

## Technologies

### A Bit About Us

The aim of the Technologies Faculty is to enable every student to develop the skills to achieve their full potential in the various subjects within Technology which in Key Stage 3 include: Resistant Materials, Catering, Graphic Products, Ceramics and Textiles. At Key Stage 4 we offer GCSE Product Design that can be used as a platform into any creative industry or further study. We are currently delivering Catering and Hospitality, but are looking to teach a new GCSE Food and Nutrition course in September 2016.

### Aims

- Encourage students to gather, store, process and present information through activities in a range of contexts
- Provide students with opportunities to analyse, design, implement and document progress in relation to each discipline
- Encourage students to develop an understanding of the wider applications and effects of designing, manufacturing and information technology
- Encourage students to solve problems through personal exploration and investigation.

### Student Objectives

- Provide skills that relate not only to examination criteria but to the wider demands in everyday life
- Choose learning experiences that build upon previous work and students' present knowledge and understanding
- Provide specific opportunities for students to take on responsibility for their own learning by encouraging the development of research, practical and investigative skills
- Provide opportunities for students to use information/skills independently and to show awareness of how to implement taught techniques for individual success
- Provide opportunities for students to apply their knowledge, skills and understanding
- Provide opportunities for students to develop their awareness and understanding of Design technology
- Promote the values inherent in the ethos of Impington Village College

The Design Technology/ICT curriculum is taught in rotation and provides students with a range of different experiences that focus on industrial design practice and applied learning. (ICT, Catering, Resistant Materials, Ceramics, Textiles and Graphics).

### Homework

Our home learning provision is set out in detail on the Home Learning section of the website which can be accessed here [Technology Home Learning](#)

### The Team



*Lead Teacher*

Arpana Shafi

[ashafi@ivc.tmet.org.uk](mailto:ashafi@ivc.tmet.org.uk)

*Teachers*

Kathryn Aybak

[kaybak@ivc.tmet.org.uk](mailto:kaybak@ivc.tmet.org.uk)

Sue Burton

[sburton@ivc.tmet.org.uk](mailto:sburton@ivc.tmet.org.uk)

Alison Elmslie

[aelmslie@ivc.tmet.org.uk](mailto:aelmslie@ivc.tmet.org.uk)

Debbie Jones

[djones@ivc.tmet.org.uk](mailto:djones@ivc.tmet.org.uk)

*Support Staff*

Mark Wardle

[mwardle@ivc.tmet.org.uk](mailto:mwardle@ivc.tmet.org.uk)

## Y7 Strand 1 IVC Product Design Curriculum Overview

### Key Content/Topics:

Introduction to learning techniques in Product Design.

#### Puppet Designing, and modelling

Introduction to DT workshop and health and safety, tools and equipment, and to 1st project of puppet making

- Design brief and design specification
- Theme are based on other designers, design movements
- 2 design ideas, annotation
- Modelling materials selection
- Material management
- Modelling and template of puppet design

### Assessed Tasks:

- N/A

### SMSC & British Values:



Learning about sustainable versus non sustainable materials

**Enrichment Ideas:**

Find videos of how puppets are worked, and local puppet shows.

**Assessment Criteria:**

1. Developing skills of designing not copying, being inspired
2. Rendering techniques
3. Annotating
4. Skills development in working with paper as a modelling material
5. Managing material usage and wastage – sustainability

**Literacy/Numeracy:**

Use of key words sheet, measurements

**Careers Links(CAIEG):**

Product designer, product developer, engineer, marketing, research

**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

**Y7 Strand 2 IVC Product Design Curriculum Overview**

**Key Content/Topics:**

Puppet Making

- Class discussion on what characteristics means, and of MDF, pinewood and hardwood
- Demo marking out, cutting and shaping
- Marking out using template onto MDF
- Cutting MDF
- Shaping MDF
- Graphics for puppet
- Demo cross bar making

**Assessed Tasks:**



- N/A

### **SMSC & British Values:**

Learning about how to work safely with others in a workshop, work as part of a team, and looking after one another

### **Enrichment Ideas:**

Find images of different types of puppets, made using various materials and see how they have been made.

