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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Product Design | | Textiles | | Food & Nutrition | | | 3D Design | |
|  | **Year 7** | *14 lesson rotation*. | | | | | | | | |
| **Key Stage 3** | **Environmental impact design.**  Design a floating device to be used to help during flooding. | | **Sea pollution & microplastics.**  Construction and manufacturing of fabrics. | | **Food and flavouring**  Understand and apply the principles of nutrition and health  Cultural dishes cooked in Year 7:   * Spring Rolls * Samosa * Jerk Chicken | | | **Bauhaus Stationary Holder Project**  Create a range of designs for a stationary holder inspired by the Bauhaus design movement. Construct a final design using plywood. | |
| **Year 8** | *14 lesson rotation*. | | | | | | | | |
| **Product Design:**  ‘Crumble’ – programmable components. | | **Textiles – surface patterns**  Mexican-inspired screen printing | | **Food and nutrition – Pastry**  Understand and apply the principles of nutrition and health  Pastry dishes cooked in Year 8:   * Chocolate tart * Pastry boxes * Quiche | | | **USB Art Deco light**  Using the study of Art Deco Architecture as a starting point, design and make a USB lamp | |
| **Year 9** | *14 lesson rotation*. Overarching theme for Year 9 – **Designers and careers in Design & Technology** | | | | | | | | |
| **Recycling & Product Design**  Create a new product using recycled plastics as a basis. | | **Thermochromic materials & biomimicry**  Develop an understanding of thermochromic pigments and biomimicry in Textile Design | | **Food and nutrition – Pies**  Understand and apply the principles of nutrition and health  Pastry dishes cooked in Year 9:   * Cottage pie * Pastry pie * Adapted pie | | | **Chair Design**  Analyse the work of past and present designers as the basis of developing creative design ideas.  develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools  identify and solve their own design problems and understand how to reformulate problems given to them  develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations  understand and use the properties of materials and the performance of structural elements to achieve functioning solutions | |
| **Key Stage 4** | **Year 10** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| GCSE Art, Craft & Design: Project 1 – **My Surroundings**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | GCSE Art, Craft & Design: Project 1 – **My Surroundings**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | | GCSE Art, Craft & Design: Project 1 – **My Surroundings**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | | GCSE Art, Craft & Design: Project 1 – **My Surroundings**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | GCSE Art, Craft & Design: **Favourite Things**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | | GCSE Art, Craft & Design: **Favourite Things**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording |
|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Year 11** | GCSE Art, Craft & Design: **Favourite Things**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | GCSE Art, Craft & Design: **Favourite Things**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | | GCSE Art, Craft & Design: **Externally Set Task (EST**) 40% | | GCSE Art, Craft & Design: **Externally Set Task (EST)** 40% | GCSE Art, Craft & Design: **Externally Set Task (EST)** 40%  Final assessment – 10 hours | |  |
|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Year 10** | Eduqas Hospitality & Catering (Technical Award)  Unit 1 – Hospitality and employment roles. Food preparation skills and cooking | Eduqas Hospitality & Catering (Technical Award)  Unit 1 – The economy and Health & Safety. Food preparation skills and cooking | | Eduqas Hospitality & Catering (Technical Award)  Unit 1 – Manual handling, HACCP & causes of illness and the role of the EHO. Food preparation skills and cooking | | Eduqas Hospitality & Catering (Technical Award)  Unit 1 – Food preparation techniques, garnishes & decoration. Food preparation skills and cooking | Eduqas Hospitality & Catering (Technical Award)  Unit 2 – Impact of cooking, nutritional needs, food choice and planning documentation. Food preparation skills and cooking | | Eduqas Hospitality & Catering (Technical Award)  Unit 2 – Practise assessment based on a prior examined theme. Food preparation skills and cooking |
|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Year 11** | Eduqas Hospitality & Catering (Technical Award)  Unit 1 – Legislation, HACCPS, role of the EHO. Food preparation skills and cooking | Eduqas Hospitality & Catering (Technical Award)  Unit 2 – Practise assessment based on a prior examined theme. Food preparation skills and cooking | | Eduqas Hospitality & Catering (Technical Award)  Unit 1 – Externally set task. Examine nutritional needs, impact of cooking, food choice factors. Planning documentation.  Final cook – 2 dishes in response to set scenario. | | | Eduqas Hospitality & Catering (Technical Award)  Final exam  Unit 1: The hospitality and catering industry. 1h 20mins / 40% of qualification | |  |