Design & Technology Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts D&T	Year 7	Year 8	Year 9
National Curriculum - Design and technology key stages 3 and 4			
Design	• Research and explore natural forms, • Using a specification to guide design development • Developing and communicating design ideas	• Introduce ACCESS FM using a writing frame structure to generate a specification • CAD – develop a more complex design using 2D design	• Write a specification using ACESSFM process • Use 2D design to generate design for paper shade
Make	• Selecting specialist tools, techniques and processes • Health & Safety	• CAM as a manufacturing process	• Quality Assurance • Manufacturing Processes
Evaluate	• Analysing the work of others	• 6Rs and sustainability • Planned obsolescence and the environment.	• Life cycle analysis
Technical knowledge	• Properties of materials • Prototypes of models	• Production methods	• Ethical consideration • Finite and non-finite material • WEEE
Key concepts - Cooking and Nutrition	**Year 7**	**Year 8**	**Year 9**
Healthy eating	• Principles of Healthy Eating and the Eatwell Guidelines.	• Principles of Nutrition and Health • Cook healthy dishes independently	• Principles of Nutrition and Health and Safety. • Safety guidelines • How food can cause ill health.

Cooking	• Basic cooking skills • Use of equipment	• To use specialist skills and equipment • To cook a repertoire of predominantly savoury dishes.	• Show more competentancy in a range of cooking techniques • Selecting and preparing ingredients • using utensils and electrical equipment • Applying heat in different ways • using awareness of taste, texture and smell to decide • Adapting and using their own recipes
Food commodities	• Use a variety of ingredients both fresh and food cupboard.	• To understand raw and processed commodities.	• Source characteristics of a broad range of ingredients.
Where food comes from	• Food labelling • Ingredients in products	• Nutritional information on food labels. • Shopping independently	• Understand the source, seasonality of food. • Environmental factors

Key Concepts Engineering	**Year 10**
• **R038**: Designing processes; stages and strategies, cyclic approach • **R038**: Sketching and drawing, CAD • **R038**: Influences on engineering product design • **R038**: Make, model and evaluate; virtual and physical prototypes	• The iterative design process, including use of analysis tools • Design evaluation techniques • Practical design and product analysis activities • The principles of sketching and drawing • Computer Aided Design (CAD) in the drawing process • Modelling of designs includes both virtual and physical prototyping. • Analysing a provided design specification, • Be able to effectively record the making process • Reflect on how to compare their prototype against the original design specification, • Make suggestions for improvements.

• **R039**: Sketching design ideas activity • **R039:** Producing CAD models activity • **R039:** NEA Assessment	• Modelling of designs includes both virtual and physical prototyping. • Analysing a provided design specification, • Generating design ideas through sketching, and communicating final design proposals using engineering drawings and CAD models. • Product evaluation using primary and secondary research techniques, and through safe practical product disassembly, • How to use parts of the iterative design process effectively. • investigate how manufacturing considerations are an important factor in the design process, • summarise and present their findings effectively.
Key Concepts Engineering	**Year 11**
R108- 3D Design Realisation	• Prototype Production • Safety • Product evaluation • Assessing Hazards/PPE • Risk assessments • Planning/Gantt chart • Interpretation of a product specification
R105-Design briefs, design specification and user requirements.	• New & emerging technologies • Life Cycle Analysis • Sustainable & inclusive design • Robotics & Nano Technology • Environmental issues/Ethics • Inclusive Design • Carbon Footprint
Key Concepts Construction	**Year 10**
Unit 1	Introduction to the construction sector - Introducing: Buildings and Structures and Infrastructure and civil engineering products

	Introduction to the construction sector - Introducing: Building services engineering and Professional and managerial roles The Built Environment life cycle: • Raw material extraction • Manufacturing • Construction Technologies and materials: • Main materials involved in fitting roofs and finishing interiors • Renewable technologies and materials Sustainable construction methods: • The benefits of sustainable construction • Pollution and the preservation of the natural environment • Sustainable materials used to create building frames, walls and roofs
Unit 3	● Practical skills ● Report writing ● Types of building and structure: ○ Different forms of infrastructure construction ● Types of building and structure: ○ Different forms of low-rise buildings ● Technologies and materials: ○ Main elements and components of low-rise buildings ● Main materials involved in constructing walls and installing building services ● Skills development relevant to electrical
Key Concepts Construction	**Year 11**
Planning construction projects	● Roles & Responsibilities ● Finance ● Planning ● Health and safety when bricklaying ● PPE ● Bricklaying techniques ● Working as a team - different roles

