

## Curriculum Sequence

### Design and Food Technology

| Year Group    | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring                                                                                                                                                                                                                                              | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Year 5</b> | <b>Desk Tidy</b> <ul style="list-style-type: none"> <li>Marking out on timber using try square and steel rule</li> <li>Knowledge of natural timbers and manufactured boards</li> <li>Sawing timber using tenon saw, bench hook and vice</li> <li>Gluing timber with PVA and joining different materials using screwdriver</li> </ul><br><b>Structures – bridges</b> <ul style="list-style-type: none"> <li>Designing a stable structure that is able to support weight</li> <li>Creating frame structure with focus on triangulation</li> </ul> | <b>Health and Safety in the Kitchen</b> <ul style="list-style-type: none"> <li>Health and safety practices in the kitchen.</li> <li>Food hygiene</li> </ul>                                                                                         | <b>Technical Skills (Food Technology)</b> <ul style="list-style-type: none"> <li>Spreading</li> <li>Mixing and rubbing in</li> <li>Creaming</li> <li>Dividing, shaping and cutting</li> <li>Rolling</li> <li>Boiling</li> <li>Bridge hold and claw grip</li> <li>Stirring and all in one</li> </ul><br><b>Making (Food Technology)</b> <ul style="list-style-type: none"> <li>Pitta Pizza</li> <li>Pasta Salad</li> <li>Buns</li> <li>Fork biscuits</li> <li>Cheese straws</li> <li>Baked omelettes</li> </ul> |
| <b>Year 6</b> | <b>Timber page holder project</b> <ul style="list-style-type: none"> <li>The students can identify and use specialist tools, techniques, processes, equipment, and machinery precisely.</li> <li>Understand the categories, properties of timber and their performance</li> <li>Knowledge and safe use of tools and equipment suitable for working with timber. Safe use of the pillar drill</li> <li>Marking out processes.</li> <li>Wasting processes</li> </ul>                                                                              | <b>Health and Safety</b> <ul style="list-style-type: none"> <li>Hygiene and safety in the kitchen</li> <li>Using the hob safely and the oven independently</li> <li>Personal hygiene</li> <li>Using different pieces of equipment safely</li> </ul> | <b>Technical Skills (Food Technology)</b> <ul style="list-style-type: none"> <li>Spreading</li> <li>Mixing and rubbing in</li> <li>Creaming</li> <li>Dividing, shaping, cutting and rolling</li> <li>Boiling</li> <li>Bridge hold and claw grip</li> <li>Stirring</li> <li>Glazing</li> <li>Grating</li> </ul>                                                                                                                                                                                                 |

