

## 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?	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>	Preservation of food The importance of food labelling	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	Planning and preparation skills
<b>Spring 1</b>	Dairy products & proteins	Nutritional composition of eggs and dairy Different farming methods Egg labelling Experimental work to identify how eggs are used in food preparation Nutritional value of protein	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>	Dairy products	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	Starters for 10 DNA assessment End of unit test Verbal feedback Peer, self and teacher assessment	Planning and organisation
<b>Summer 1</b>	Special diets	Health issues Vegetarianism and ethics Energy balance, diet and health Meatballs	Starters for 10 DNA assessment End of unit test Verbal feedback Peer, self and teacher assessment	Understanding the needs to different diets including H&S

Summer 2	Foods from different cultures	Diversity in food Understanding celebration and ceremony Cooking methods and their products	Verbal feedback Peer, self and teacher assessment	Embracing different cooking styles
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## 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</b>	Sensory analysis	Identifying different types of analysis and evaluation How to carry out a sensory analysis Practice NEA 1 – Food Science Investigation -variables / fail test / methods of recording / small cakes	Starter for 10 DNA End of unit assessment	Organisational skills Planning and preparation
<b>Autumn 2</b>	NEA 1 Planning for NEA 2	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</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 Mini NEA – Lighting	Drawing and presentation skills including isometric, single point and two point perspective How to structure your portfolio <b>Mini NEA</b> a)Identifying and investigating design possibilities <b>Theory</b> Section 1 – Design and technology and our world	Assessment using GCSE exam criteria for section A mini NEA Whole class feedback Starters for 10	Organisation skills Presentation Analysing Independent working Problem solving
<b>Autumn 2</b>	Mini NEA - Lighting	<b>Mini NEA</b> b)Design brief and specification c)Generating and developing design ideas d)manufacturing prototype <b>Theory</b> Section 1 -composites and technical textiles -Electronic systems -materials Section 2 – in depth knowledge of materials	Assessment using GCSE exam criteria for section B,C,D mini NEA Whole class feedback Starters for 10 End of unit assessment part 1.1, 1.2, 1.3, 1.5	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> Section 1 - mechanical components Section 2 – in depth knowledge of materials	Assessment using exam criteria for section E mini NEA End of unit assessment 1.4	Organisation skills Presentation Analysing Independent working Problem solving
<b>Spring 2</b>	Architectural observations	Additive manufacturing - 3d printing <b>Theory</b> Section 3 – developing and applying core knowledge and understanding and skills	Starter for 10 DNA End of unit assessment 3.0	Organisation skills Presentation Analysing Independent working Problem solving
<b>Summer 1</b>	User centred designing	Ergonomics and anthropometrics Smart materials Designing for a client	Unit assessment 1.2 Starter for 10 DNA	Organisation skills Presentation Analysing

		Evaluating products		Independent working Problem solving
Summer 2	'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 -Design & Technology and our world -materials	Starters for 10 DNA assessment End of topic test Verbal feedback	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  Preparation for Winter exams Exam technique and longer answer questions	Starters for 10 End of unit revision Generic whole class feedback on NEA	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	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 RP	Problem solving Organisational skills Time keeping

				Meeting deadlines Giving feedback Acting on feedback Working independently
Summer 1	Revision	Revision and exam practise until summer exam		