Safety and security in construction	• Site security • Working with others • Health And Safety • PPE	
Key Concepts Hospitality & Catering	**Year 10**	**Year 11**
Unit 1 • The Hospitality and Catering Industry Learners	• 1.3.2 HACCAP forms • 1.4.1 Food related ill health: • Food labelling laws • Food safety legislation • Food hygiene. • Practical: .	• Create proposals for a new provision • Providers within the hospitality and catering industry • Legislations of personal safety • Operation of hospitality and catering establishments
Unit 2 • Hospitality and Catering in Action	• 2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques • 2.3.3 Food safety Practices • 2.1.1 Understanding the importance of nutrition • 2.1.2 How cooking methods can impact on nutritional value	• Nutritional needs of a range of client groups • Plan nutritional dishes to go on a menu. • Safe and hygienic food preparation • Cooking and finishing skills • Safely plan • Prepare • Cook • Present nutritional dishes.

Key Concepts A level Design & Technology	**Year 12**	**Year 13**
Technical Principles (Paper 1, 30% of A level)	• Materials and their applications • Classification of materials • Methods for investigating and testing materials • Performance characteristics of materials	• Design for manufacture, maintenance and disposal • Ease of manufacture • The use of computer systems (CAD/CAM) • Enterprise and marketing

	• Enhancement of materials • The use of finishes • Modern industrial and commercial practice • The requirements of product design and development • Inclusive design • Health and Safety • Protecting designs and intellectual property • Disassembly • Design communication	• Rapid prototyping • Forming and redistribution processes
• Designing and making principles (Paper 2, 20% of A level)	• Iterative design process • Design theory • technology and cultural changes • Social, moral and ethical issues • Product lifecycle • Testing • Selecting appropriate tools, equipment and processes • Planning • International standards	• Selecting appropriate tools, equipment and processes • QA /QC • Prototype development • The use of the design process • Critical analysis and evaluation
• Non Exam Assessment (NEA 50 % of the A level))	Focused practical making tasks that allow students to • apply technical principles and • designing and making principles for small scale making tasks.	NEA - Individual based project where students select and apply the relevant technical and designing and making principles relevant to their chosen focus product and in line with the assessment criteria.

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 7 D&T						
Project 1	Project 2		Project 3		Food Technology	
Unit Title:	Unit Title:	Unit length:	Unit Title:	Unit length:	Unit Title:	Unit length:

Acrylic Pen Holder 7 Lessons	Textiles Banner	16 Lessons	Pewter Jewellery	16 Lessons	Food and Cooking Practical and Theory	
Domains of Knowledge: ● Properties of polymers-focussing on acrylic ● Forming and shaping of acrylic ● Health & safety in the workshop ● Numeracy-marking and measuring materials	Domains of Knowledge: ● Understand the importance of safety in the classroom ● Gain a knowledge of basic textiles equipment and their uses ● Be able to follow a pattern to cut out fabrics ● Aware of the process of applique as a technique for surface decoration ● know how fabrics can be joined together by hand or machine ● understand how fabrics can be strengthened by using interfacing		Domains of Knowledge: ● Research and explore natural forms, ● Use a specification to guide design development ● Develop and communicate design ideas ● CAD -Develop a simple shaped design using a template on 2D Design ● Select specialist tools, techniques and processes to make in pewter and in fabric incl surface decoration techniques ● Use CAM to produce the mould for the keyring ● H& S in the workshop and relative to the tools being used ● Analyse the work of others to broaden their understanding of how products work ● Evaluate pewter key ring ad cushion against the specification ● Learning about the properties of pewter (metal) ● Properties of different fabrics and how they affect performance in a product		Domains of Knowledge: ● Healthy and Safety ● To use equipment to learn basic skills needed in cooking ● To learn and demonstrate different cooking methods ● Using different food commodities ● Sensory Analysis and reflection ● Independence in the kitchen	