### **Assessment Criteria:**

1. Developing skills of making using a variety of relevant tools and equipment
2. Application of health and safety of use
3. Application of health and safety of working in a workshop

### **Literacy/Numeracy:**

Use of key words sheet, measurements

### **Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research

### **Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

## **Y7 Strand 3 IVC Product Design Curriculum Overview**

### **Key Content/Topics:**

#### Puppet Making and Evaluation

- Class discussion on what properties of MDF, pinewood, and hardwood
- Graphics for puppet
- Making of cross-bar
- Assembly of puppet
- Testing of puppet
- Photographs of finished puppet



- Evaluation of puppet

**Assessed Tasks:**

N/A

**SMSC & British Values:**

Learning about using and sharing tools and equipment in a group setting

**Enrichment Ideas:**

Find out which trees in your garden, or in a park are deciduous and coniferous trees. Relate this to the names of softwood and hardwood trees

**Assessment Criteria:**

1. Developing skills of making using a variety but relevant tools and equipment
2. Using correct material and tools/equipment for finishing
3. Testing, analytical and evaluative skills

**Literacy/Numeracy:**

Use of key words sheet, measurements

**Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research

**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

**Y7 Strand 4 IVC Product Design Curriculum Overview****Key Content/Topics:**Pen and Packaging Making

Introduction to 2nd project of designing and making a lathed pen, and packaging

- Health and safety and demo on mini lathes
- Demo of how to create packaging
- Draw designs of pen packaging
- Net on squared paper

- Graphics on packaging
- 6 students at a time work on mini lathes, rest doing packaging
- Finishing of pen using varnish and then wax
- Photographs of finished lathed pen

**Assessed Tasks:**

N/A

**SMSC & British Values:**

Sustainable vs non-sustainable

**Enrichment Ideas:**

Design products that use non-sustainable materials such as metals and plastics and design them using sustainable materials such as softwood trees that can be planted, after using the wood from other softwood trees

**Assessment Criteria:**

1. Developing skills of how to use tools and equipment such as a mini lathe
2. Developing technical drawing skills using grid paper
3. How to create packaging

**Literacy/Numeracy:**

Use of key words sheet, measurements

**Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research

**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

**Y7 Strand 5 IVC Product Design Curriculum Overview****Key Content/Topics:**Pen and Packaging Making

- Draw designs of pen packaging



- Net on squared paper
- Graphics on packaging
- 6 students at a time work on mini lathes, rest doing packaging
- Finishing of pen using varnish and then wax
- Sustainable packaging
- Photographs of finished lathed pen

**Assessed Tasks:**

1. Puppet Designing and Modelling

**SMSC & British Values:**

Learning about more sustainable packaging-impact of packaging on environment and human health-BPA hormone disrupter

**Enrichment Ideas:**

Challenge: how much packaging do you have in your shopping trolley? Can you shop to shop without any packaging

**Assessment Criteria:**

1. Developing skills of making using various tools and equipment
2. Application of health and safety with tools, equipment and room

**Literacy/Numeracy:**

Use of key words sheet, measurements

**Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research

**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

**Y7 Strand 6 IVC Product Design Curriculum Overview****Key Content/Topics:**

Packaging Making and Step by Step



- Graphics on packaging
- Finishing of pen using varnish and then wax
- Photographs of finished lathed pen
- Step by step guide to making pen on mini lathes and finishing
- Various types of packaging
- Robotics and mass production
- Video on Smart Materials

**Assessed Tasks:**

N/A

**SMSC & British Values:**

Learning about research into new sustainable packaging

**Enrichment Ideas:**

How can the packaging you have seen food wrapped in be created using be created without plastic?  
How can we keep food fresher without plastics wrapping it?

**Assessment Criteria:**

1. Developing skills of making using various tools and equipment
2. Application of health and safety with tools, equipment and room
3. Finishing techniques using various materials and tools/equipment and techniques
4. How packaging are made in industry

**Literacy/Numeracy:**

Use of key words sheet, measurements

**Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research

**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

**Y8 Strand 1 IVC Product Design Curriculum Overview**



**Key Content/Topics:**

Introduction to learning techniques in Product Design.

