

Year 7 Technology- In Key Stage Three the students will rotate through Four topics under the Design Technology umbrella. Students will carry out both summative and formative assessments, which will also include practical outcomes.

Design Technology (Wood)	Fashion	Food Preparation and Nutrition	Graphics
<p>Students will learn how to use a range of hand woodworking tools along with age appropriate electrical tools. Students will be guided throughout the lessons to create a final outcome of a wooden box, showing wood joints, quality control and finishing techniques.</p> <p>Health and Safety- All students will carry out a hazard and risk analysis lesson in the workshop looking at all the differences in the classroom- they will all understand how they are responsible for Health and Safety for themselves and those around them.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Identification - Hazard - Risk - Action - Risk Assessment <p>Measuring and Marking- Students will learn how to read the basics of a schematic drawing, measuring accurately and marking using the correct equipment.</p> <p>Key words:</p> <ul style="list-style-type: none"> - Metal Rule - Tri-Square - Quality assurance - Quality control - Schematic <p>Designing and Drawing- Students will learn how to render effectively looking at how to use tone to make objects seem 3D. Students will learn how to draw using isometric paper, looking at the pros/cons of hand drawn vs CAD.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Computer Aided Design (CAD) - Rendering - Tone - Isometric <p>Practical Work- Students will undertake a range of practical making stages, learning new individual skills as they progress. Students will use hand tools as well as the Hegner saws and sanders. Core quality assurance tasks will be undertaken to ensure a high quality outcome.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Tenon Saw - Tri Square - Hegner Saw 	<p>Students will look at well known designers that use repetition and create their own pattern, printing onto a tote bag. Students will learn about the core stages within design.</p> <p>Fashion and Textiles- Students are introduced to what is Fashion and Textiles, looking at textiles in the world around us and the importance.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Textiles - Fashion - Materials - Fabrics - Fibres <p>Design Brief- Students will be introduced to the brief, where they will carry out a detailed analysis outlining the research which they must undertake.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Target Market - Materials - Brief - Analysis - Designer - Orla Kiely - Marimekko <p>Research- In all areas of Technology, research is vital, however this Fashion project has a detailed focus on using research for inspiration.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Research - Primary - Secondary - Moodboard - Inspiration <p>Design- Students will initially design several different motifs which could become their final design. They will look at colour theory, design surrounding natural form.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Inspiration - Repetition - Sketch - Develop - Render - Annotate <p>Practical Printing- Students will then create their design ready to be block printed onto their bags. Development of the design can come in terms of hand sewing.</p>	<p>Students will be taught a range of practical skills, these are matched with the theoretical elements being taught. Students will focus on the basics within the kitchen looking at a range of practical skills using the correct equipment.</p> <p>Health, Safety and Hygiene- Students will be able to identify a range of risks and hazards looking at different types of contamination.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Hygiene - Cross Contamination - Biological contamination - Physical contamination - Chemical contamination <p>Nutrition- Students will be introduced to the Eatwell Guide, where they will learn in detail about each section looking at sources and functions of each food group. The students will be able to describe the functions of each of the vitamins and minerals.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Source - Function - Vitamins (A, B, C, D) - Minerals (Iron and Calcium) - Carbohydrates (simple and complex) - Protein - Fats - Sugars - Fibre (soluble and insoluble) <p>Cooking Methods- Students will understand the reasons why we cook food, they will be able to describe the cooking methods used and how this changes the sensory qualities.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Sensory Analysis - Food Poisoning - Baking - Roasting - Grilling - Boiling - Simmering <p>Practical sessions- Students will be introduced to each section of a cooker with focus on knife skills. The practicals will work alongside the theory e.g. fruit salad will match the green fruit and vegetable section of the eatwell guide. Practicals: (Focus of the practical)</p>	<p>Students will create detailed, student friendly transition materials that will be provided to our local feeder schools to help welcome them to Carisbrooke College.</p> <p>Colour- Students will explore the importance of colour, what different colours signify and how we associate colours with specific emotions as well as branding. Students will also develop their rendering skills, looking at how to create texture.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Infographics - Colour Psychology - Emotion - Branding - Rendering - Texture <p>Fonts and Typography- Students will be introduced to Serif and Sans Serif looking at the uses and importance of how different typography can be used to communicate emotions. They will create their own font to aid communication.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Font - Typography - Serif - Sans Serif - Alignment <p>Drawing- Students will learn about technical drawing techniques such as perspective drawing and the use of different styles of isometric.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Perspective - 2/3 Point - Isometric - Vertical - Dimension - Volume <p>Infographics- Students will look at how images and illustrations are used to develop an understanding without written explanations. Students will explore well known infographics therefore creating their own infographic which represents them and their interests. Key words:</p> <ul style="list-style-type: none"> - Infographics - Definition - Representation - Advantages

<ul style="list-style-type: none"> - Disc Sander - Bench hook - Butt joint - PVA - Quality assurance. <p>Formative Assessment: Peer Assessment will take place after and during the practical sessions. Students will create a step by step guide of how to create the box, they will be assessed by looking at their use of key words.</p> <p>Summative Assessment: Students will be formally assessed on their evaluative written piece where they recap on their skills and knowledge gained throughout the project. Their final box outcome will also be formally assessed.</p>	<p>Key words:</p> <ul style="list-style-type: none"> - Block printing - Repeats - Technique - Development <p>Formative Assessment: Peer Assessment will take place throughout the project. Students will speak to their 'target market' looking for feedback about their designs.</p> <p>Summative Assessment: Students will create a written evaluative piece of work looking at target market feedback. Students will create an individually printed bag. Students will be marked on creativity, outcome vs design and suitability for the design brief.</p>	<ul style="list-style-type: none"> - Fruit Salad (knife skills) - Pizza Toast (Grilling) - Pasta Salad (Boiling) - Fork Biscuits (Baking) - Spaghetti Bolognese (high risk foods) - Fairy Cakes (time management) <p>Formative Assessments: Peer Assessment after the practical sessions, also taking the food home for sensory feedback. Retrieval practice will take place at the start of the lessons as part of formative assessment tasks.</p> <p>Summative Assessment: Students will be formally assessed on two pieces of writing based around sensory evaluation. They will carry one out after their first few practicals, written feedback will be provided and students will then be assessed on a further developed piece of writing towards the end of the practical projects.</p>	<ul style="list-style-type: none"> - Limitations <p>Transition Materials- Students will create a final outcome of transitional materials to aid Yr6 students coming to join Carisbrooke. They will use all the skills and knowledge gained throughout this project to complete a stationery pack with typography focused around the IWEF's visions and values. They will write a personalised note to our new students and vacuum form the stationery pack.</p> <p>Formative Assessment: Peer Assessment after the practical graphical outcomes.. Retrieval practice will take place at the start of the lessons as part of formative assessment tasks.</p> <p>Summative Assessment: There will be a clear specification which each student will work towards when creating their transition material, therefore this will aid with the formal marking and grading.</p>
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Year 8 Technology - Students will rotate through all four areas within Technology. They will develop their skills from Year 7 and create more indepth and skillful outcomes. Students will be summatively and formatively assessed throughout each project.