Key Concepts: ● Design ● Make ● Evaluate ● Technical knowledge	Key Concepts: ● Design ● Make ● Evaluate ● Technical knowledge	Key Concepts: ● Design ● Make ● Evaluate ● Technical knowledge	Key Concepts: ● Make ● Evaluate ● H&S
Gateway knowledge: ● Presenting design ideas ● Knowledge of different products ● H&S in a practical lesson	Gateway knowledge: ● Awareness of surface decoration techniques ● Properties of natural/animal fibres ● Use of textiles equipment ● Following the design process ● Designing and making a textile product	Gateway knowledge: ● Investigating products ● designing ideas ● Making in different materials ● Evaluating products against design criteria / specification	Gateway knowledge: ● Knowledge of Healthy Eating ● How to cook using basic cooking skills ● Understanding of the kitchen and the ways of working. ● Following recipes ● Evaluating products
Assessment end-points: ● Finished product ● Knowledge of equipment & tools ● Understanding of properties of polymers	Assessment end-points: ● Use a specification to guide design development ● Select and use specialist tools, techniques and processes to embroider fabrics ● Finished banner and the range and quality of the embroidery used for surface decoration	Assessment end-points: ● CAD -Develop a simple shaped design using a template on 2D Design ● Use CAM to produce the mould for the keyring ● Learning about the properties of pewter (metal) ● Select specialist tools, techniques and processes to make in pewter ● H&S in the workshop and relative to the tools being used	Assessment end-points: ● Dishes made each lesson ● End of half term/term assessment tests

Year 8 D&T						
Project 1	Project 2		Project 3		Food Technology	
Unit 1 Woodworking Skills 7 lessons	Unit Title: TEXTILES Sweet project	Unit length: 16 Lessons	Unit Title: Clock Project	Unit length: 16 lessons	Unit Title: Diet and Health Practical and Theory	Unit length:
Domains of Knowledge: ● Knowledge of workshop health and safety ● Safe use of tools and machinery ● Manipulation of manufactured boards ● Finishes of timber ● Joining materials	Domains of Knowledge: ● Knowledge of fabric construction and properties of woven fabrics ● Develop skills and creativity to embellish fabric ● Use of the sewing machine and health and safety awareness ● Joining techniques and use of quality assurance ● Evaluate existing products on the market to identify strengths and weaknesses		Domains of Knowledge: ● Designing on 2D design within a specified template ● Introduction to ACCESS FM to analyse an existing clock ● Complete a specification adding desirable criteria, after being given essential criteria ● Environmental issues when designing with plastic ● Sustainability - 6R's ● Assemble the clock from component parts ● Evaluate against specification. Give possible improvements.		Domains of Knowledge: ● Pupils will deepen their knowledge and understanding of food and nutrition. ● Pupils will deepen their knowledge of food provenance. ● Develop food skills and techniques. ● Pupils will further develop and demonstrate the principles of food hygiene and safety. ● Pupils will deepen and apply their knowledge of consumer food and drink choice. ● Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently. ● Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people. ● Pupils will evaluate and test their ideas and the work of others.	

Key Concepts: ● Designing ● Making ● Evaluate ● Technical knowledge	Key Concepts: ● Designing ● Making ● Evaluate ● Technical knowledge	Key Concepts: ● Designing ● Making ● Evaluate ● Technical knowledge	Key Concepts: ● Healthy eating ● Cooking ● H&S ● Where food comes from
Gateway knowledge: ● Safety in the workshop ● K&U of techniques on joining materials	Gateway knowledge: ● Fabric construction: woven fabrics ● Use of sewing machine	Gateway knowledge: ● How to use 2D design ● knowledge of metals as a material ● using a specification to evaluate a product	Gateway knowledge: ● How to cook using various cooking skills ● Using a recipe ● Use of food commodities ● Knowledge of Food and Nutrition
Assessment end-points: ● End of unit assessment ● Finished product/quality of finishing	Assessment end-points: ● Research and explore the art work of Sarah Graham ● Identifying user needs ● Carrying out resist method and applique ● Evaluate textile product against competitors on the market ● Production methods ● Prototypes of models ● Quality control	Assessment end-points: ● Introduce ACCESS FM using a writing frame structure to generate a specification ● CAD – develop a more complex design using 2D design ● Select specialist tools, techniques and processes to make in acrylic ● H&S in the workshop reinforced and developed in relation to the tools/equipment/machines being used to make the clock ● Properties of acrylic (plastic) and how they affect performance of a product	Assessment end-points: ● H&S in the food room revisited and developed in relation to the tools and equipment being used ● Be able to justify choice of dishes in relation to the needs of the person it was made for ● Provenance of the foods used will be understood

