warming • Fossil fuels • Golden brown • Gluten • Prove • Yeast	• Appearance • Texture • Aroma/odour • Olfactory receptors • Umami • Sensory • Hygiene • safety • Quality control • Rubbing in • Golden brown • Coronary Heart Disease (CHD) • Deficiency • Stroke • Heart attack • Rickets • Osteoporosis • Obesity • Anaemia • Diabetes • Caries/cavities • Plaque • Insulin • Glucose	• Puff pastry • Bridge method • Claw method • Root (onion) • Glaze • Brunoise • Quality control • Hygiene • safety • Regulations • Expiry date • Best before date • Energy/Calories • Traffic light system • Nutritional • Saturates • Rubbing in • Portioning
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Discussion around food hygiene and safety in the catering industry. Discussion around quality control checks in the food manufacturing industry.		Discussion about the role of health visitors, NHS staff and teachers in promoting healthy eating.	Discussion of food provenance and sustainability and linking to farming as a career route.	Discussion diet related illness with regards to the NHS and managing the nation's health.	Discussion regarding food law and the career opportunities.

Key Stage 3: Year 8 FOOD

Overall Curriculum Goals Students will learn vital culinary life skills and understand healthy eating and its impact on health.					
Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
• Understand kitchen hygiene and safety rules. • To be able to prepare and present a quality chickpea salad. • Understand the functions of macro and micronutrients in the human body. • **Assessment: Chickpea Salad.**	• To be able to prepare, cook and present quality oatmeal biscuits. • Understand the function of carbohydrates in the human body. • To be able to prepare, cook and present a quality scone-based pizza.	• Understand the impact of sugar on health. • To be able to prepare, cook and present a quality brownie. • Understand the function of dietary fibre and water in the human body.	• To be able to prepare, cook and present quality pizza whirls. • Understand the functions of fat in the human body. • To be able to prepare and present a quality lemon cheesecake. • **Assessment: Pizza Whirls.**	• Understand the function of protein in the human body. • To be able to prepare, cook and present a quality tuna pasta bake. • Understand the function of vitamins and minerals in the human body. • **Assessment: Tuna Pasta Bake.**	• To be able to prepare, cook and present a quality marble tray bake. • Understand types of special diets and dietary needs of individuals. • To be able to prepare, cook and present quality tomato and basil tart.
Key Vocabulary/Concepts/Ideas	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**
• Cross Contamination • Bacteria • Hygiene • Safety • Bridge method • Claw method • Brunoise • Small dice • Medium dice • Quality control • Seasoning • Deficiency • Excess • Macro • Micro • Carbohydrates • Fats • Protein • Vitamins • Minerals • Iron • Calcium • Sodium	• Bridge • Claw • Seasoning • Quality control • Hygiene • Safety • Carbohydrates • Complex • Simple • Diabetic • Sugary • Starchy • Obesity • Glucose • Kcal • Calories • kJ • Rubbing in	• Beet root • Sugar cane • Excess • Deficiency • Tooth decay • Cavities • Pre-diabetes • Obesity • Heart attack • Stroke • Creaming • Quality control • Hygiene • Safety • Fibre • Excess • Deficiency • NSP (non-starch polysaccharide) • Constipation • Bowel/colon cancer • Overhydration	• Sieve • Portioning • Quality control • Hygiene • Safety • Golden brown • Fat • Saturated • Unsaturated • Function • Excess • Deficiency • Macronutrient • Insulation • Obesity • Type 2 diabetes • Heart attack • Stroke • Cholesterol • Soft peaks • Consistency	• HBV (high biological value) • LBV (low biological value) • Protein • Protein complementation • Tofu • Quorn • Vegan • Vegetarian • Amino acids • TVP (textured vegetable proteins) • Mycoprotein • Excess • Deficiency • Macronutrient • Quality control • Hygiene • Safety • Roux • Simmer • Micronutrients • Vitamins • Minerals • Iron • Sodium • Chloride • Calcium • Rickets • Osteoporosis • Anaemia • Function	• Quality control • Hygiene • Safety • Creaming • Aeration • Folding in • Diet • Nut allergy • Anaphylaxis shock • Vegan • Vegetarian • Dairy free • Lacto vegetarian • Lacto-ovo vegetarian • Kosher • Halal gluten free • Lactose intolerance • Coeliac disease • Rubbing in •
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Discussion around food hygiene and safety in the catering industry. Discussion around quality control checks in the food manufacturing industry.	Discussion about the constraints on the NHS due to the rise of diet related illnesses and diseases.	Discussion about the role of health visitors, NHS staff and teachers in promoting healthy eating.			Discussion about the role of health visitors, NHS staff and teachers in promoting healthy eating.