Design Technology (Wood)	Fashion	Food Preparation and Nutrition	Graphics
<p>Students will create an automata wooden toy, where they will learn about mechanisms and movement. The frames will be created through directed teaching and the movement sections will be created through trial and error putting theory into practice.</p> <p>Brief- The students will be given a brief, which they will then analyse, looking at suitable solutions and target markets for their project.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Brief - Analysis - Target Market - Theme - Materials <p>Measuring and Marking- Students will learn how to read the basics of a schematic drawing, measuring accurately and marking using the correct equipment.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Metal Rule - Tri-Square - Quality assurance - Quality control - Schematic <p>Mechanism and Movement- Students will learn about the theory of momentum. They will look at cams and followers thinking about how to develop their design further with this knowledge.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - CAM - Followers - Momentum - Crank - Input - Output - Rotary - Linear - Reciprocating <p>Design- Students will be able to use their prior knowledge to design a suitable moving part for their toy. They will also use their knowledge of perspective and isometric drawing to develop a clear and annotated final design.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Perspective - Suitability 	<p>Students will focus on African inspired Textiles and the techniques of weaving and applique. They will develop their practical skills from Year 7 developing hand sewing skills alongside introducing the new technique of weaving inspired by traditional kente cloth and mud prints.</p> <p>Brief- The students will be provided with a brief based on African Kente weaving and geometric patterns. Students will then explore a range of textiles techniques and different cultural textiles for their project.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Brief - Research - Textiles - Construction <p>Textile Processes & Research - Students will be introduced to a range of Textile processes, which they will then explore. They will look into the technical names of these processes and begin to match the correct description to each process. Students will explore existing imagery, and other techniques, such as African mudcloth, to gain inspiration for geometric patterns they can explore in their practical process.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Textiles processes - Techniques - Inspiration - Culture - Moodboard <p>Design - Students will create a range of design ideas, based on the research they have undertaken into the topic of Kente cloth and African mud cloth. Their designs will focus on the geometric shapes found within traditional African Textiles and the use of colour in traditional Kente cloth and how kente colours have different meanings.</p> <p>Practical Techniques- Students will be introduced to the technique of Kente weaving. They will explore an experimental piece through the use of paper from which they will develop their ideas using their previous research, to create a kente cloth sample using wool and a cardboard loom. Students will then explore sewing techniques and applique further designs on to their finished</p>	<p>Students will focus on cultural eating where they will learn about seasonal foods, food miles and further develop their nutritional knowledge. Ingredients will need to be provided from home and the list will be published on Google Classroom at least a week before they are needed.</p> <p>Cultural Foods- Students are to outline any different foods they know and identify the culture, further developing their thinking by looking at similarities and differences. Students will also create a homework research project picking one specific country/culture to study.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Staple Foods - Similarities - Differences - Culture <p>Food Provenance- Students are to develop their knowledge around seasonal foods, food miles and staple foods. Identifying the pros and cons of each food type.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Food Provenance - Seasonal Foods - Food Miles - Imports - Exports <p>Dietary needs- Students understand different dietary needs, looking at specific intolerances, allergies and diseases.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Intolerance - Allergy - Disease - Diabetes - Diverticulitis - Anaphylaxis <p>Factors affecting food choice- students will be able to describe in detail the reasons why our food choices are affected. This will cover budgets, personal preferences, vegetarians and religious eating.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Religion - Factors - Judaism - Hinduism 	<p>Students will have a key focus on literacy in this project. They will read a book as a whole group and create a personal vision of the book cover and title.</p> <p>Literacy- Students will be immersed into the book, which will be read to the group each lesson. The students will then create notes, mindmaps and sketches using each chapter as inspiration. The students' end goal is to create a book jacket for the untitled book we will read to them. Students will be expected to look at and define key words and terms.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Definition - Literacy - Characters - Emotion - Illustration <p>Graphic Communication- Students will recap the work they covered last year around infographics and fonts. They will then look to create their own creativity and inspired piece using the notes gathered when reading the book as a group.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Infographics - Characters - Emotion - Font - Illustration <p>Illustration- Students will learn about famous flagship illustrators looking at their styles, similarities and differences. Students will annotate the different styles and use them for inspiration when they create their own illustrations of the core characters.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Illustrator - Similarities - Inspiration - Style <p>Design Composition- Students will learn the importance of composition, looking at a range of examples and analysing the suitability and quality of each style. They will then use this knowledge for their final outcome.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Composition

<ul style="list-style-type: none"> - Isometric - Rendering - Schematic - Annotate <p>Making- Students will make the framework as part of a teacher guided section, where the retrieval from last year's skills will be used. Students will then use the knowledge from their mechanisms lessons to create a working, moving part to the toy.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Tri Square - Tenon Saw - Vice - Dowel - Coping Saw - Hegner Saw - Sander - Quality Control <p>Formative Assessment - Students will be tested throughout via retrieval practice activities. Peer and self assessment will take place aiding the students to plan their next stages in the practical lessons.</p> <p>Summative Assessment- Final outcome will be marked against the brief and the final design. Independence in the workshop will be taken into consideration alongside quality of outcome.</p>	<p>weaving using felt.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Techniques - Sewing - Weaving - Weft - Warp - Applique <p>Formative Assessment: Students will create an experimental piece of weaving from paper and this will be formatively assessed through peer and self assessment. Retrieval practice will be used at the start of every lesson to assess their memory and understanding of the topics covered. Formative assessment opportunities will also arise following research tasks and design work, particularly peer assessment.</p> <p>Summative Assessment: Throughout the practical final outcome, staff will provide live feedback which in turn will allow the students to further their weaving sample and sewing skills. The students will be assessed on quality of outcome, suitability for the brief and independence shown. Evaluative writing will take place alongside for a summative assessment.</p>	<ul style="list-style-type: none"> - Muslim/Islam - Life style <p>Nutrition- Students will work on developing their nutritional knowledge from year 7. Students will be able to discuss the benefits and sources of all key nutrient groups.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Protein - Carbohydrates - Fats - Iron - Calcium - Vitamins <p>Practicals- Students will develop their knife and preparation skills from Year 7.</p> <ul style="list-style-type: none"> - Scone based pizza (rubbing in and shaping) - Chinese Pork (working with high risk foods, boiling and simmering) - Dutch Apple Cake (creaming method and knife skills) - Chicken Curry (knife skills and high risk foods) - Chicken Nuggets/ Fish Fingers (enrobing) <p>Formative Assessment - Peer Assessment will take place during and after work. Sensory feedback will be sought to aid them in their formative assessment.</p> <p>Summative Assessment At least two of the practicals will be formally assessed, alongside the developed response about Food miles.</p>	<ul style="list-style-type: none"> - Layout - Circular - Rule of thirds - Diagonal scan <p>Creating the outcome- Students will use all the knowledge they have gained about graphic communication and composition putting this together with their creative sketches of the key characters to make a book jacket. The students will not be told the title or the final chapter until the outcomes are completed. We will then show the students the original book cover and evaluate the students version against.</p> <p>Key words:</p> <ul style="list-style-type: none"> - Book Jacket - Characters - Illustrations - Composition - Rendering <p>Formative Assessment: Students will carry out a range of self and peer assessment, using their ongoing notes and sketches to develop their work.</p> <p>Summative Assessment: Final marking will take place after the practical outcome, students will also be able to describe and evaluate their outcomes explaining why it is a suitable outcome.</p>
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Year 9 Technology -Students will again rotate through the four areas in Technology. The projects will be building upon the skills they have learnt in previous years. The skills learnt this year will mirror the learning they will undertake at GCSE.