Pewter Designing and Modelling

Refresher on DT workshop and health and safety, tools and equipment and to 1st project of pewter casting of a key-ring or jewellery piece

- Design brief and design specification
- Theme based on other designers, design movements
- 2 design ideas, annotation
- Modelling materials selection
- Material management
- Modelling and template

**Assessed Tasks:**

N/A

**SMSC & British Values:**

Learning about logging and de-forestation around the world and impact

**Enrichment Ideas:**

Find images of key-rings and jewellery from existing designers and see how their designs have been inspired

**Assessment Criteria:**

1. Developing skills of designing not copying, being inspired
2. Draw accurately to size in 2D
3. Rendering techniques
4. Annotating
5. Skills development in working with paper as a modelling material
6. Managing material usage and wastage – environmental impact, ecological footprint

**Literacy/Numeracy:**

Use of key words sheet, measurements

**Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research

**Intervention Tasks:**



Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

## Y8 Strand 2 IVC Product Design Curriculum Overview

### Key Content/Topics:

#### Pewter Casting Making

- Mould making-marking out and cutting
- Discussion on scales of production
- mould finishing
- pewter casting
- Finishing of pewter casting using finishing techniques

### Assessed Tasks:

1. Mould making using MDF and finishing

### SMSC & British Values:

Learning about how to work safely with others in a workshop, work as part of a team, and looking after one another

### Enrichment Ideas:

Find images of key-rings and jewellery from existing designers and see how they made them, and why?

### Assessment Criteria:

1. Developing skills of making using a variety but relevant tools and equipment
2. Application of health and safety of use
3. Application of health and safety of working in a workshop

### Literacy/Numeracy:

Use of key words sheet, measurements

### Careers Links(CAEIG):

Product designer, product developer, engineer, marketing, research

### Intervention Tasks:



Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

## Y8 Strand 3 IVC Product Design Curriculum Overview

### Key Content/Topics:

#### Pewter Casting Making, Finishing and Evaluation

- Pewter Finishing
- Assembly
- Testing final pewter casting
- Market research on finished product
- Photographs of finished pewter casting
- Evaluation

### Assessed Tasks:

N/A

### SMSC & British Values:

Learning about using and sharing tools and equipment in a group setting

### Enrichment Ideas:

Find images of key-rings and jewellery from existing designers and see how they made them, and why?

### Assessment Criteria:

1. Developing skills of making using a variety but relevant tools and equipment
2. Using correct material and tools/equipment for finishing
3. Testing, analytical and evaluative skills

### Literacy/Numeracy:

Use of key words sheet, measurements

### Careers Links(CAEIG):

Product designer, product developer, engineer, marketing, research

### Intervention Tasks:



Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

## Y8 Strand 4 IVC Product Design Curriculum Overview

### Key Content/Topics:

#### Acrylic Phone Holder Production Plan

Introduction to 2nd project of designing and making an acrylic phone holder

- Demonstration
- Production plan - Perspective 2D and 3D drawing, graphics, paper model, orthographic projection drawing
- Heat bending practise
- Measure and mark out sides of acrylic with contrasting colouring pencil

### Assessed Tasks:

N/A

### SMSC & British Values:

Learning about how many plastics are used for various products, and whether they are healthy for humans to interact with regularly. Also products that contain plastics – shower gel, and food e.g. chewing gum

### Enrichment Ideas:

Find images of key-rings and jewellery from existing designers and see how they made them, and why?

### Assessment Criteria:

1. Developing skills of how to create a production plan that can be fully followed to manufacture a product
2. Technical drawing skills

### Literacy/Numeracy:

Use of key words sheet, measurements

### Careers Links(CAEIG):

Product designer, product developer, engineer, marketing, research



**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

**Y8 Strand 5 IVC Product Design Curriculum Overview****Key Content/Topics:**Acrylic Phone Holder-Making

- Continue to measure and mark out sides of acrylic with contrasting colouring pencil
- Application of production plan
- Continue heat bending practise
- Heat bend acrylic strip to make shape to hold phone
- Create personalised graphics
- Finishing of acrylic sides using abrasive and wet and dry

**Assessed Tasks:**

1. Phone Holder Production Plan

**SMSC & British Values:**

Learning about the separating various types of plastics and products

**Enrichment Ideas:**

Find videos of plastic products are mass produced. Visit museums that display early products made of plastics – Design Museum

**Assessment Criteria:**

1. Developing skills of making using various tools and equipment
2. Application of health and safety with tools, equipment and room

**Literacy/Numeracy:**

Use of key words sheet, measurements

**Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research



**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

**Y8 Strand 6 IVC Product Design Curriculum Overview****Key Content/Topics:**Acrylic Phone Holder-Finishing

- Heat bend acrylic strip to make shape to hold phone
- Create personalised graphics
- Finishing of acrylic sides using abrasive and wet and dry
- Use polishing liquid to give polished finish to acrylic sides
- Testing of finished phone holder
- Evaluation
- Video on Smart Materials

**Assessed Tasks:**

N/A

**SMSC & British Values:**

Learning about new modern – biodegradable plastics – designers and manufacturers are mixing biodegradable and non- biodegradable plastics together

**Enrichment Ideas:**

Find videos of how new biodegradable plastics are made – why are our water bottles not made with new biodegradable materials such as corn starch?