Key Stage 3: Year 9 - Engineering

Overall Curriculum Goals To understand and be able to use the Iterative Design process To develop critical thinking skills to analyse why we use different materials for certain designs and understanding which would work the best. To understand how to realise design concepts with increased precision, accuracy and independence. To understand and develop basic skills with CAD/CAM To understand theory topics for the 3 main material areas To understand key elements of design history – people, designers and products.					
Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Keyring and door sign project, To include; working to tolerance, 2D technical drawing, "D Design CAD tutorials, group work, polymer shaping. Plastics theory lessons (number of lessons TBC)	Speaker project as a mini NEA project To include; Design problem analysis, detailed research investigations with analysis, design brief and specification. Technical drawing tutorials. Plastics theory lessons and test (number of lessons TBC)	Speaker project as a mini NEA project To include; Initial design ideas, design development and 3d modelling, 3D CAD tutorials. Woods theory lessons (number of lessons TBC)	Speaker project as a mini NEA project To include; Production of final 3d outcome, planning of production. Woods theory lessons and test (number of lessons TBC)	Speaker project as a mini NEA project To include; Production of final 3d outcome, planning of production, evaluation and feedback from client. Metals theory lessons and test (number of lessons TBC)	Try Square project To include; Manufacture of final outcome, production planning, packaging of the product (graphics etc). Metals theory lessons and test (number of lessons TBC)
Key Vocabulary/Concepts/Ideas	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**
Tolerance, accuracy, template, construction lines, scale, CAD/CAM, offset, tutorial, technical, manufacturing. Plastics theory – Polymers, Thermoplastics, Thermosetting plastics, Elastomers,	Problem, research, brief, specification, interview, client, analysis, ACCESSFM, feedback, primary and secondary research. Plastics theory – Bio-Polymers Industrial processes, workshop processes, Sustainability of plastics and recycling codes	Isometric. Orthographic CAD/CAM Design Ideas Concept sketching Presentation drawing and rendering Design Development Prototype, 3D modelling Woods theory – Hardwoods, softwoods, manufactured boards, assembly methods, finishes	Prototype, 3D modelling. Final outcome Specific material names and processes as required by project outcomes, including laser cutting, vacuum former etc. Woods theory – sustainability, industrial processes, workshop processes	Design Development Prototype, 3D modelling. Final outcome. Evaluation, feedback, in-situ. Specific material names and processes as required by project outcomes Metals theory – Ferrous, non Ferrous, Alloys, assembly methods, finishes	Prototype, 3D modelling, finishing, aluminium, rivets. Final outcome Evaluation Metals theory – industrial processes, workshop processes,
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	Students are required to find a real client who can give them an insight into their needs and requirements, and also provide regular feedback.				

Key Stage 3: Year 9 – Product Design

Overall Curriculum Goals To understand and be able to use the Iterative Design process To develop critical thinking skills to analyse why we use different materials for certain designs and understanding which would work the best. To understand how to realise design concepts with increased precision, accuracy and independence. To understand and develop basic skills with CAD/CAM To understand theory topics for the 3 main material areas To understand key elements of design history – people, designers and products.					
Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Design History POS and Coaster project To include; research work, drawing skills development. Plastics theory lessons (number of lessons TBC)	Design History POS and Coaster project To include; design work, presentation drawing, 3d prototyping and final 3d outcome Plastics theory lessons and test (number of lessons TBC)	USB Lamp project as a mini NEA project To include; Design problem analysis, detailed research investigations with analysis, design brief and specification. Initial design ideas, design development and 3d modelling. Woods theory lessons (number of lessons TBC)	USB Lamp project as a mini NEA project To include; 3d modelling and introduction and Production of final 3d outcome Woods theory lessons and test (number of lessons TBC)	USB Lamp project as a mini NEA project To include; Production of final 3d outcome Metals theory lessons and test (number of lessons TBC)	USB Lamp project as a mini NEA project To include; Production of final 3d outcome, evaluation and further developments/improvements. Metals theory lessons and test (number of lessons TBC)
Key Vocabulary/Concepts/Ideas	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**
Design Problem, Problem Analysis Design Brief Primary, Secondary research Design Specification Isometric. Orthographic CAD/CAM Modernism, Post-Modernism Plastics theory – Polymers, Thermoplastics, Thermosetting plastics, Elastomers,	Design Ideas Concept sketching Presentation drawing and rendering Prototype, 3D modelling. Final outcome Evaluation Plastics theory – Bio-Polymers Industrial processes, workshop processes, Sustainability of plastics and recycling codes	Design Problem, Problem Analysis Design Brief Primary, Secondary research Design Specification Isometric. Orthographic CAD/CAM Design Ideas Concept sketching Presentation drawing and rendering Design Development Prototype, 3D modelling Woods theory – Hardwoods, softwoods, manufactured boards, assembly methods, finishes	Design Development Prototype, 3D modelling. Final outcome Specific material names and processes as required by project outcomes Woods theory – sustainability, industrial processes, workshop processes	Design Development Prototype, 3D modelling. Final outcome Specific material names and processes as required by project outcomes Metals theory – Ferrous, non Ferrous, Alloys, assembly methods, finishes	Design Development Prototype, 3D modelling. Final outcome Evaluation Metals theory – industrial processes, workshop processes,
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Key Stage 3: Year 9 - Construction