Design Technology (Wood)	Fashion	Food Preparation and Nutrition	Graphics
<p>Students will combine practical skills with creative thinking and design and make an interesting and innovative product. They will learn how to work with a range of materials, tools and equipment allowing them to discover how and why products work.</p> <p>Brief- Students will be set a brief and context, this is a similar format that they will undertake in the NEA in Yr11. The students will then analyse the task and identify their target market and client.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Brief - Analysis - Research - Target Market - Client <p>Research- Research a range of charities given in the design brief and use this information to inform their design ideas. Students are to identify what they need to have a successful outcome.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Research - Analyse - Specification <p>Design- Students will be able to use their prior knowledge they have gained leading to developed drawing skills creating a clear and annotated final design.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Theme - Annotate - Render - Dimensions <p>Practical work - Students will learn about wood joints and make the box frame using the measuring and accuracy skills gained in years 7 and 8, new skills will be developed to make a finger jointed box. Students will then use the knowledge from their research to create their money box using a range of tools, machines and practical skills to make their individual high quality outcome</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Manufacturing - Measuring - Marking - Accuracy - Manufactured boards - Quality Control 	<p>Students will create printed fashion accessories based on the work of famous artists. Students will learn a range of printing techniques that will be further embellished.</p> <p>Brief: Students will be introduced to the project and provided with a clear brief. They will then carry out a detailed analysis that leads to a research plan and identification of the target market.</p> <p>Key words:</p> <ul style="list-style-type: none"> - Artist - Research plan - Brief - Analysis - Target Market <p>Research- Students will learn how to concisely and effectively research a range of suitable designers and artists. They will learn how to design in the style of and also enhance their understanding of form and composition.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Form - Composition - Formal concepts - Designers <p>Design- Students will create a wide range of initial design ideas, based on the 'style of' and students will pick which design movement/designer they will use as inspiration. Designs will be detailed, rendered and clearly annotated. Designs will be peer assessed. Final designs will be developed and planned ready for the practical elements.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Designers - Inspiration - Creative - Annotate - Render - Development <p>Printing- Students will then make their designs a reality. They will be tasked with making the correct templates or blocks to ensure their design is created correctly. They will look at different methods such as tie dye, block printing, lino and screen printing.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Shape - Form - Tone 	<p>Students will have a more scientific approach to Food Preparation and Nutrition. Students will look at the physical and chemical properties of ingredients.</p> <p>Proteins- Students will understand the functions of protein, the alternatives and the way amino acids work. They will understand HBV and LBV foods along with the symptoms of excess and deficiency. Practicals containing protein will also take place.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Amino Acids - Sources - Deficiency - Excess - High Biological Value (HBV) - Low Biological Value (LBV) <p>Carbohydrates- Students will understand the ways in which carbohydrates work, the difference between complex and simple carbohydrates. Students will understand the difference between starches and sugars and look at mono/di/poly saccahrdies.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Fibre - Non Starch Polysaccharide (NSP) - Monosaccharide - Disaccharide - Polysaccharide - Complex - Simple <p>Raising agents- Part of the NEA work in Yr 10/11 students have to carry out research and experiments into functions and chemical properties of ingredients. Therefore students will be introduced to a brief/task. Research will be undertaken and experiments carried out. Students will learn how to carry out and record experimental findings.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Bicarbonate of soda - Baking Powder - Yeast - Self Raising flour - Raising agent - Chemical - Mechanical - Hypothesis <p>Practicals- Students will carry out a range of</p>	<p>Students will use the skills from Yr7 and 8 to create suitable, detailed packaging. They will understand nets and how to make suitable packaging.</p> <p>Brief- Students are to be introduced to the brief. They are to identify and understand the demographics. Students will look at branding and logos. Students will look at well known brands and what makes their logos so eye-catching.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Brand - Logo - Brief - Analysis - Demographics <p>Artist Research- Students will look at Jon Burgerman in detail, looking at styles, colours and themes. Students will analyse his work looking at form, tone, style, layout etc.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Illustration - Tone - Form - Layout <p>Nets- Students will learn about the functions of packaging, looking at suitable materials as well as pros and cons of a wider variety of materials. Students will learn about the tabs and windows. Students will be given time to trial a range of different shapes and sizes making their nets from scratch. They will develop their skills and make a final outcome which has their design, typography and logo on.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Typography - Net - Tabs - Windows - Quality control <p>Design- Students will pick a theme and create a munny doll based around that theme. They will create their own style illustration, one that is suitable for their demographic. Designs will be detailed, rendered and annotated. Students will gain feedback from their peers and further develop designs showing creativity.</p> <p>Key Words:</p> <ul style="list-style-type: none"> - Illustrations - Design development

<p>Formative Assessment: Students will use peer and self assessment throughout the project. Students will be able to use client feedback throughout to further enhance their work.</p> <p>Summative Assessment: Students will be formally assessed on their final outcome and their evaluative writing</p>	<ul style="list-style-type: none"> - Techniques - Tie Dye - Block printing - Lino printing <p>Formative Assessment: Students will be able to peer and self assess throughout their project. They will ask their target market for feedback and further development ideas with their designs.</p> <p>Summative Assessment: Students will be assessed on the detail provided in the formal concepts analysis and the quality of the final outcomes.</p>	<p>practicals that will support their theoretical work.</p> <ul style="list-style-type: none"> - Sweet Scones (raising agents) - Savoury Scones (Raising agents) - Bread (carbs, gluten and yeast) - Risotto (carbs and protein balance) - Jam Tarts (Fats and carbs) - Savoury pastry (fats and carbs) <p>Formative Assessment- Students will undertake several peer and self assessments. Students will be asking for sensory feedback from home.</p> <p>Summative Assessment: Students will be formally assessed on two of the practicals- teachers will tell the students which ones. The written experimental work will also be formally assessed using the AQA mark scheme.</p>	<ul style="list-style-type: none"> - Demographic - Render - Annotate <p>Formative Assessment: Students will carry out a range of self and peer assessment. They will be asking for specific feedback from their target market. Additional live feedback will be provided throughout.</p> <p>Summative Assessment: Students will be assessed on their final outcomes, looking at the quality and suitability of it. Students will be formally assessed on a write analysis piece on Jon Burgerman.</p>
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Year 10 Technology- Students will select one or more specific areas in the Technology Faculty to study at GCSE. All the subjects are made up of both controlled assessment and examinations.

AQA Food Preparation and Nutrition 8585- 50% written exam, 1 hour 45 minutes, made up of 100 marks. Non-Examination Assessment (NEA) NEA1 = 15% of final grade this is the piece based around the experiments and the findings. NEA 2= 35% this is based on a 2/3 course meal planning and the practical exam.

AQA Design Technology - Timbers 8552- 50% written exam, 2 hours, made up of 100 marks. Non-Examination Assessment (NEA) =50% this is a 30-35 hour piece of research, design and make portfolio.

CACHE Child Development and Care 603/3293/1- Internal assessments are worth a total of 50% of the final mark. Unit 1 is worth 12.5% and Unit 2 is with 37.5%.The written external exam is worth 50% of the final mark and will cover all three units of theory.

BTEC Fashion - Students will complete 2 units from the BTEC specification (Unit 3+4 Optional Specialist Units). These will be internally assessed and a mock exam will help students to practise for their exam core unit that takes place in Year 11.

BTEC Health and Social Care- CWXH8 - Internal assessments are worth 60% of the final mark. Component 1 is worth 30% and Component 2 is also worth 30%. The written exam is 2 hours in duration, made up of 60 marks and is worth 40% of the final mark.

Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<p>Food Preparation Eatwell Guide and Government Guidelines - this will allow students to be aware of the fundamentals of healthy eating. Students will create a well balanced meal and create this.</p> <p>Key Words- Protein, Fats, Dairy, Vitamins, Minerals, Carbohydrates, fibre, hydration.</p> <p>Vitamins and Minerals- Students are introduced to in depth learning around functions and sources. This is an integral part of the course and will be revisited several times throughout the year. Students will be able to describe the functions of each vitamin and mineral in the body.</p> <p>Key Words: Vitamins, Minerals, Fat soluble, Water soluble, sources, functions.</p> <p>Fats, Protein and Carbohydrates- This is an introduction to the key macro nutrients needed in the body. Students will understand the core principles and the functions and sources of each.</p> <p>Key Words: Amino Acid, Complex, Simple, HBV, LBV, saturated, unsaturated, fibre, NSP.</p> <p>Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test</p>	<p>Food Preparation Cooking methods- looking at a range of cooking methods, the pros and cons of using each method. Students will carry out practical sessions demonstrating a range of cooking methods.</p> <p>Key Words: Baking, Braising, Steaming, Blanching, Roasting, Poaching,</p> <p>Heat Transfer- All heat transfer methods will be explored, looking at the scientific explanation of how heat transfer, this is then demonstrated in practical sessions showing all three methods.</p> <p>Key Words: Conduction, Convection, Radiation, Atoms, Convection Current, Infra-red, Microwave.</p> <p>Sensory Analysis and Evaluation- Students will be introduced into the range of sensory analysis techniques, trialling them and looking at the pros and cons for each. Students will then carry out sensory analysis and record the findings from their own practical work. This will then allow them to look at how to effectively evaluate their cooking.</p> <p>Key words: Sensory, Evaluation, Aroma, Appearance, Taste, Mouth Feel, Texture, Hedonic, Comparison.</p> <p>Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment.</p>	<p>Food Preparation Protein- Students will learn about specific amino acids, they will learn about high and low biological value foods. They will look at alternative proteins and diets that don't contain any animal protein. They will cook with a range of protein foods, looking at the changes in the physical structure and how it affects the sensory qualities.</p> <p>Key Words: Amino Acids, HBV, LBV, Alternative, Vegetarian, Vegan, Essential amino acid, non-essential amino acid, coagulation.</p> <p>Carbohydrates: Students will look at the different types of carbohydrates looking at specific sugar molecules and how these are made up in foods. They will look at how the body digests carbohydrates and the effects of excess and deficiency. Practical work will be undertaken looking at specific carbohydrates.</p> <p>Key Words: Simple, Complex, Starch, Fibre, Molecule, Sucrose, Lactose, Maltose, galactose, fructose, glucose, monosaccharide, disaccharide, polysaccharide.</p> <p>Fats: Students will develop their knowledge about fats, looking at their structures, functions and sources. They will understand the chemical structure of both saturated and unsaturated fats. Students will carry out practicals using fats to</p>	<p>Food Preparation Microorganism and Enzymes- Students will look at the growth of microorganisms and factors affect them. They will look at preservation methods. Students will look at how enzymes change the sensory qualities of foods and how to help slow down the effects of them. Students will look at and carry out a range of preservation techniques, looking at these positively or negatively affect the sensory qualities of foods.</p> <p>Key Words: Microorganisms, Enzymes, Bacteria, Mould, Yeast, Preservation.</p> <p>Raising Agents- Students will look at mechanical, chemical and biological forms of raising agents. They will investigate the differences and understand how air is incorporated into foods. A range of practical dishes will be carried out demonstrating each of the raising agents.</p> <p>Key Words: Biological, Chemical, Mechanical, Reaction, Respiration.</p> <p>Denaturation and Coagulation- Students will look at the effects of heat, acid and time on proteins. They will understand the pros and cons of each method and be able to describe where each type is seen. They will be able to demonstrate this in practical sessions.</p>	<p>Food Preparation Food Provenance- Students will learn about where food comes from, they will look at seasonal foods, staple foods and food security. Students will create food dishes with the lowest food miles possible, looking at what alternatives we can use that have not been imported.</p> <p>Key Words: Provenance, Food Miles, Food Security, Seasonal Foods, Imports, Exports.</p> <p>Primary and Secondary Processes- Students will understand the different stages that foods undergo before they are edible or available in the shops. They will look at the pros and cons, understanding preservatives and chemicals. Students will understand the pros and cons of using standard components.</p> <p>Key Words: Processing, Preservatives, Components, Primary, Secondary, nutritional.</p> <p>Food Choice- Looking at the factors affecting food choice- specifically budgets, personal preference, religious eating, skills, dietary disease, intolerances etc. Students need to understand a wide variety of reasons why we choose the food we do. They also need to understand how to adapt a recipe to fit people's needs.</p>	<p>Food Preparation Trial NEA 1- Functional and Chemical properties of a specific ingredient.</p> <p>Students will be walked through the NEA1 as a trial, we will look at all the key stages within the assessment and get to grips with the mark scheme. This will allow the students to be aware of the set up and expectations needed in Year 11. Students will be set a context, they will then carry out detailed and scientific research and reading around the subject From this they will identify a hypothesis which they will then prove or disprove through their own investigations/experiments. The students will be expected to outline the measurements, amounts and equipment needed. They will carry out the experiment and recorded detailed findings. They will then create a report which explains what they have done, illustrating their findings and then evaluative whether they have proven or disproven their hypothesis. This report will take place as a written 2,000 word essay which includes photographs, tables and charts.</p> <p>Key Words: Investigation, Experiment, Hypothesis, Results, Primary, Secondary, Concise.</p> <p>Assessment: Students will be</p>