**Assessment Criteria:**

1. Developing skills of making using various tools and equipment
2. Application of health and safety with tools, equipment and room
3. Finishing techniques using various materials and tools/equipment and techniques
4. Testing and evaluative

**Literacy/Numeracy:**

Use of key words sheet, measurements



### Careers Links(CAEIG):

Product designer, product developer, engineer, marketing, research

### Intervention Tasks:

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and make notes

## Y9 Strand 1 IVC Product Design Curriculum Overview

### Key Content/Topics:

Introduction to learning techniques in Product Design.

### Component 1 and 2 – Drawing Techniques and Materials Analysis

Introduction to topics-Drawing techniques and materials analysis:-

- Industrial examples of sketched products
- Working from 2D drawings to 3D-rendering
- Isometric
- Oblique
- 2 point perspective drawing techniques-products and rooms
- Exploded views
- Orthographic Projection

Introduction to topics-Drawing techniques and materials analysis:- Work with 3, write about 5)

- Timber-pine, mahogany, MDF, plywood, balsa
- Metals-copper, brass, aluminium, tin
- Plastics-acrylics, HIPS, acetate,
- New and modern materials-polymorph, thermochromic inks

### Assessed Tasks:

1. Drawing techniques
2. Materials analysis
3. Drawing techniques
4. Materials analysis



## 5. Evaluation

### SMSC & British Values:

Learning about British and overseas production

### Enrichment Ideas:

Observe and analyse various products recognising materials, joining techniques and processes used to manufacture them

### Assessment Criteria:

1. Developing skills to draw in 2D to 3D using various perspective and technical drawing techniques
2. Rendering techniques
3. Skills development in working with a variety of materials
4. The working properties of various materials and some processes that are matched with manufacturing techniques

### Literacy/Numeracy:

Use of key words sheet, measurements and data on materials

### Careers Links(CAIEG):

Product designer, product developer, engineer, marketing, research

### Intervention Tasks:

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 9 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.



used if a student is underachieving?	
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## Y9 Strand 2 IVC Product Design Curriculum Overview

### Key Content/Topics:

Introduction to learning techniques in Product Design.

### Component 1 and 2 – Drawing Techniques and Materials Analysis

Introduction to topics-Drawing techniques and materials analysis:-

- Industrial examples of sketched products
- Working from 2D drawings to 3D-rendering
- Isometric
- Oblique
- 2 point perspective drawing techniques-products and rooms
- Exploded views
- Orthographic Projection

Introduction to topics-Drawing techniques and materials analysis:- Work with 3, write about 5)

- Timber-pine, mahogany, MDF, plywood, balsa
- Metals-copper, brass, aluminium, tin
- Plastics-acrylics, HIPS, acetate,
- New and modern materials-polymorph, thermochromic inks

### Assessed Tasks:

1. Drawing techniques
2. Materials analysis
3. Drawing techniques
4. Materials analysis
5. Evaluation

### SMSC & British Values:



Learning about British and overseas production

**Enrichment Ideas:**

Observe and analyse various products recognising materials, joining techniques and processes used to manufacture them

**Assessment Criteria:**

1. Developing skills to draw in 2D to 3D using various perspective and technical drawing techniques
2. Rendering techniques
3. Skills development in working with a variety of materials
4. The working properties of various materials and some processes that are matched with manufacturing techniques

**Literacy/Numeracy:**

Use of key words sheet, measurements and data on materials

**Careers Links(CAIEG):**

Product designer, product developer, engineer, marketing, research

**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 9 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y9 Strand IVC Product Design Curriculum Overview

### Key Content/Topics:

#### Component 1 and 2 – Designing and Making a Clock:-

Introduction to designing and making project/scenario:- Clock

- Iterative design
- Primary and secondary research
- Design movement
- Designing a clock-sketching and annotating
- modelling
- testing materials/joining methods
- templates and tolerances
- parts/component list

### Assessed Tasks:

1. Designing
2. Modelling
3. Testing

### SMSC & British Values:

Learning about British and international designers

### Enrichment Ideas:

Visit museums and art galleries to view various designers work and design movements

### Assessment Criteria:

1. Developing research skills in primary and secondary research
2. Designing, annotating
3. Annotating
4. Modelling
5. Testing
6. Maths
7. Analytical and evaluative