Overall Curriculum Goals • To gain and develop high levels of wood joinery skills and painting/ decorating skills used in real life scenarios. • To understand how to interpret and use technical source information to aid their practical work. • To understand and demonstrate appropriate Health and Safety measures used both in school and in the industry to minimise risks.					
Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
- Health & Safety in the workshop. - Interpreting and fulfilling the requirements of a brief, including technical drawing and material costs. - Practical wood joinery skills - mirror	- Interpreting and drawing technical drawing. - Completing risk assessments for their project. - Practical wood joinery skills – wood joints; comb joint, halving joint, mitre joint, housing joint.	- Interpreting and fulfilling the requirements of a brief, including technical drawing and to plan a sequence of work. - Practical wood joinery skills – decorative box.	- High quality wood joinery skills - Painting and decorating; identifying defects and learning about emulsions/stains/varnishes. - Removal and safe disposal of materials and emulsions	- Interpreting a brief - Plan a sequence of work, including technical drawings, timescales, plan of manufacture and H&S. - Practical wood joinery skills – Bookends – create corner halvings, using chisels and templates to accurately cut a letter out of timber. - Practical painting and decorating – using emulsions to paint the letter	- Calculating quantities of pine - Technical drawing - Practical wood joinery skills – Hinge test
Key Vocabulary/Concepts/Ideas	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**
- Health & Safety (H&S) -Personal Protective Equipment (PPE) - Brief - Specification - Scale - Technical drawing - Measure, mark & cut - Steel rule, trysquare & sharp pencil - Tenon saw & bench hook - Waste - Mitre joint - Combination square - Assembly using band clamps or sash clamps - High quality finish	- Technical drawing - Scale - Risk assessment - Measure, mark & cut. - Steel rule, trysquare & sharp pencil. - Quality control - Tenon saw & bench hook. - Comb joint. - Halving joint. - Mitre joint. - Housing joint. - Assembly. - Accuracy	- Brief - Technical drawing - Plan a sequence of work - Gantt charts - H&S - Practical wood joinery skills: - Measure, mark & cut - Steel rule, trysquare & sharp pencil. - Tenon saw & bench hook. - Comb joint - Halving joint - Housing joint - Mitre joint - Assembly - High quality finish.	- Practical wood joinery & painting/ decorating skills: - Assembly - Sash clamps - vices - Band clamps - Pressure points - High quality finish - Masking off - Paint defects - Wood stains, varnish, wax and emulsions. -Removal and safe disposal of materials & emulsions -Evaluation	- Brief - Technical drawing - Timescales - Gantt chart - Plan of manufacture - H&S - Tolerance - Chisels - Cut and chisel on the waste - Templates - Cutting curves with a coping saw - Assembly and finish - Masking off - Emulsion paint - Safe disposal of emulsions - Evaluation	- Calculating quantities: area, volume, percentages, scaling, best value for money, tolerances. - Chisel rebate - Accuracy - Assembling hinges - Pilot holes - Screw fixings - Alignment
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Key Stage 3: Year 9 - Food