<p>at the start of the unit where we gauge the prior knowledge to aid the planning, the end of the unit test will then show the progress made and what subject knowledge will need to be revisited.</p> <p>Design and Technology Topic: Workshop basics and material properties - classroom and practical theory where students learn/revisit key information required throughout KS4 to enable them to use the workshop successfully.</p> <p>Wildlife house project - Students begin to research and investigate project possibilities in relation to the creation of a wildlife house for a client chosen by the student. This is essentially a streamlined version of the Non Exam Assessment that enables the students to practice working through the stages of design.</p> <p>Focus practical sessions: Joints, types of wood, bonding.</p> <p>Key words: Tools, measurement, good practice, health and safety, task analysis, client, material properties, product analysis</p> <p>Assessment: Retrieval practice, exam questions in exercise books, practical assessment.</p>	<p>Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning, the end of the unit test will then show the progress made and what subject knowledge will need to be revisited.</p> <p>Design and Technology Topic: Theory lessons - Technology in manufacturing. Theory lessons with exam questions throughout that explore the section A topic 'Technology in engineering'. This top includes; Manufacturing, robots, smart technology, tracking, communications systems, specialist buildings, Flexible manufacturing systems, lean manufacturing, machining, production systems, scales of production Wildlife house project - Students begin designing their own wildlife houses based on the requirements of their chosen client. Students also look at key designers, studios and brands; adapting their designs to show their inspiration.</p> <p>Focus practical sessions: Thermoplastics vs Thermosetting plastics. Filings, sanding and polishing surfaces. Using heat to reshape thermoplastics.</p> <p>Key words: Client, research, analyse, designer influence, technology in manufacturing, polymers, design process, sketch, annotate, develop.</p> <p>Assessment: Retrieval practice, exam questions in exercise books,</p>	<p>show shortening in foods. Key Words: Saturated, Unsaturated, Cholesterol, fatty acids, lipid, triglycerides. Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning, the end of the unit test will then show the progress made and what subject knowledge will need to be revisited.</p> <p>Design and Technology Topic: Theory lessons - Product sustainability and social issues. Topics include; sustainability, carbon footprints, planned obsolescence, product lifespan, continuous improvement, life cycle assessment, the 6 R's, social footprints.</p> <p>Wildlife house project - Students develop their designs into prototype products in the workshop incorporating the skills they have learned joining and bonding wood.</p> <p>Key words: Joint, quality control, quality assurance, fit and finish, finishing, design development, prototyping.</p> <p>Assessment: Retrieval practice, exam questions in exercise books, assessment of design work.</p>	<p>Key Words: Denaturation, Coagulation, Amino Acids, Protein Strands, Temperature, Acids. Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning, the end of the unit test will then show the progress made and what subject knowledge will need to be revisited.</p> <p>Design and Technology Topic: Theory lessons - business and enterprise, market push and pull, continual product improvement, impact of technology on jobs, culture and society, virtual marketing and retail, crowdfunding, cooperatives and fairtrade.</p> <p>Wildlife house project - Students finish building their designs. Students use quality control checks and testing against specification, combined with client feedback to evaluate their final products.</p> <p>Project 2 - Chair modelling project. Introduction to CAD/CAM software. Anthropometrics and Ergonomics. Rapid version of design process in preparation for NEA.</p> <p>Key words: Ergonomics, anthropometric data, design process, CAD, CAM, modelling. Social effects.</p> <p>Assessment: Retrieval practice, exam questions in exercise books, Completed practical outcome.</p>	<p>Key Words: Religious, Intolerance, Allergy, Dietary Diseases, Ethics. Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning, the end of the unit test will then show the progress made and what subject knowledge will need to be revisited.</p> <p>Design and Technology Topic: Theory lessons - Powering systems, Properties of materials, different material types, material developments, mechanical systems, Electronic systems.</p> <p>Project 2 - Chair modelling project. Modelling chair physically in the workshop using selected and researched materials chosen by the student VS modelling the chair using computer aided design software.</p> <p>Key words: Renewable, sustainability, electronics, materials, smart materials, composites, alloys, paper, board, textiles.</p> <p>Assessment: Retrieval practice, exam questions in exercise books, computer aided design work assessment.</p>	<p>assessed using the official AQA NEA1 mark scheme. This will be shared with students during the trial so they can self assess are they progress. There will also be some form of Mock Exam- in class revision time will be factored in but the students can use their exercise books to aid their revision looking at the notes and baseline/end of unit tests from throughout the year.</p> <p>Design and Technology Topic: Non Exam Assessment - Section A - introduction to the NEA. Students analyse what the possibilities are, choose a client and possible problem to solve. Completing a task analysis, initial research and start to consider what they need to research to continue the project successfully.</p> <p>Theory lessons - Section B - Material origins - Paper and board, Timber based materials, Metal based materials, Polymers, Textile based materials. Forces and stresses.</p> <p>Key words: Contextual challenge, Task analysis, client, design problem. Unique selling points (USP)</p> <p>Assessment: Assessment of completed NEA work. Mock exam paper.</p>
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<p style="text-align: center;"><u>Child Development</u> Topic: Child Development</p> <p>Content Area 1 Factors of holistic development from birth to five years. Understanding the key attributes of physical, intellectual, language and communication and social and emotional development Key words:physical, gross, fine, grasp, intellectual, cognitive, language, communication, receptive, expressive, articulation, self concept, self esteem, social, emotional. Assessment: Students will produce coursework based outcomes in the form of written text, booklets, posters, pamphlets, fact files and charts. Formative assessment will take the form of retrieval practice, DIRT activities and oral feedback. Summative Assessment End of Content Area assessment</p> <p style="text-align: center;"><u>Fashion</u> Topic:Fashion In Wonderland - Unit 4 - Communicating ideas in 3D Key words:Wearable Art, Sculptural Fashion, Catwalk, Couture, Fashion Designers, Sculpture Artists, Paper Artists Research into other artists who work in 3D: Students will complete a variety of visual and written research tasks that explore other artists that work in 3D. They will also discover the meaning of both wearable art and sculptural fashion. Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment.</p>	<p style="text-align: center;"><u>Child Development</u> Topic: Child Development</p> <p>Content Area 1 Factors of holistic development from birth to five years. Understanding the key attributes of physical, intellectual, language and communication and social and emotional development Key words:physical, gross, fine, grasp, intellectual, cognitive, language, communication, receptive, expressive, articulation, self concept, self esteem, social, emotional. Assessment: Students will produce coursework based outcomes in the form of written text, booklets, posters, pamphlets, fact files and charts. Formative assessment will take the form of retrieval practice, DIRT activities and oral feedback. Summative Assessment End of Content Area assessment</p> <p style="text-align: center;"><u>Fashion</u> Topic:Fashion In Wonderland - Unit 4 - Communicating Ideas in 3D Keywords:Sewing machine, Sashiko embroidery, pleating, gathering, ruffling, volume. Sampling: Students gain skills on the sewing machine and create samples of pleating, gathering and ruffling; these create volume in fashion and make fabric become 3D Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test</p>	<p style="text-align: center;"><u>Child Development</u> Topic: Factors that influence Child Development</p> <p>Content Area 2 Nature & Nurture Biological & Environmental factors Investigating how everyday activities and experiences promote holistic development and well-being Identifying transitional experiences, the possible effects of transition and supporting transition for children aged 0-5 years. Key words: Independence, well-being, Health, safety, holistic describe, evaluate, assess, reference, quote, bibliography, state, plagiarism, interim, assessment Assessment: Students will produce coursework based outcomes in the form of written text, booklets, posters, pamphlets, fact files and charts. Formative assessment will take the form of retrieval practice, DIRT activities and oral feedback. Summative Assessment End of Content Area assessment</p> <p style="text-align: center;"><u>Fashion</u> Topic:Unit 3 - Communicating ideas in 2D - Fashion Illustration Keywords:Fashion Illustration, Inspiration,Media, Technique, Fashion Designers. Research into other Artists that work in 2D:Students will complete a variety of visual and written research into other artists and designers that work in 2D in Fashion. Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take</p>	<p style="text-align: center;"><u>Child Development</u> Topic: Factors that influence Child Development</p> <p>Content Area 2 Nature & Nurture Biological & Environmental factors Investigating how everyday activities and experiences promote holistic development and well-being Identifying transitional experiences, the possible effects of transition and supporting transition for children aged 0-5 years. Key words: Independence, well-being, Health, safety, holistic describe, evaluate, assess, reference, quote, bibliography, state, plagiarism, interim, assessment Assessment: Students will produce coursework based outcomes in the form of written text, booklets, posters, pamphlets, fact files and charts. Formative assessment will take the form of retrieval practice, DIRT activities and oral feedback. Summative Assessment End of Content Area assessment</p> <p style="text-align: center;"><u>Fashion</u> Topic:Unit 3 - Communicating ideas in 2D - Fashion Illustration Key words: Artwork, communicating ideas in 2D, two dimensional Sampling:Students will sample a range of techniques and media that explores the 2D work of Fashion Illustration. Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid</p>	<p style="text-align: center;"><u>Child Development</u> Topic: Care Routines, Play and activities to support the child</p> <p>Content Area 3 Basic care needs and routines to support healthy development. Types of Play Play activities to support holistic development of children aged 0-5 years Theory of play - Montessori, Bruce and Parten. Key words: physical, gross, fine, grasp, intellectual, cognitive, language, communication, receptive, expressive, articulation, self concept, self esteem, social, emotional. Assessment: Students will produce coursework based outcomes in the form of written text, booklets, posters, pamphlets, fact files and charts. Formative assessment will take the form of retrieval practice, DIRT activities and oral feedback. Summative Assessment End of Content Area assessment</p> <p style="text-align: center;"><u>Fashion</u> Topic:Unit 3 - Communicating ideas in 2D - Fashion Illustration Keywords:Machine embroidery, hand embroidery Sampling:Students will use the sewing scones to create 2D samples of machine embroidery and will work in creating 2D samples with hand embroidery also. Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we</p>	<p style="text-align: center;"><u>Child Development</u> Topic: Care Routines, Play and activities to support the child</p> <p>Content Area 3 Basic care needs and routines to support healthy development. Types of Play Play activities to support holistic development of children aged 0-5 years Theory of play - Montessori, Bruce and Parten. Key words: physical, gross, fine, grasp, intellectual, cognitive, language, communication, receptive, expressive, articulation, self concept, self esteem, social, emotional. Assessment: Students will produce coursework based outcomes in the form of written text, booklets, posters, pamphlets, fact files and charts. Formative assessment will take the form of retrieval practice, DIRT activities and oral feedback. Summative Assessment End of Content Area assessment</p> <p style="text-align: center;"><u>Fashion</u> Topic:Unit 3 - Communicating ideas in 2D - Fashion Illustration Keywords:Artwork, communicating ideas in 2D, two dimensional Final work: Create an imaginative and beautifully presented range of final fashion illustrations. Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning. Continual assessment</p>
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<p>Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses.</p> <p>Health and Social Care Topic: Component 1 - Human Lifespan Development Learning Aim A1 - Understand Human Growth and Development Across the Life Stages</p> <p>Main life stages - Infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood.</p> <p>PIES Development at each life stage - Physical, intellectual, emotional and social development.</p> <p>Key words: Life stages, Characteristics, Growth, Development, Classification, Lifestyle, Menopause, Contentment, Self-Image, Self-esteem,</p> <p>Assessment: Students will complete research into a famous individual and explain the process of growth and development through three life stages showing how growth and development changes over time. For each life stage, they will describe the physical, intellectual, emotional and social development that their chosen individual has experienced.</p>	<p>at the start of the unit where we gauge the prior knowledge to aid the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses.</p> <p>Health and Social Care Topic: Component 1 - Human Lifespan Development Learning Aim A2 - Understand Factors That Affect Human Growth and Development</p> <p>Factors affecting growth and development - Physical factors i.e genetic inheritance, genetic disorders, disease and illness - Lifestyle factors i.e. diet, exercise, lifestyle choices - Social and cultural factors i.e. culture and religion, community involvement, gender roles, educational experiences, relationships and isolation, role models - Economic factors i.e. income and wealth and material possessions.</p> <p>Key words: Genetic Inheritance, Gender Role, Role Model, Material Possessions.</p> <p>Assessment: Students will undertake the mandatory internally marked coursework Component 1 - Assignment 1.</p>	<p>place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses.</p> <p>Health and Social Care Topic: Component 1 - Human Lifespan Development Learning Aim B1 - Different Types of Life Event</p> <p>Life events - Expected and unexpected, physical events, relationships changes, life circumstances</p> <p>Key words: Life events i.e expected, unexpected, bereavement - Physical events i.e. ill health, accident and injury - Relationship changes i.e. bereavement, new relationships, marriage, divorce, parenthood - Life circumstances i.e. moving house/school, redundancy, imprisonment, retirement.</p> <p>Assessment: Case studies - Students will be given a series of case studies which requires them to identify, describe and classify life events for each one.</p>	<p>the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses. At the end of this unit we will organise a Mock exam under controlled conditions to practise for the externally assessed unit in year 11.</p> <p>Health and Social Care Topic: Component 1 - Human Lifespan Development Learning Aim B2 - Investigate How Individuals Deal With Life Events</p> <p>Dealing with life events - Adapting to change i.e. resilience, understanding change, accepting change - Types of support i.e. emotional support, practical help, informal support, professional sources of support, voluntary sources of support.</p> <p>Key words: Adapt, Respite care, Formal, Informal, Professional, Voluntary.</p> <p>Assessment: Students will undertake the mandatory internally marked coursework Component 1 - Assignment 2.</p>	<p>gauge the prior knowledge to aid the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses. At the end of this unit we will organise a Mock exam under controlled conditions to practise for the externally assessed unit in year 11.</p> <p>Health and Social Care Topic: Component 2 - Health and Social Care Services and Values Learning Aim A1 - Health and Social Care Services</p> <p>Types of care i.e. primary, secondary and tertiary care - Allied health professionals i.e. therapists, paramedic, podiatrist, dietician, radiographer - Services for children, i.e. foster care, residential care, youth work, support workers - Services for adults or children with specific needs i.e. learning disabilities, sensory impairments, long-term health issues - Types of Support i.e. residential care, respite care, domiciliary care Informal social care i.e. spouse/partner, children, friends, neighbours</p> <p>Key words: Secondary care, Tertiary care, Physiotherapy, Neurological, Identity, Sensory impairment, respite care, domiciliary care</p> <p>Assessment: Case studies - Students will be given a series of case studies which requires them to identify, describe services that could help each one with their specific needs.</p>	<p>in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses. At the end of this unit we will organise a Mock exam under controlled conditions to practise for the externally assessed unit in year 11.</p> <p>Health and Social Care Topic: Component 2 - Health and Social Care Services and Values Learning Aim A2 - Barriers to Accessing Services</p> <p>Types of barriers i.e. physical, sensory, social, cultural and psychological, language, geographical, intellectual, lack of resources, financial barriers.</p> <p>Key words: Barrier, Access, Stigma, Confidentiality, Resources, Burnout</p> <p>Assessment: Students will undertake the mandatory internally marked coursework Component 2 - Assignment 1.</p>
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Year 11 Technology -