### Literacy/Numeracy:



Use of key words sheet, measurements and data on materials

**Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research

**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 9 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

**Y9 Strand 4 IVC Product Design Curriculum Overview**

**Key Content/Topics:**

Component 1 and 2 – Designing and Making a Clock:-

Making a clock:-

- Material management-planning
- Measuring and marking out
- Cutting and tolerances
- Shaping



- Preparing surface for finishing and finishing
- Assembly
- Testing and photographs of finished product
- Evaluation

**Assessed Tasks:**

1. Material management
2. Making
3. Evaluation

**SMSC & British Values:**

Learning about British and international designers

**Enrichment Ideas:**

Visit museums and art galleries to view various designers work and design movements and see how the products were made and discuss why

**Assessment Criteria:**

1. Developing making skills
2. Managing time and materials
3. Testing
4. Maths
5. Analytical and evaluative

**Literacy/Numeracy:**

Use of key words sheet, measurements and data on materials

**Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research

**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 9 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<p><b>When/how will homework be set?</b></p>	<p>Weekly through Edu-link, and for the holiday periods</p>
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<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y9 Strand 5 IVC Product Design Curriculum Overview

### Key Content/Topics:

#### Component 1 and 2 – CAD/CAM Key-ring

- Design brief-key-ring and packaging
- Researching and comparing existing designer/movements
- CAD/CAM-robotics, automation
- Design brief and Design/manufacture spec
- Train using sketch-up to design a key-ring based on a designer theme
- Create model of key-ring-material properties and characteristics of PLA
- Evaluate
- Print key-ring

### Assessed Tasks:

1. Design movements comparison
2. Design brief and specification
3. CAD/CAM robotics

### SMSC & British Values:

Learning about whether using CAD/CAM is ethical



### Enrichment Ideas:

Visit museums and art galleries to view various designers work and design movements and see how the products were made and discuss why

### Assessment Criteria:

1. Developing using software packages to design 3D key-ring
2. Testing
3. Maths
4. Analytical and evaluative

### Literacy/Numeracy:

Use of key words sheet, measurements and data on materials

### Careers Links(CAEIG):

Product designer, product developer, engineer, marketing, research

### Intervention Tasks:

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 9 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

### Y9 Strand 6 IVC Product Design Curriculum Overview



**Key Content/Topics:**Component 1 and 2 – CAD/CAM Packaging

- Train on CAD drawing package-2D Design
- Manufacturing techniques-Die cutting, lithography, finishes on packaging
- Properties and characteristics of materials-papers
- Design and model packaging
- Tolerances and QC
- Making packaging-Print, quantity production
- Assembly of packaging
- Testing and evaluation of key-ring and packaging
- Print key-ring

**Assessed Tasks:**

1. research-existing packaging-Product analysis
2. Designing packaging using CAD
3. Material management

**SMSC & British Values:**

Learning about whether using CAD/CAM is ethical

**Enrichment Ideas:**

Visit museums and art galleries to view various designers work and design movements and see how the products were made and discuss why

**Assessment Criteria:**

1. Developing understanding of CAD/CAM
2. Making skills
3. Developing software drawing skills
4. Mathematical dimensioning
5. Scales of production
6. 3D printing-data control, setting up and printing

**Literacy/Numeracy:**

Use of key words sheet, measurements and data on materials





### Careers Links(CAEIG):

Product designer, product developer, engineer, marketing, research

### Intervention Tasks:

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 9 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

### Y10 Strand 1 IVC Product Design Curriculum Overview

#### Key Content/Topics:

Introduction to learning techniques in Product Design.

Component 1-Exam Theory – CAD/CAM-Key-ring

Introduction to exam areas

- Core technical principles
- Specialist technical principles
- Designing and making principles
- Design brief-key-ring and packaging
- Research an existing designer/movement
- CAD/CAM-robotics, automation
- Design/manufacture spec



- Train using sketch-up to design a key-ring based on a designer theme
- Create model of key-ring-material props and characteristics of PLA
- Evaluate
- Print key-ring

#### Assessed Tasks:

1. Task investigation and research-primary and secondary
2. Design movements comparison
3. Design brief and specification

#### SMSC & British Values:

Learning about British and overseas production

#### Enrichment Ideas:

Visiting a variety of shops to find similar products to that which is being researched and designed in the lessons

#### Assessment Criteria:

1. Developing understanding of CAD/CAM
2. Making skills
3. Developing software drawing skills
4. Mathematical dimensioning
5. Scales of production

#### Literacy/Numeracy:

Use of key words sheet, using data-primary and secondary, measurements

#### Careers Links(CAEIG):

Product designer, product developer, engineer, marketing, research

#### Intervention Tasks:

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 10 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.