Year 9 D&T						
	Project 2		Project 3		Food Technology	
Unit Title Sweet Dispenser Mechanisms 16 lessons	Unit Title: Textiles Keyring /British Designers and components	Unit length: 7 lessons	Unit Title: Light Project	Unit length: 16 Lessons	Unit Title: Cooking Independently - Making Choices Practical and Theory	Unit length:
Domains of Knowledge: ● Know a range of timbers and properties ● Understand the use of forces and mechanisms. ● Be able to read and follow a range of technical drawings. ● Follow workshop health and safety policy ● Accurately mark out material ● Safely use hand and machines skills	Domains of Knowledge: ● Develop an awareness of British designers and their styles ● Combining different materials and components(electronics) ● Surface decoration techniques for fabrics		Domains of Knowledge: ● Adapt given design for CAD/ CAM ● research different materials that could be used for light ● H&S ● Electronics to be used n the light ● Construction techniques for wood and paperboard ● Write specification for light ● evaluate against specification		Domains of Knowledge: ● Understanding and the importance of looking after yourself and making the correct food choices. ● To learn how to be independent and to build a positive relationship with food realising the benefits of it to one's physical and mental well being. ● To demonstrate knife skills, understand healthy eating guidelines and nutrients needed in the body. ● Cook dishes that can be cooked with/for the family. ● Sensory Analysis and reflection ● Cooking with a range of food commodities ● Shopping independently ● Homemade vs Takeaway	
Key Concepts: ● Design ● Making ● Technical knowledge ● Evaluate	Key Concepts: ● Design ● Making ● Technical knowledge ● Evaluate		Key Concepts: ● Design ● Making ● Technical knowledge ● Evaluate		Key Concepts: ● Healthy eating ● Cooking ● H&S ● Food commodities	

Gateway knowledge: ● Safe use of tools and machinery ● Properties of timber and manufactured boards	Gateway knowledge: ● Knowledge of surface decoration and embellishment techniques ● Use of the sewing machine and health and safety awareness	Gateway knowledge: ● H&S in the workshop ● Using CAD/CAM and 2D design ● specifications and their role in designing and making ● how to evaluate a product against the specification and suggest developments / improvements	Gateway knowledge: ● Range of cooking skills. ● Being able to cook, safely and hygienically ● Knowledge of Nutrition and food provenance ● Knowledge of Dietary needs
Assessment end-points: ● End of unit test on mechanisms and levers ● Finished product ● Effectiveness of the mechanism.	Assessment end-points: ● Quality of finished keyring ● Be able to identity key features of British designers	Assessment end-points: ● Use primary and secondary research of types of lights – analysis of research ● Commercial processes ● Write a specification using ACESSFM process ● Use 2D design to generate design for paper shade ● Use of Artists work to influence design ideas ● Repeat patterns created using CAD ● Select specialist tools, techniques and processes to make in wood, paper that incorporates LEDs ● Finite and non-finite material ● Properties of wood, paper and board WEEE	Assessment end-points: ● Practical assessments ● Dishes made and techniques demonstrated ● Justification of choice of dishes given ● The use of a range of different food commodities in the recipe ● Use appropriate sensory testing method to evaluate the dishes

Year 10 / Engineering
[Cambridge Nationals - Engineering Design Level 1/2 – J822 - OCR]
[I Want to Study Engineering]

