

## Hobart High School Key Stage 4 Curriculum Map – Year 10



Department: D&T – Food Preparation & Nutrition

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	Hygiene and safety The Great British Veg Off Where does our veg come from and why is it good for us? Preservation of food	4 C's of food poisoning and food safety -food provenance -Seasonality / organic / Fairtrade -Nutritional values -Enzymic browning and oxidation experimental work	Starters for 10 DNA assessment End of unit test Verbal feedback Peer, self and teacher assessment	Moral and ethical choices Keeping safe and healthy
<b>Autumn 2</b>	Dairy products and Eggs	Nutritional value of cheese / yogurt How dairy products are made The importance of dairy products or alternatives in your diet Menu planning and star chart focus Nutritional composition of eggs and dairy Different farming methods Egg labelling Experimental work to identify how eggs are used in food preparation – denaturation, coagulation.	Starters for 10 DNA assessment End of unit test Verbal feedback Peer, self and teacher assessment	Planning and preparation skills
<b>Spring 1</b>	Proteins  The importance of food labelling	Nutritional value of protein Focused practical tasks. Marinades. Protein alternatives. Sensory analysis and product analysis Dovetail planning time Allergens including Natasha's Law Food packaging	Starters for 10 DNA assessment End of unit test Verbal feedback Peer, self and teacher assessment	Keeping safe and healthy Planning and organisation
<b>Spring 2</b>	Fats	Nutritional value of fats. Composition of fats Scientific investigations – use of fats in food preparation. Practical focused tasks using fats.	Starters for 10 DNA assessment End of unit test Verbal feedback Peer, self and teacher assessment	Planning and organisation

<b>Summer 1</b>	<p>Special diets</p> <p>Foods from different cultures</p>	<p>Health issues</p> <p>Vegetarianism and ethics</p> <p>Energy balance, diet and health</p> <p>Diversity in food</p> <p>Understanding celebration and ceremony</p> <p>Cooking methods and their products</p>	<p>Starters for 10</p> <p>DNA assessment</p> <p>End of unit test</p> <p>Verbal feedback</p> <p>Peer, self and teacher assessment</p>	<p>Understanding the needs to different diets including H&amp;S</p>
<b>Summer 2</b>	<p>NEA 2 Practice</p> <p>Recap of topics and revision.</p>	<p>Research</p> <p>Planning</p> <p>Preparation</p> <p>Analysis and Evaluation</p>	<p>Verbal feedback</p> <p>Peer, self and teacher assessment</p>	<p>Embracing different cooking styles</p>

## Hobart High School Key Stage 4 Curriculum Map – Year 11



Department: D&T – Food Preparation & Nutrition

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1 &amp; 2</b>	NEA 1  Revision for winter mock.	10 hours – NEA 1 Function of and food source of macro and micro ingredients Bread making skills – recap raising agents Making in batches Consistency – identical products NEA linked topics – plan NEA 2 (task released) Preparation for Winter exam	NEA assessment Whole class feedback	Organisational skills Planning and preparation
<b>Spring 1 &amp; 2</b>	NEA 2	NEA 2– preparation for NEA (20hrs including 3hr practical) Time planning Nutritional analysis Costing Evaluation	NEA assessment Whole class feedback	Organisational skills Planning and preparation
<b>Spring 2</b>	Review of units	Review and recap course units RAG rating to identify areas for additional revision Exam technique Exam preparation	Exam technique Short answer questions	Organisational skills Planning and preparation
<b>Summer 1</b>	Exam preparation	Preparation for summer exams		
<b>Summer 2</b>	Exam preparation	Preparation for Summer exams		

## Hobart High School Key Stage 4 Curriculum Map – Year 10



Department: D&T – Product Design

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	Presentation skills Card modelling development skills	<b>Introductory project:</b> Using corrugated card to develop modelling skills. <b>Drawing and presentation skills</b> including isometric, single point and two point perspective <b>Theory</b> – core materials section -paper and boards	Whole class feedback Starters for 10 Drawing DNA	Organisation skills Presentation Analysing Independent working Problem solving
<b>Autumn 2</b>	Mini NEA - Lighting	How to structure your portfolio <b>Mini NEA</b> a)Identifying and investigating design possibilities b)Design brief and specification c)Generating and developing design ideas d)manufacturing prototype <b>Theory</b> – core materials -timbers and manufactured boards -thermosetting and thermoforming polymers -natural, synthetic, blended and mixed fibres -ferrous and non ferrous metals + electronic systems	Assessment using exam board criteria for mini NEA  Whole class feedback Starters for 10 End of unit assessment: core materials End of unit assessment: electronic systems	Organisation skills Presentation Analysing Independent working Problem solving
<b>Spring 1</b>	Completion of mini NEA	<b>Mini NEA</b> e)analysing and evaluating design decisions and prototypes <b>Theory</b> -Design and technology and our world -composites and technical textiles -mechanical components	Assessment using exam board criteria for mini NEA End of unit assessment: D&T and our world End of unit assessment: Composite materials, technical textiles and mechanical components	Organisation skills Presentation Analysing Independent working Problem solving
<b>Spring 2</b>	Architectural observations	<b>Additive manufacturing - 3d printing project</b> <b>Theory</b> -Developing and applying core knowledge and understanding and skills	Starters for 10 DNA	Organisation skills Presentation Analysing Independent working

				Problem solving
<b>Summer 1</b>	User centred designing	<b>Ergonomics and anthropometrics project –</b> evaluating and redesigning existing products <b>Theory</b> Smart materials Designing for a client Evaluating products	Starters for 10 DNA End of unit assessment: ergonomics and anthropometrics / smart materials	Organisation skills Presentation Analysing Independent working Problem solving
<b>Summer 2</b>	‘Real’ NEA	Analysing exam board contextual challenges -NEA		

## Hobart High School Key Stage 4 Curriculum Map – Year 11



Department: D&T – Product Design

	Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	Chosen NEA title	<b>NEA</b> – individual portfolio's a) Identifying and investigating design possibilities b) design brief and specification c) generating design ideas <b>Theory</b> Section 1 refresher -materials	Generic whole class feedback on NEA Starters for 10	Problem solving Organisational skills Time keeping Meeting deadlines Giving feedback Acting on feedback Working independently
<b>Autumn 2</b>	NEA and theory work	<b>NEA</b> c) developing design ideas Materials research and testing Joining methods d) manufacturing of final product <b>Theory</b> Section 2 refresher – in depth knowledge -timbers and manufactured boards Section 3 -application of core knowledge and skills - Design & Technology and our world  Preparation for Winter exams Exam technique and longer answer questions	Starters for 10 End of unit revision Generic whole class feedback on NEA Retrieval practise homeworks	Problem solving Organisational skills Time keeping Meeting deadlines Giving feedback Acting on feedback Working independently
<b>Spring 1</b>	NEA and theory work	Manufacturing of final product Portfolio completion Exam practise Revision – Design & Technology in the 21 <sup>st</sup> century	Starters for 10 DNA assessment End of unit revision Generic whole class feedback on NEA Retrieval practise homeworks	Problem solving Organisational skills Time keeping Meeting deadlines Giving feedback Acting on feedback Working independently
<b>Spring 2</b>	Revision	Exam practise Revision	DNA assessment Retrieval Practise	Problem solving Organisational skills

			Exam style questions	Time keeping Meeting deadlines Giving feedback Acting on feedback Working independently
Summer 1	Revision	Revision and exam practise until summer exam		