**RESPECT. ENGAGE. ASPIRE.**

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|  | <ul style="list-style-type: none"> <li>• Finishing processes</li> </ul> <p><b>Playground</b></p> <ul style="list-style-type: none"> <li>• Developing technical drawing skills (Oblique and Cross Section Drawing)</li> <li>• Undertaking research to find information about existing products</li> <li>• Understanding and using a design specification</li> <li>• Evaluating design ideas against a design specification</li> <li>• Demonstrating an awareness of technical knowledge around design.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Peeling</li> <li>• All in one</li> <li>• Knife skills</li> </ul> <p><b>Making (Food Technology)</b></p> <ul style="list-style-type: none"> <li>• Fruit salad</li> <li>• Cheese scones</li> <li>• Cous cous salad</li> <li>• Savoury muffins</li> <li>• Soda bread</li> <li>• Rock buns</li> <li>• Sweet muffins</li> </ul> |
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| <p><b>Year 7 DT</b></p> | <p><b>Acrylic Egg Cup</b></p> <ul style="list-style-type: none"> <li>• The students can identify and use specialist tools, techniques, processes, equipment, and machinery precisely.</li> <li>• Understand the properties of plastics and their performance</li> <li>• Isometric drawing</li> <li>• Knowledge and use of tools and equipment suitable for working with plastics.</li> <li>• Marking out processes.</li> <li>• Wasting processes</li> <li>• Thermoforming processes</li> </ul> | <p><b>Alessi Design Project</b></p> <ul style="list-style-type: none"> <li>• Analyse the work of past and present professionals and others to develop and broaden their understanding</li> <li>• Use research and exploration to identify and understand user needs</li> <li>• Use a variety of strategies to generate creative ideas and avoid stereotypical responses</li> <li>• Isometric drawing skills. Crating. Rendering. Thick and thin line technique. Shading.</li> <li>• The difference between Zoomorphism and Anthropomorphism</li> <li>• To be able to identify the key characteristics of a design style</li> </ul> | <p><b>Electronic Steady Hand Game</b></p> <ul style="list-style-type: none"> <li>• Understand how more advanced electrical and electronic systems can be powered and used in their products</li> <li>• Select from and use specialist tools, techniques, processes, equipment</li> <li>• Use a range of materials, considering their properties</li> <li>• Knowledge and use of tools and equipment associated with soldering.</li> <li>• Knowledge and use of tools and equipment suitable for working with timber</li> <li>• Marking out processes</li> <li>• Wasting processes</li> <li>• Wood jointing techniques</li> </ul> <p><b>Introduction to CAD software – 2D design</b></p> <ul style="list-style-type: none"> <li>• The advantages and disadvantages of using CAD to design.</li> </ul> |
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| <p><b>Year 7 FT</b></p> <p>Ingredients will be provided by the school for all learners.</p> | <p><b>Food preparation</b></p> <ul style="list-style-type: none"> <li>Apple and celery salad, Scone based pizza, ginger cakes, shortcrust pastry triangles, sausage rolls, savoury rice, vegetable curry, toad in the hole, shortbread, macaroni cheese, pasta amatriciana.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Spreading, mixing, rubbing in, creaming, knife skills, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one.</li> </ul> <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"> <li>Seasonality</li> <li>Nutrients and why they are needed for the body</li> <li>Vitamins and minerals</li> </ul> | <p><b>Food preparation</b></p> <ul style="list-style-type: none"> <li>Apple and celery salad, Scone based pizza, ginger cakes, shortcrust pastry triangles, sausage rolls, savoury rice, vegetable curry, toad in the hole, shortbread, macaroni cheese, pasta amatriciana.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Spreading, mixing, rubbing in, creaming, knife skills, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one.</li> </ul> <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"> <li>Seasonality</li> <li>Nutrients and why they are needed for the body</li> <li>Vitamins and minerals</li> </ul> | <p><b>Food preparation</b></p> <ul style="list-style-type: none"> <li>Apple and celery salad, Scone based pizza, ginger cakes, shortcrust pastry triangles, sausage rolls, savoury rice, vegetable curry, toad in the hole, shortbread, macaroni cheese, pasta amatriciana.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Spreading, mixing, rubbing in, creaming, knife skills, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one.</li> </ul> <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"> <li>Seasonality</li> <li>Nutrients and why they are needed for the body</li> <li>Vitamins and minerals</li> </ul> |