Autumn Term		Spring Term		Summer Term	
Unit Title: R038 + R039	Unit length:	Unit Title: R038 + R039	Unit length:	Unit Title: R038 + R039	Unit length:
Domains of Knowledge: • **R038**: Designing processes; stages and strategies, cyclic approach • **R038**: Sketching and drawing, CAD • **R039**: Sketching design ideas activity		**R038**: Sketching and drawing, CAD **R039**: Drawing design ideas activity **R039**: NEA Assessment (working on)	**R038**: Sketching and drawing, CAD **R039:** Producing CAD models activity **R039:** NEA Assessment (working on)	**R038**: Influences on engineering product design **R039:** NEA Assessment (working on)	**R038**: Make, model and evaluate; virtual and physical prototypes **R039:** NEA Assessment (submit for moderation)
Key Concepts: • The iterative design process, including use of analysis tools • Design evaluation techniques • Practical design and product analysis activities		Key Concepts: • The principles of sketching and drawing • Computer Aided Design (CAD) in the drawing process • Modelling of designs includes both virtual and physical prototyping. • Analysing a provided design specification, • Be able to record effectively the making process		Key Concepts: • Modelling of designs includes both virtual and physical prototyping. • Analysing a provided design specification, • Generating design ideas through sketching and communicating final design proposals using engineering drawings and CAD models. • Product evaluation using primary and secondary research techniques, and	

	• Reflect on how to compare their prototype against the original design specification, • Make suggestions for improvements.	through safe practical product disassembly, • How to use parts of the iterative design process effectively. • Investigate how manufacturing considerations are an important factor in the design process, • Summarise and present their findings effectively.
Gateway knowledge: • Mass, batch and one off production • Lean manufacturing and JIT production • Vacuum forming, laser cutting and injection moulding • Identify tools and equipment and know what their purpose is • Properties of materials • Purpose of the disassembly process • ACCESS FM and 6 R's	Gateway Knowledge: • The Design Cycle • Design testing & error proofing • New & emerging technologies • Market force • Using CAD as a design tool • Evaluating design and products against a design specification	Gateway knowledge: • Knowledge of CAD drawing packages • Experience of using 2d Design • Why CAD/CAM is used in Engineering • Primary and secondary research • Understanding of a design specification
Assessment end-points: • Perform effective product analysis. Research existing solutions and assess the development of engineered products. • Develop dextrous skills and gain practical experience of product assembly and disassembly to appreciate manufacturing processes,design features and materials used.	Assessment end-points: • An understanding of the requirements of design specifications for the development of products. • Understand the overall design process through study of the design cycle and existing products through product analysis	Assessment end-points: • R039 NEA assessment submitted • Mock exam for R038

Year 11 Engineering
Cambridge Nationals - Engineering Design Level 1/2 Award/Certificate - J831, J841 - OCR
I Want to Study Engineering

Autumn Term		Spring Term		Summer Term	
• Unit Title: R108	• Unit length:	• Unit Title: R108	• Unit length:	• Unit Title: R105	Unit length:
Domains of Knowledge: • Health and safety in the workshop • Specification • Plan of manufacture and plan of making		Domains of Knowledge: • Selection of appropriate materials • Wasting, deforming, finishing, commercial and addition processes. • Marking out • Use of tools & processes including CAD/CAM		Domains of Knowledge: • New technologies • Life Cycle Analysis • Sustainable Design	
Key Concepts: • Assessing Hazards/PPE • Risk assessments • Planning/Gantt chart • Interpretation of a product specification		Key Concepts: • Key considerations when making a prototype • Production of a prototype		Key Concepts: • Design brief, specification and user needs	
Gateway knowledge: • Avoiding design fixation • Knowledge and ability to use CAD/CAM to generate designs and prototypes		Gateway knowledge: • Prior knowledge of using tools and equipment • materials and their properties . • ACCESS FM		Gateway knowledge: • Robotics & Nano Technology • Environmental issues/Ethics • Inclusive Design	

• Consider aesthetics, innovation and responding to feedback	• Making and manufacturing plans • Production techniques and systems	• Carbon Footprint
Assessment end-points: • Can produce a range of working drawings that demonstrate different drawing techniques.	Assessment end-points: • Practical skills to produce a prototype product or model using craft-based modelling materials. • Computer-controlled & rapid-prototyping processes. • Evaluating the prototype, making a comparison of the outcome against the product specification and will also evaluate potential improvements.	Assessment end-points: • Unit exam

Year 10 Construction **Construction Specification 2022 onwards**					
Autumn Term		Spring Term		Summer Term	
Unit Title: Unit 1 + Unit 3	Unit length:	Unit Title: Unit 1 and Unit 3	Unit length:	Unit Title: Unit 1 + Uni 3	Unit length:
Domains of Knowledge: • Introduction to the construction sector • The Built Environment life cycle • Skills development relevant to carpentry		Domains of Knowledge: • Types of building and structure • Technologies and materials • Skills development relevant to electrical		Domains of Knowledge: • Building structures and forms • Sustainable construction methods • Skills development relevant to brick laying	
Relevant Key Concepts: • Introduction to the construction sector - Introducing: Buildings and Structures and		Key Concepts: • Practical skills • Report writing		Key Concepts: • Technologies and materials:	