AQA Food Preparation and Nutrition 8585- 50% written exam, 1 hour 45 minutes, made up of 100 marks. Non-Examination Assessment (NEA) NEA1 = 15% of final grade this is the piece based around the experiments and the findings. NEA 2= 35% this is based on a 2/3 course meal planning and the practical exam.

AQA Design Technology - Timbers 8552- 50% written exam, 2 hours, made up of 100 marks. Non-Examination Assessment (NEA) =50% this is a 30-35 hour piece of research, design and make portfolio.

CACHE Child Development and Care 603/3293/1- Internal assessments are worth a total of 50% of the final mark. Unit 1 is worth 12.5% and Unit 2 is with 37.5%.The written external exam is worth 50% of the final mark and will cover all three units of theory.

BTEC Fashion - Core units 1+2 - both are subject to external moderation and unit 2 - Externally assessed unit - 30 GLH to create a project that finishes with an exam under controlled conditions.

BTEC Health and Social Care- CWXH8 - Internal assessments are worth 60% of the final mark. Component 1 is worth 30% and Component 2 is also worth 30%. The written exam is 2 hours in duration, made up of 60 marks and is worth 40% of the final mark.

Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<p>Food Preparation Revision-Students will cover the basic foundations of Macro and Micro nutrients, They will start creating revision materials to support them. A range of exam style responses will be carried out. Key Words: Micronutrients, Macronutrients, Vitamins, Minerals, Fats, Protein, Carbohydrates, Amino Acids, Complex, NSP. NEA Launch- Students will be introduced to the questions set by AQA- there will be three questions and the students will pick their preferred one which they will base their whole project around. Key Words: Context, Analysis, Research Plan, Target Market, Consideration. NEA Research- Students will have outlined their own research plan to fulfil their understanding of the context. By the end of this half term all students will have completed Section A- Research. Key Words: Research, Primary, Secondary, Suitability, Concise, Summary. Assessment: A collection of formally marked exam style responses, based around the revision topics. Section A research will be completed at marked in line with the AQA mark scheme.</p>	<p>Food Preparation Picking Dishes- Students will now be aware of what dishes would be suitable to create for the context and their target market. Students will analyse a wider range of dishes and plan to create at least 4 of this for section B. Key Words: Nutritional Content, Skills, Suitability. Trial Dishes- Students will be tasked to create 3 or 4 trial dishes showing the suitability for the context and the target market. Students will showcase their skill set, looking to use as many high level skills as possible. Key Words: Creation, Showcase, Presentation, Suitability. Evaluations- Students will need to complete detailed evaluations to develop the understanding around the dishes they have created. They will look at target market sensory feedback and ways in which to further develop the dishes for their final exam. Key Words: Evaluation, Considerations, Development, Sensory Analysis. Assessment: All practical and written work will count towards section B of the NEA. This will be formally marked with the AQA mark scheme.</p>	<p>Food Preparation Revision and Trial Exams- Students have been provided with personalised revision forms previously- this will highlight specific areas which we will focus on. Students will revise and complete exam responses. A full past paper will be completed by the students in exam conditions. Key Words: Explain, Evaluate, Define, Suggest. Final Dish Choices- Students will pick their final dish choices for the 3 hour practical exam. They will ensure they have the ingredients and methods. Key Words: Reasons for Choice, suitability, Nutritional Content. Time Planning- Students will need to create a detailed dovetail timeplan which spans the 3 hours of the practical exam. They will outline the method, ingredients, equipment, Health and Safety and Quality Assurance. Key Words: Time Plan, Dovetail, Method, Health and Safety, Quality Assurance. Assessment: Students will complete the planning section ready for the practical exam which will take place after the half term break. The work completed this half term will be for section C and will be marked using the AQA mark scheme.</p>	<p>Food Preparation Practical Exam- Students will complete a 3 hour practical exam where they will complete 2 courses with accompaniments that meets their context. Students will use their timeplan and present 2 or 3 high quality dishes with accompaniments. Students will be marked on independence, time management, food safety, presentation and sensory features. Key Words: Time management, Quality, suitability, Sensory Qualities. Evaluation: Students will carry out detailed evaluations, looking at the suitability of the dishes, using photographs to show the stages of making, Sensory analysis will take place alongside nutritional analysis where the students will look at the specifics against the context and target market. Key Words: Evaluation, Analysis, Sensory, Nutritional, Suitability, Target Market. Assessment: Students will fully complete the NEA and it will be submitted for official marking before being sent to the Exam board for moderation. Mark scheme is the AQA NEA which the students will have had access to throughout the project.</p>	<p>Food Preparation Revision- Students will undertake revision activities looking at their own RAG revision sheet. Staff will give time for the students to RAG the topics and then set up carousel activities of different revision topics. Students will practice exam style responses throughout. Long Exam Questions- The 8,10 and 12 mark questions will be explored as a group looking at mark schemes and how to analyse the data that is provided as part of the question. Assessment: Students will sit an 1 hour 45 minute 100 mark exam. This is worth 50% of the final grade. The other 50% comes from the NEA work they have previously completed.</p>	<p>Food Preparation Revision will take place until the external exam is completed.</p> <p>Design and Technology Revision will take place until the external exam is completed.</p> <p>Child Development Revision will take place until the external exam is completed.</p> <p>Fashion Topic:Exam Unit - Creative Project in Art and Design Key words:Garment Construction, Fashion Designers, Artists, Catwalk Fashion, Sewing Machine, Fabric Manipulation, Embroidery, Sashiko Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses. At the end of this unit we will</p>