| <p><b>Year 8 DT</b></p>                                                                     | <p><b>Mild Steel Coat Hook</b></p> <ul style="list-style-type: none"> <li>Select from and use specialist tools, techniques, processes, equipment, and machinery precisely.</li> <li>Use a range of materials, considering their properties.</li> <li>Use of Jigs and fixtures</li> <li>Understand the properties of materials and their performance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Graphic communication</b></p> <ul style="list-style-type: none"> <li>Develop and communicate design ideas using annotated sketches, detailed plans, 3-D modelling</li> <li>Knowledge and skills to produce and convert different drawing styles.</li> <li>Isometric, oblique, perspective, orthographic and nets</li> <li>Pupils will be able to identify and practice technical different drawings techniques.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Timber mobile phone holder</b></p> <ul style="list-style-type: none"> <li>Select from and use specialist tools, techniques, processes, equipment, and machinery precisely.</li> <li>Use a range of materials, considering their properties.</li> <li>Understand the properties of materials and their performance</li> <li>Use design to solve their own design problems.</li> <li>Free hand 2d sketching.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                             | <ul style="list-style-type: none"> <li>• Knowledge and use of tools and equipment suitable for working with metals.</li> <li>• Marking out processes and wasting processes</li> <li>• Forming process</li> <li>• Use of jigs</li> <li>• Finishing process</li> </ul> <p><b>Christmas Decoration Textiles</b></p> <ul style="list-style-type: none"> <li>• Develop and communicate design ideas.</li> <li>• Analyse the work of professionals and others to develop and broaden their understanding.</li> <li>• Use a variety of strategies to generate creative ideas and avoid stereotypical responses</li> <li>• Select from and use specialist tools, techniques, processes, equipment and machinery precisely.</li> <li>• Select from and use a wider, more complex range of materials, considering their properties.</li> <li>• Understand the properties of materials and their performance</li> <li>• Knowledge and use of tools and equipment suitable for working with textiles.</li> <li>• Marking out using a pattern, cutting and joining using sewing methods</li> </ul> | <p><b>Lighting</b></p> <ul style="list-style-type: none"> <li>• Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</li> <li>• Develop and communicate design ideas using annotated sketches.</li> <li>• Use a variety of strategies to generate creative ideas and avoid stereotypical responses</li> <li>• Following a specification to ensure designs fit into the client/user needs</li> <li>• Design processes (iterative/linear)</li> <li>• Freehand sketching</li> <li>• Isometric drawing</li> <li>• Orthographic drawing</li> <li>• COMBINE design strategy</li> </ul> | <ul style="list-style-type: none"> <li>• Isometric presentation drawing.</li> <li>• Knowledge and use of tools and equipment suitable for working with timber</li> <li>• Marking out processes suitable for timber.</li> <li>• Timber wasting processes</li> <li>• Wood jointing techniques</li> <li>• Fabrication.</li> <li>• Finishing processes</li> </ul>                                                                                                                                                                                                                                                                          |
| <p><b>Year 8 FT</b></p> <p>Ingredients will be provided by the school for all learners.</p> | <p><b>Food preparation</b></p> <ul style="list-style-type: none"> <li>• Parmentier potatoes, Carrot cake, Swiss roll, upside down cake, toad in the hole, stir fry, Bolognese, fajitas, pizza wheels, roux sauce, curry sauce, burgers, chocolate mousse.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Spreading, mixing, rubbing in, creaming, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, knife skills, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one, chilling, melting</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Food preparation</b></p> <ul style="list-style-type: none"> <li>• Parmentier potatoes, Carrot cake, Swiss roll, upside down cake, toad in the hole, stir fry, Bolognese, fajitas, pizza wheels, roux sauce, curry sauce, burgers, chocolate mousse.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Spreading, mixing, rubbing in, creaming, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, knife skills, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one, chilling, melting</li> </ul>                                 | <p><b>Food preparation</b></p> <ul style="list-style-type: none"> <li>• Parmentier potatoes, Carrot cake, Swiss roll, upside down cake, toad in the hole, stir fry, Bolognese, fajitas, pizza wheels, roux sauce, curry sauce, burgers, chocolate mousse.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Spreading, mixing, rubbing in, creaming, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, knife skills, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one, chilling, melting</li> </ul> |

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|  | <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"><li>• Indian, Mexican and Italian food</li><li>• Factors effecting food choice</li><li>• Why we need energy in our diet</li><li>• Vegan diet</li><li>• Bread making functions</li><li>• Function of cake ingredients</li><li>• Micro and macro nutrients</li></ul> | <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"><li>• Indian, Mexican and Italian food</li><li>• Factors effecting food choice</li><li>• Why we need energy in our diet</li><li>• Vegan diet</li><li>• Bread making functions</li><li>• Function of cake ingredients</li><li>• Micro and macro nutrients</li></ul> | <p><b>Food Provenance and Nutrition</b></p> <ul style="list-style-type: none"><li>• Indian, Mexican and Italian food</li><li>• Factors effecting food choice</li><li>• Why we need energy in our diet</li><li>• Vegan diet</li><li>• Bread making functions</li><li>• Function of cake ingredients</li><li>• Micro and macro nutrients</li></ul> |
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