Infrastructure and civil engineering products ● Introduction to the construction sector - Introducing: Building services engineering and Professional and managerial roles ● The Built Environment life cycle: • Raw material extraction • Manufacturing • Construction ● Practical learning activities to cover areas of content for carpentry	● Types of building and structure: • Different forms of infrastructure construction ● Types of building and structure: • Different forms of low-rise buildings ● Technologies and materials: • Main elements and components of low-rise buildings ● • Main materials involved in constructing walls and installing building services ● ● Skills development relevant to electrical	• Main materials involved in fitting roofs and finishing interiors • Renewable technologies and materials ● Technologies and materials: • Main materials involved in fitting roofs and finishing interiors • Renewable technologies and materials ● Sustainable construction methods: • The benefits of sustainable construction • Pollution and the preservation of the natural environment • Sustainable materials used to create building frames, walls and roofs ● Skills development relevant to brick laying
Gateway knowledge: ● Names and uses of tools ● H&S practices in the workshop ● Knowledge of materials, joints and fixings related to construction in wood	Gateway knowledge: ● understanding of PPE related to different trades ● General H&S practices in the workshop ● basic knowledge of electrical appliances ● Writing styles - report writing	Gateway knowledge: ● General H&S in the workshop ● Different trades working together within the same workplace
Assessment end-points: ● Mock examination of unit 1 content covered to date. ● Apply techniques in completion of carpentry tasks. ● Apply health and safety practices in completion of carpentry tasks. ● Evaluate quality of carpentry tasks ● Assessed carpentry practical	Assessment end-points: ● Mock examination of unit 1 content covered to date. ● Apply techniques in completion of electrical tasks. ● Apply health and safety practices in completion of electrical tasks. ● Evaluate quality of electrical tasks ● Assessed electrical practical	Assessment end-points: ● Mock examination of all unit 1 content. ● Apply techniques in completion of brick laying tasks. ● Apply health and safety practices in completion of brick laying tasks. ● Evaluate quality of brick laying tasks ● Assessed brick laying practical

Year 11 Construction
Construction Specification to finish 2023

Autumn Term		Spring Term		Summer Term	
Unit Title: Unit 3	Unit length:	Unit Title: Unit 3	Unit length:	Unit Title: Unit 1	Unit length:
Domains of Knowledge: ● Planning and costing of a project ● Job personal ● Tools and materials ● Bricklaying skills		Domains of Knowledge: ● Health and safety when bricklaying ● PPE ● Bricklaying techniques ● Working as a team - different roles		Domains of Knowledge: ● H&S signs ● Site security ● Fire safety ● Working at height ● Work of others	
Relevant Key Concepts: Planning a building project		Key Concepts: ● Planning a building project - practical aspect		Key Concepts: ● Health and safety in the workplace revision	
Gateway knowledge: ● Maths - number and geometry ● Knowledge of material and tools and equipment		Gateway knowledge: ● Bricklaying skills and techniques ● Understanding of the material ● H&S including PPE ● Roles		Gateway knowledge: ● General H&S in the workshop ● Different trades working together within the same workplace	
Assessment end-points: ● Understand job roles involved in realising construction and built environment projects. ● Describe activities of those involved in construction projects. Describe responsibilities of those involved in construction projects. ● Describe outputs of those involved in realising construction projects Understand how built environment development projects are realised.Describe processes used in built environment development projects. ● Calculate resources to meet requirements for built environment development projects. Assess potential effect of factors on project		Assessment end-points: ● Completed BBQ and ● Unit exam - on- line planning task		Assessment end-points: ● Students will understand how to minimise risks to health and safety, explain existing health and safety control measures in different situations. ● Students will be able to recommend health and safety control measures in different situations and know how risks to security are minimised in construction. ● Students will identify risks to security in construction in different situations and describe measures used in construction to minimise risk to security.	

success Interpret sources of information.		