<p><b>Will this work be marked by a teacher?</b></p>	<p>Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.</p>
<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>Students will be directed to catch-up sessions for anything missed or underachieving in.</p>

## Y10 Strand 2 IVC Product Design Curriculum Overview

### Key Content/Topics:

#### Component 1-Exam Theory – CAD/CAM-Key-ring Packaging

- Train on CAD drawing package-2D Design
- Manufacturing techniques-Die cutting, lithography, finishes on packaging
- Properties and characteristic of materials-papers
- Design and model packaging
- Tolerances and QC
- Making packaging-Print, quantity production
- Assembly of packaging
- Testing and evaluation of key-ring and packaging

### Assessed Tasks:

1. research-existing packaging-Product analysis
2. Designing packaging using CAD
3. Material management

### SMSC & British Values:

Learning about British and overseas production

### Enrichment Ideas:

Visiting a variety of shops to find similar products to that which is being researched and designed in the lessons



### Assessment Criteria:

1. Developing understanding of CAD/CAM
2. Making skills
3. Developing software drawing skills
4. Mathematical dimensioning
5. Scales of production
6. 3D printing-data control, setting up and printing

### Literacy/Numeracy:

Use of key words sheet, dimensions of packaging

### Careers Links(CAEIG):

Product designer, product developer, engineer, marketing, research

### Intervention Tasks:

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 10 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

### Y10 Strand 3 IVC Product Design Curriculum Overview

### Key Content/Topics:



### Component 1-Exam Theory – Core Technical Principles

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

#### **Assessed Tasks:**

1. Questions papers – Specific topic area
2. Questions papers - Specific topic area
3. Questions papers - Specific topic area

#### **SMSC & British Values:**

Learning about environmental factors in UK and around the world

#### **Enrichment Ideas:**

Work with materials to enhance theoretical knowledge on materials, Watch documentaries on energy generation, and emerging technologies

#### **Assessment Criteria:**

1. Developing knowledge and understanding of how products are designed and developed with considerations of new and emerging technologies
2. Developing knowledge and understanding of how products are designed and developed with considerations to energy, materials and systems
3. Developing knowledge and understanding of how products are designed and developed using a variety of materials and their working properties

#### **Literacy/Numeracy:**

Use of key words sheet, working with data and interpreting charts

#### **Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research

#### **Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area



**Year 10 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

**Y10 Strand 4 IVC Product Design Curriculum Overview**

**Key Content/Topics:**

Component 1-Exam Theory – Specialist Technical Principles

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.
- papers and boards



- timber based materials
- metal based materials
- polymers
- textile based materials

#### Assessed Tasks:

1. Questions papers – Specific topic area
2. Questions papers - Specific topic area
3. Questions papers - Specific topic area

#### SMSC & British Values:

Learning about emerging technologies from UK and around the world

#### Enrichment Ideas:

Work with materials to enhance theoretical knowledge on materials, Watch documentaries on ecological and social footprint, how materials are sourced and made into stock forms

#### Assessment Criteria:

1. Developing knowledge and understanding of how products are designed and developed with considerations of various materials, stock forms and sources
2. Developing knowledge and understanding of how products are designed and developed with considerations to scales of production
3. Developing knowledge and understanding of how products are designed and developed with considerations to ecological and social footprint

#### Literacy/Numeracy:

Use of key words sheet, working with data and interpreting charts

#### Careers Links(CAEIG):

Product designer, product developer, engineer, marketing, research

#### Intervention Tasks:

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 10 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<p><b>When/how will homework be set?</b></p>	<p>Weekly through Edu-link, and for the holiday periods</p>
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<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y10 Strand 5 IVC Product Design Curriculum Overview

### Key Content/Topics:

#### Component 1-Exam Theory – Designing and Making

- Investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

### Assessed Tasks:

1. Questions papers – Specific topic area
2. Questions papers - Specific topic area





### 3. Questions papers - Specific topic area

#### SMSC & British Values:

Learning about British based and other designers from around the world, and their impact

#### Enrichment Ideas:

Watch documentaries on manufacturing processes. Work out by analysing products the materials used and processes