Overall Curriculum Goals **To** understand nutrition, food provenance and the working characteristics of food materials. To understand food science and food safety To demonstrate practical cookery skills in order to gain an understanding of nutrition To understand the impact of food choice with regards to food.					
Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Introduction to nutrition and commodities through Cookery skills. Investigate work characteristics including sensory analysis of food.	Understanding of nutrition through commodities. And cookery skills **Commodity**: (Fruit and vegetables, including potatoes (fresh, frozen, dried, canned and juiced) Provenance, choice, science and work characteristics of food.	Understanding of nutrition through Cookery skills and commodities **Commodity**: Milk, cheese, yoghurt Provenance, choice, science and work characteristics of food.	Understanding of nutrition through commodities and Cookery skills. **Commodity**: Cereals (inc.flours, breakfast cereals, bread and pasta Provenance, choice, science and work characteristics of food.	Understanding of nutrition through commodities and cookery skills. **Commodity**: Meat, fish, poultry, eggs Provenance, choice, science and work characteristics of food.	Understanding of nutrition through Cookery skills. Commodity: Butter, oils, margarine, sugar and syrup Provenance, choice, science and work characteristics of food.
Key Vocabulary/Concepts/Ideas	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**	**Key Vocabulary/Concepts/Ideas**
Nutritional values, (include sources, functions, deficiencies, excess, daily requirements) **Provenance** -How commodity is grown/reared and processed **Choice** -Dietary considerations **Food Science** Food safety and storage Cooking skills linked to the all of the above. **Overview of nutrients and Balanced diet.** *Subject using spaced learning* **The key learning in my subject is nutrition.** Revisit some basic practical skills Such as knife skills, weighing, measuring , health, safety, hygiene	**Nutritional values**, (include Fruit and vegetables - functions, deficiencies, excess, daily requirements) (vitamins and minerals, Fibre **Provenance** -How commodity is grown processed **Choice** -Dietary considerations – Vegetarians, Religious diets **Food Science- soup thickeners starchy vegetables** **Food safety** and storage **Cooking skills linked to the all of the above.** Coleslaw, soups, vegetable as accompaniments to meals, Greek salad. Vegetable garnish.	**Nutritional values**, (include Milk, cheese and yogurt - functions, deficiencies, excess, daily requirements) (vitamins and minerals, oesteoporosis **Provenance** -How commodity reared – Dairy farming **Choice** -Dietary considerations – Lacto-Intolerance, Religious diets. **Food Science- Cheesemaking making ricotta cheese using Rennet** Food safety and storage **Cooking skills linked to the all of the above.** Cauliflower and Broccoli cheese, custard, Egg custard tart, quiche	**Nutritional values**, (include sources, functions, deficiencies, excess, daily requirements) **Provenance** -How commodity is grown and processed- Cereals (**inc flours, breakfast, cereals, bread and pasta- Fibre** **Choice** -Dietary considerations. Coeliac. **Food Science- Raising agents.** Food safety and storage **Cooking skills linked to the all of the above.** Breadmaking- pizza, loaf of bread, Egg fried rice, Pasta making ravioli	**Nutritional values**, (include sources, functions, deficiencies, excess, daily requirements) **Provenance** -How commodity is reared and processed - Religious diets and protein alternatives **Choice** -Dietary considerations **Food Science- Marinades, coagulation. Denaturing of meats** Food safety and storage **Cooking skills linked to the all of the above.** Portioning a chicken, Fish, Dhal, Chicken marinade, chicken nuggets.(enrobing) Reduction sauce- Spaghetti Bolognese, chilli con carne, lentil	**Nutritional values**, (include sources, functions, deficiencies, excess, daily requirements) **Provenance** -How commodity is grown growing of vegetable crop for oil production, include pressing (mention fish oil) **Choice** -Dietary considerations **Food Science**- Plasticity, Shortening Food safety and storage **Cooking skills linked to the all of the above.** Rough puff pastry, Apple Tartin, Mayonnaise, Fresh fruit tarts and custard.
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A qualification in Food and Nutrition can lead to: **or embark in further study in the catering industry or a qualification in the following careers** Careers in Public Health **Clinical nutritional dietetics** Food industry **Lecturing teaching,** Sports and Exercise nutrition, **Public health nutrition** Food Scientist, **Welfare officer**	films and careers information Films on Provenance and farming industry BNF films on nutritionist and food scientists	Posters on classroom wall showing career routes into the following jobs Films on Provenance and farming industry BNF films on nutrition and food scientists	Films showing the farming industry when teaching provenance Films showing foods scientists Films on Provenance and farming industry BNF films on nutrition and food scientists	Films showing the food industry Power point slides giving students information on routes into jobs Films on Provenance and farming industry BNF films on nutrition and food scientists	**Films from the British Nutrition foundation showing food scientists** Films on Provenance and farming industry BNF films on nutrition and food scientists