Year 10 Hospitality & Catering **Hospitality & Catering Specification 2022 onwards**						
Autumn Term			Spring Term		Summer Term	
Unit Title: 1 and 2		Unit length: 12 weeks	Unit Title: 2	Unit length: 12 weeks	Unit Title: 1 and 2	Unit length: 12 weeks
Domains of Knowledge: Unit 1 ● 1.3.2 HACCAP forms ● 1.4.1 Food related ill health: ● Food labelling laws ● Food safety legislation ● Food hygiene. ● Practical: Unit 2 ● 2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques ● 2.3.3 Food safety Practices ● 2.1.1 Understanding the importance of nutrition ● 2.1.2 How cooking methods can impact on nutritional value			Domains of Knowledge: Theory: Unit 1 ● 1.4.2 Symptoms and signs of food-induced ill health ● 1.4.1 Food related causes of ill health ● 1.4.3 Preventative control measures of food-induced ill health Unit 2 ● 2.2.1 Factors affecting menu planning ● 2.2.2 How to plan production ● 2.3.2 Presentation techniques ● 2.3.3 Food Safety practices ● 1.2.3 Hospitality and catering provision to meet specific requirements Practical: ● 2.3.1 how to prepare and make dishes: prepare techniques/knives skills/cooking techniques ● Building preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3		Domains of Knowledge: Theory: Unit 1 ● 1.3.1 Health and safety in hospitality and catering provision. ● 2.3.3 Food safety practices Practical: ● 2.3.1 How to prepare and make dishes ● 2.3.2 Presentation techniques ● 2.3.3 Food safety practices ● 2.4.1 Reviewing of dishes ● 2.4.2 Reviewing own performance ● Building Preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3	

Relevant Key Concepts: Food safety in relation to the catering industry Practical cooking skills and techniques How cooking methods affect the nutritional value of foods	Relevant Key Concepts: Food poisoning - symptoms, signs and prevention Menu planning in the catering industry Developing practical cooking skills	Relevant Key Concepts: Food safety practices in the food industry Evaluating dishes made Presentation skills of food
Gateway knowledge: Practical skills develop inY7-Y9, basic knowledge of food safety and nutrition	Gateway knowledge: Understanding of food safety and legislation from Term 1 Practical skills and process experienced in Term 1	Gateway knowledge: Food poisoning Menu planning and planning to meet different dietary needs Practical skills and process experienced in Term 1 and 2
Assessment end-points: Mini written assessment on Food labelling, Food safety legislation and filling in a HACCP document	Assessment end-points: Mock controlled assessment task on 2.1.1/2.1.2	Assessment end-points: SAMs mock Controlled Assessment Task

Year 11 Hospitality & Catering
Hospitality & Catering Specification to finish 2023

Autumn Term		Spring Term		Summer Term	
Unit Title: 1 and 2	Unit length:	Unit Title: 1 and 2	Unit length:	Unit Title: 1 and 2	Unit length:
Domains of Knowledge: Unit 1 ● LO1: Understand the environment in which hospitality and catering providers operate. ● LO2: Understand how Hospitality and catering providers operate. ● LO3: Understand how Hospitality and catering provision meets health and safety requirements. ● LO5 Be able to propose a hospitality and catering provision to meet specific requirements. Unit 2 ● LO3: Be able to cook dishes		Domains of Knowledge: Unit 1 ● Written exam preparation and revision Unit 2 ● Internal practical assessment		Domains of Knowledge: Unit 1 ● Written exam preparation and revision Unit 2 ● Internal practical assessment	
Relevant Key Concepts: ● Theory ● Make		Key Concepts: ● Theory ● Make		Key Concepts: ● Theory ● Make	
Gateway knowledge: ● Knowledge and understanding of the hospitality and catering industry. ● To be able to propose new hospitality and catering provision to meet specific needs, something which is a requirement for the unit 1 external exam.		Gateway knowledge: ● This term will be used to further develop practical skills, finish any content not covered and complete the internal assessments for the course.		Gateway knowledge: This term will be used to further develop practical skills, finish any content not covered and complete the internal assessments for the course.	
Assessment end-points: ● Unit 1 external exam		Assessment end-points: ● Unit 2 Internal practical assessment		Assessment end-points: ● Practical assessment of dishes	