<p><u>Design and Technology</u> Topic: NEA (A+B) - Identifying and investigating design possibilities, Producing a design brief and specification</p> <p>Students investigate and analyse existing products and undertake research arising. They then research possible design influences that may be appropriate and create a detailed data sheet on their client including asking them questions on their requirements and turn this into a design brief and specification.</p> <p>Section C exam theory included in NEA work - investigation, primary and secondary data, environmental, social and economic challenge</p> <p>Key words: Research, client, user, USP, gap in the market, brief, specification.</p> <p>Assessment: Exam questions in exercise books, Section A research will be completed at marked in line with the AQA mark scheme.</p> <p><u>Child Development</u> Topic: Unit 2 -The Developing Child Task 1 Factors of holistic development from birth to five years. Understanding the key attributes of physical, intellectual, language and communication and social and emotional development Task 2 Observation methods and the use of successful observations on the support of long term developmental factors. Key words:physical, gross, fine, grasp, intellectual, cognitive, language, communication, receptive, expressive, articulation, self concept, self esteem, social, emotional.</p>	<p><u>Design and Technology</u> Topic: NEA (C+D) - Generating and developing design ideas</p> <p>Students use their specification and client feedback to create/assess designs for the product. Designs are developed with client/teacher assistance and further investigation is carried out as required.</p> <p>Section C exam theory included in NEA work - the work of others, design strategies, communication of design ideas</p> <p>Key words: Planning and preparation, design, develop, client, inspiration, strategy</p> <p>Assessment: Exam questions in exercise books, Section B+C will be completed at marked in line with the AQA mark scheme.</p> <p><u>Child Development</u> Topic:Unit 2 -The Developing Child Task 2 Observation methods and the use of successful observations on the support of long term developmental factors. Task 3 Personal and external factors affecting the development of children aged 0-5 years. Key words: Personal, external, holistic, cultural, influences, economic, describe Assessment:Students will produce coursework based outcomes in the form of written text, booklets, posters, pamphlets, fact files and charts. Formative assessment will take the form of retrieval practice, DIRT</p>	<p><u>Design and Technology</u> Topic: NEA (D+E) Developing and Realising design ideas</p> <p>Students continue to develop their designs, employing modelling of ideas from cardboard and planning their build. Students then build their final prototype.</p> <p>Section C exam theory included in NEA work - prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes</p> <p>Key words: prototype, modelling, materials, components, tooling, equipment, processes</p> <p>Assessment: Exam questions in exercise books, Section D will be completed at marked in line with the AQA mark scheme.</p> <p><u>Child Development</u> Topic:Unit 2 -The Developing Child Task 4 Investigating how everyday activities and experiences promote holistic development and well-being Task 5 Identifying transitional experiences, the possible effects of transition and supporting transition for children aged 0-5 years. Task 6 To produce a bibliography and relevant references prior to initial hand in of coursework documents. UpGrade: Interim feedback based upgrading of existing Unit work coursework. Key words: Independence, well-being, Health, safety, holistic describe, evaluate, assess,</p>	<p><u>Design and Technology</u> Topic: NEA (E+F) Realising design ideas, Analysing and evaluating</p> <p>Students complete the building of their prototype product. With the assistance of their client they then evaluate its success against their original specification.</p> <p>Section A+B exam revision. Stock forms types and sizes, specialist techniques and processes.</p> <p>Key words: Evaluate, analyse, revision, finishing, quality control.</p> <p>Assessment: Formally marked exam questions, mock papers, Section D will be completed at marked in line with the AQA mark scheme.</p> <p><u>Child Development</u> Topic: Unit 3 Exam revision and planning Key words: Assessment, revision, glossary, terminology, plan, annotate Assessment: Students will produce coursework evaluation document highlighting areas of strength and weakness. Exposure to mock exam questions and practise papers. Analytical tasks of sample answers. Formative assessment Assessment using exam criteria and assessment outcomes. Use of correct terminology and referencing. DIRT activities and oral feedback. Summative Assessment will take place in this term in the form of</p>	<p><u>Design and Technology</u> Topic: Section A+B+C exam revision as necessary looking at areas missed/requiring further revision. Practicing exam questions - focus on high mark questions (8+ marks).</p> <p>Key words: Analyse, evaluate, revision, prepare.</p> <p>Assessment: Students will sit their final examination which is worth 50% of the final grade (the other 50% comes from the NEA).</p> <p><u>Child Development</u> Topic: Unit 3 Exam revision and planning Key words: Assessment, revision, glossary, terminology, plan, annotate Assessment: Students will produce coursework evaluation document highlighting areas of strength and weakness. Exposure to mock exam questions and practise papers. Analytical tasks of sample answers. Formative assessment Assessment using exam criteria and assessment outcomes. Use of correct terminology and referencing. DIRT activities and oral feedback. Summative Assessment will take place in this term in the form of</p>	<p>complete an exam under controlled conditions.</p>
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<p>Assessment: Students will produce coursework based outcomes in the form of written text, booklets, posters, pamphlets, fact files and charts.</p> <p>Formative assessment will take the form of retrieval practice, DIRT activities and oral feedback.</p> <p>Summative Assessment will take place with a baseline test at the beginning of the task. Followed by end of topic test. Full assessment of Unit 2 in Spring term 1</p> <p style="text-align: center;"><u>Fashion</u></p> <p>Topic:Introduction to Specialist Pathways in Art and Design</p> <p>Keywords:Weave, Fashion Designers, Artists, Catwalk Fashion, Embroidery, Sashiko</p> <p>Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses.</p> <p style="text-align: center;"><u>Health and Social Care</u></p> <p>Topic: Component 2 - Health and Social Care Services and Values Learning Aim B1 - Care Values</p> <p>Empowering and promoting independence - Respect for others i.e. tolerance and acceptance</p>	<p>activities and oral feedback.</p> <p>Summative Assessment will take place with a baseline test at the beginning of the task. Followed by end of topic test. Full assessment of Unit 2 in Spring term 1</p> <p style="text-align: center;"><u>Fashion</u></p> <p>Topic:Introduction to Specialist Pathways in Art and Design</p> <p>Keywords:Weave, Fashion Designers, Artists, Catwalk Fashion, Embroidery, Sashiko</p> <p>Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses.</p> <p style="text-align: center;"><u>Health and Social Care</u></p> <p>Topic: Component 2 - Health and Social Care Services and Values Learning Aim B2 - Reviewing Own Application of Care Values</p> <p>Reviewing own application i.e.</p>	<p>reference, quote, bibliography, state, plagiarism, interim, assessment</p> <p>Assessment: Students will produce coursework based outcomes in the form of written text, booklets, posters, pamphlets, fact files and charts.</p> <p>Formative assessment will take the form of retrieval practice, DIRT activities and oral feedback.</p> <p>Summative Assessment will take place with a baseline test at the beginning of the task. Followed by end of topic test. Full assessment of Unit 2 in Spring term 1</p> <p style="text-align: center;"><u>Fashion</u></p> <p>Topic:Exam Unit - Creative Project in Art and Design</p> <p>Key words: Garment Construction, Fashion Designers, Artists, Catwalk Fashion, Fabric Manipulation Embroidery, Sashiko</p> <p>Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses. At the end of this unit we will complete an exam under controlled conditions.</p> <p style="text-align: center;"><u>Health and Social Care</u></p> <p>Topic: Component 3 - Health and Wellbeing - Learning Aim A - Factors That Affect Health and Wellbeing</p> <p>Definitions of health and wellbeing</p>	<p>externally verified coursework documents, sample answers and formal exam.</p> <p style="text-align: center;"><u>Fashion</u></p> <p>Topic:Exam Unit - Creative Project in Art and Design</p> <p>Key words: Garment Construction, Fashion Designers, Artists, Catwalk Fashion, Sewing Machine, Fabric Manipulation, Embroidery, Sashiko</p> <p>Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses. At the end of this unit we will complete an exam under controlled conditions.</p> <p style="text-align: center;"><u>Health and Social Care</u></p> <p>Topic: Component 3 - Health and Wellbeing - Learning Aim B - Interpreting Health Indicators</p> <p>Health indicators - measurements of health i.e. measureable and</p>	<p>externally verified coursework documents, sample answers and formal exam.</p> <p style="text-align: center;"><u>Fashion</u></p> <p>Topic:Exam Unit - Creative Project in Art and Design</p> <p>Key words:Garment Construction, Fashion Designers, Artists, Catwalk Fashion, Sewing Machine, Fabric Manipulation, Embroidery, Sashiko</p> <p>Assessment: All students will use retrieval practice at the start of each lesson as a formative assessment. Summative assessment will take place in the form of a baseline test at the start of the unit where we gauge the prior knowledge to aid the planning. Continual assessment in the form of checking all work submitted on google classroom and work completed in project sketchbooks. Continual feedback is given to students to help improve work as the project progresses. At the end of this unit we will complete an exam under controlled conditions.</p> <p style="text-align: center;"><u>Health and Social Care</u></p> <p>Topic: Component 3 - Health and Wellbeing - Learning Aim C - person-centred Health and Wellbeing Improvement Plans</p>	<p style="text-align: center;"><u>Health and Social Care</u></p> <p>Revision will take place until the external exam is completed.</p> <p>Assessment: Students will sit an externally marked exam in</p>
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<p>respecting privacy, mental health needs, older people and adolescents - Maintaining confidentiality i.e. confidentiality and rights, breaches of confidentiality, social media - Preserving dignity - Effective communication - Safeguarding and Duty of care i.e. safeguarding individuals from abuse - Promoting anti-discriminatory practice i.e. equality, being compassionate - Working together.</p> <p>Key words: Self-respect, Person-centred approach, confidentiality, dignity, empathy, safeguarding, discrimination, compassion.</p> <p>Assessment: Role play - Students will role play application of care values with a self reflection sheet to be completed using observation record and feedback and grading from teacher.</p>	<p>identifying strengths and weaknesses, receiving feedback, using feedback, action plans.</p> <p>Key words: Review, Development, feedback, Negatives, Positives.</p> <p>Assessment: Students will undertake the mandatory internally marked coursework Component 2 - Assignment 2.</p>	<p>i.e. positive definition, negative definition, holistic definition - Genetic inheritance i.e. sickle cell anaemia, cystic fibrosis, predispositions - Ill health i.e. chronic or acute - Diet - Exercise - Substance use i.e. alcohol, nicotine, illegal drugs and misuse of prescribed drugs - Personal hygiene - Social interactions i.e. relationships (both supportive and unsupportive), isolation - Stress - Willingness to seek help i.e. culture, gender, education, effects - Financial resources i.e. income, poverty - Environmental conditions i.e. pollution (both air and noise) - Housing i.e. home environment, rural and urban lifestyles - Life events and their impact.</p> <p>Key words: Holistic, Acute, Chronic, Short-term, Long-term, Monitor, Nicotine, Addiction, Wealth, Social class, Material possessions, Income, Pollution, Self-esteem.</p> <p>Assessment: Learning Aim A Assessment is undertaken and marked using the Component 3 marking criteria.</p>	<p>observed - Resting pulse rate and recovery after exercise - Blood pressure i.e. high and low - Peak flow - BMI and how to calculate - Using published guidelines - Risks of abnormal readings - Interpreting lifestyle data i.e. smoking alcohol and inactivity.</p> <p>Key words: Physiological, Cardiovascular system, Arteries, Peak flow, Potential significance, Targets.</p> <p>Assessment: Learning Aims B and C Assessment is undertaken and marked using the Component 3 marking criteria.</p>	<p>Person-centred approach and its benefits - Recommended actions to improve health (based on physiological and lifestyle indicators) - Short- and long-term targets i.e. creating targets, SMART targets, monitoring and reviewing - Sources of support i.e. formal , informal and voluntary - Potential obstacles i.e. emotional/psychological obstacles, time constraints, availability of resources, unachievable targets, lack of support, ability/disability and addiction, barriers to access.</p> <p>Key words: Collaboratively, Empathy, Goal, Norm, Targets, Review, Formal support, Psychological, Stigma,</p> <p>Assessment: Full past paper- marks out of 60. Marked and moderated between all three staff teaching on the course.</p>	<p>May/June</p>
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