#### Assessment Criteria:

1. Developing knowledge and understanding of how products are designed and developed with considerations of challenges and limitations
2. Developing knowledge and understanding of how products are designed and developed with considerations to various designers
3. Developing knowledge and understanding of how products are designed and developed with considerations to application of H&S, tools and processes and techniques

#### Literacy/Numeracy:

Use of key words sheet, dimensions, tolerances

#### Careers Links(CAIEG):

Product designer, product developer, engineer, marketing, research

#### Intervention Tasks:

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 10 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

used if a student is underachieving?	
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## Y10 Strand 6 IVC Product Design Curriculum Overview

### Key Content/Topics:

#### Component 1-Exam Theory – Exam Revision

- Core technical principles
- Specialist technical principles
- Designing and making principles
- Mock Exam
- Introduce CW project

### Assessed Tasks:

1. Linking topic areas
2. Linking topic areas
3. Peer assessment – question and answer competitions

### SMSC & British Values:

Working as a team to bring together links from all topic areas

### Enrichment Ideas:

Create a Q&A game

### Assessment Criteria:

1. Making links with all learnt topic areas
2. Exam techniques
3. Coursework task analysis

### Literacy/Numeracy:

Use of key words sheet, working with data and interpreting charts

### Careers Links(CAIEIG):

Product designer, product developer, engineer, marketing, research



**Intervention Tasks:**

Use [www.technologystudent.com](http://www.technologystudent.com) to read up and do questions on topic area

**Year 10 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

**Y11 Strand 1 IVC Product Design Curriculum Overview**

**Key Content/Topics:**

Introduction to learning techniques in Product Design.

Component 2-Coursework – Section A-Investigation

Write up scenario

- Write up on 'Iterative Design'
- Primary research
- secondary research
- Analysis, data and Conclusions
- Design Brief
- Design/Manufacturing Specification



- Environmental, social, economic challenges
- Investigating the work of others and conclusions
- Design ideas, annotations
- Client/customer feedback

#### Assessed Tasks:

1. Whole of Section A-AO1-Investigation

#### SMSC & British Values:

Learning about how to interview people from different walks of life, how to ask open and close ended questions

#### Enrichment Ideas:

Visiting a variety of shops to find similar products to that which is being researched and designed

#### Assessment Criteria:

1. Developing research skills
2. investigative skills
3. analytical skills
4. evaluative skills
5. Data development
6. Social skills, interviewing skills
7. Developing knowledge about environment
8. Designing and annotation

#### Literacy/Numeracy:

Use of key words sheet, using data-Primary and secondary, measurements

#### Careers Links(CAEIG):

Product designer, product developer, engineer, marketing, research

#### Intervention Tasks:

Using the internet to research all named areas, and create bullet points on findings

**Year 11 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<p><b>When/how will homework be set?</b></p>	<p>Weekly through Edu-link, and for the holiday periods</p>
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<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y11 Strand 2 IVC Product Design Curriculum Overview

### Key Content/Topics:

#### Component 2-Coursework – Section B-Modelling and Development

- Modelling of chosen design idea(s), with annotations using appropriate materials
- sampling materials and joining techniques
- Development including client customer feedback
- Materials selection, cutting and parts list
- Final idea 3D using CAD, exploded drawings and orthographic projection drawings

### Assessed Tasks:

1. Whole of Section C and D-AO2-Generating and developing ideas

### SMSC & British Values:

Learning about the materials to use, and their sources

### Enrichment Ideas:

Visiting a variety of shops to find similar products to that which is being designed and modelled.  
Research how products have been modelled e.g. cars

### Assessment Criteria:

1. Designing and annotation



2. Working with various modelling materials
3. Sampling and testing various relevant materials and joining techniques
4. Understanding and applying properties and characteristics of materials
5. Using maths to work out dimensions of components and dimensions of materials needed
6. CAD and technical drawing applications

#### Literacy/Numeracy:

Use of key words sheet, using data-, measurements

#### Careers Links(CAIEG):

Product designer, product developer, engineer, marketing, research, set designer, CAD/CAM designer, manufacturer

#### Intervention Tasks:

Using the internet to research all named areas, and create bullet points on how it can be applied to project. Use link and apply to project work:- [http://technologystudent.com/despro/flash/NEW\\_GCSE3.html](http://technologystudent.com/despro/flash/NEW_GCSE3.html)