Year 12 Design & Technology
A-level | Design and Technology: Product Design

Autumn Term		Spring Term		Summer Term	
Unit Title: 1 and 2	Unit length:	Unit Title: 1 and 2	Unit length:	Unit Title: 1 and 2	Unit length:
Domains of Knowledge: ● technology and cultural changes ● Testing **Paperboard, polymers and wood** ● Materials and their applications ● Classification of materials ● Methods for investigating and testing materials ● Performance characteristics of materials ● Modern industrial and commercial practice ● The requirements of product design and development ● Health and Safety ● Design communication		Domains of knowledge **Metals, SMART materials, new materials** ● Materials and their applications ● Classification of materials ● Methods for investigating and testing materials ● Performance characteristics of materials ● Modern industrial and commercial practice ● The requirements of product design and development ● Social, moral and ethical issues ● Disassembly		Domains of Knowledge: ● Enhancement of materials ● Iterative design process ● Design theory ● Technology and cultural changes ● The use of finishes ● Product lifecycle ● Testing ● Selecting appropriate tools, equipment and processes ● Planning ● International standards ● Inclusive design ● Protecting designs and intellectual property	
Relevant Key Concepts: Linked to highlighted materials ● Technical principles ● Designing and making principles		Relevant Key Concepts: Linked to highlighted materials ● Technical principles ● Designing and making principles		Relevant Key Concepts: ● Technical principles ● Designing and making principles	
Gateway knowledge: ● Develop and deepen Knowledge and understanding of the different materials		Gateway knowledge: ● Develop and deepen Knowledge and understanding of the different materials		Gateway knowledge: Building on prior KS4 knowledge to develop and deepen knowledge and understanding of the remaining domains of knowledge through	

• To be able to apply the key concepts when making relevant products	• To be able to apply the key concepts when making relevant products	a range of practical learning activities and case studies To be able to apply the key concepts when making relevant products
Assessment end-points: • Selected exam questions from Paper 1	Assessment end-points: • Mock exam - Combined Paper 1 and Paper 2 questions	Assessment end-points: • Mock exam Paper 1 and Paper 2

Year 13 Design & Technology A-level | Design and Technology: Product Design					
Autumn Term		Spring Term		Summer Term	
Unit Title: 1 and 2 NEA	Unit length:	Unit Title: 1 and 2 NEA	Unit length:	Unit Title: 1 and 2 Exam preparation	Unit length:
Domains of Knowledge: Delivered through the NEA along with the specific domain of knowledge needed from Y12 that is relevant to the focus on the students NEA • Design for manufacture, maintenance and disposal • Ease of manufacture • The use of computer systems (CAD/CAM) • Enterprise and marketing • Rapid prototyping • Forming and redistribution processes • Selecting appropriate tools, equipment and processes • QA /QC • Prototype development • The use of the design process • Critical analysis and evaluation •		Domains of Knowledge: Delivered through the NEA along with the specific domain of knowledge needed from Y12 that is relevant to the focus on the students NEA • Design for manufacture, maintenance and disposal • Ease of manufacture • The use of computer systems (CAD/CAM) • Enterprise and marketing • Rapid prototyping • Forming and redistribution processes • Selecting appropriate tools, equipment and processes • QA /QC • Prototype development • The use of the design process • Critical analysis and evaluation		Domains of Knowledge: Applying the domains of knowledge covered in Y12 and in the NEA to a range of revision activities. Bespoke support and focus in answering exam questions based on analysis of mock exam performances and previous exam board reports.	

Relevant Key Concepts: ● Applying the Technical and Designing and making principles to the focus of the chosen NEA	Key Concepts: ● Applying the Technical and Designing and making principles to the focus of the chosen NEA	Key concepts ● Applying the Technical and Designing and making principles to exam questions ● Understanding of command words of the exam paper
Gateway knowledge: ● Technical and designing and making principles learned in Y12	Gateway knowledge: ● Technical and designing and making principles learned in Y12	Gateway knowledge: ● Technical and designing and making principles learned in Y12 and Y13 through the NEA
Assessment end-points: ● Mock exam Paper 1 and Paper 2	Assessment end-points: ● NEA assessment	Assessment end-points: A level examination papers: Paper 1 Technical Principles Paper 2 Designing and making principles