**Year 11 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

#### Y11 Strand 3 IVC Product Design Curriculum Overview

#### Key Content/Topics:



### Component 2-Coursework – Section 2E- Making and Testing

- Making the prototype
- Step by step guide to making-including tolerances
- Flowcharts
- Testing prototype (along the way)
- Analyse and evaluate (same coloured box)

#### **Assessed Tasks:**

1. Whole of Section E-AO2-Making and Testing

#### **SMSC & British Values:**

Learning about the materials to use, and their sources

#### **Enrichment Ideas:**

Visiting a variety of shops to find similar products to that which is being manufacturing techniques.  
e.g. cars

#### **Assessment Criteria:**

1. Making skills
2. Using tools and equipment
3. Applying health and safety
4. Using maths to work out dimensions of components and dimensions of materials and tolerances
5. Analysis and evaluative

#### **Literacy/Numeracy:**

Use of key words sheet, using data-, measurements, tolerances

#### **Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research, set designer, CNC, CAD/CAM designer, manufacturer,

#### **Intervention Tasks:**

Using the internet to research all named areas, and create bullet points on how it can be applied to project. Use link and apply to project work:- [http://technologystudent.com/desproflsh/NEW\\_GCSE3.html](http://technologystudent.com/desproflsh/NEW_GCSE3.html)

**Year 11 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]



<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y11 Strand 4 IVC Product Design Curriculum Overview

### Key Content/Topics:

#### Component 2-Coursework – Section 2F-Analysing and Evaluating

- Testing against design/manu specification
- Market testing, client/customer feedback
- Summary of all analysis and evaluating carried out throughout folder
- Detailed testing of prototype-does it work?
- Photographs of final prototype

### Assessed Tasks:

1. Section F-AO2- Analysing and Evaluating

### SMSC & British Values:

Interviewing skills

### Enrichment Ideas:

Make a bullet point list with friends of products that are successful vs products that are not and discuss why?





### Assessment Criteria:

- Analysis and evaluative
- Data analysis
- Testing
- Focus group/client/customer feedback

### Literacy/Numeracy:

Use of key words sheet, using data-, measurements, data

### Careers Links(CAIEG):

Product designer, product developer, engineer, marketing, research, set designer, CNC, CAD/CAM designer, manufacturer,

### Intervention Tasks:

Using the internet to research all named areas, and create bullet points on how it can be applied to project. Use link and apply to project work:- [http://technologystudent.com/desproflash/NEW\\_GCSE3.html](http://technologystudent.com/desproflash/NEW_GCSE3.html)

**Year 11 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

### Y11 Strand 5 IVC Product Design Curriculum Overview

### Key Content/Topics:



Component 1-Exam Revision- 3 principles

Core Technical Principles- new and emerging technologies

- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

Specialist Technical Principles- selection of materials or components-3 materials

- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

Designing and Making- investigation, primary and secondary data

- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment



- specialist techniques and processes

**Assessed Tasks:**

1. Component 1-Exam questions and mock paper(s)

**SMSC & British Values:**

Interviewing skills

**Enrichment Ideas:**

Board games based on theory

**Assessment Criteria:**

Core Technical Principles- A mixture of multiple choice and short answer questions assessing a breadth of technical

Specialist Technical Principles- Several short answer questions (2–5 marks) and one extended response to assess a more in

depth knowledge of technical principles.

Designing and Making- A mixture of short answer and extended response questions.

**Literacy/Numeracy:**

Use of key words sheet, using data-, measurements, data

**Careers Links(CAEIG):**

Product designer, product developer, engineer, marketing, research, set designer, CNC, CAD/CAM designer, manufacturer,

**Intervention Tasks:**

Using the internet to research all named areas, and create bullet points on how it can be applied to project. Use link and apply to project work:- [http://technologystudent.com/desproflsh/NEW\\_GCSE3.html](http://technologystudent.com/desproflsh/NEW_GCSE3.html)

**Year 11 Home Learning Expectations: Product Design** [common for each strand of the year within a subject]

<p><b>When/how will homework be set?</b></p>	<p>Weekly through Edu-link, and for the holiday periods</p>
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<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y9 Strand 1 IVC Food Curriculum Overview

### Key Content/Topics:

Introduction to learning techniques in Food and Cookery.

Health and Safety of ourselves, food preparation area, and during practical organisation, knife skills, food poisoning, vegetable prep, EHO role, testing cooked chicken, Julienne method, food storage and hygiene, temperatures and food safety, starch release, food spoilage, shaping and portioning, identifying cooked lamb, bacterial growth and prevention, role of heat when cooking meat, buying food safely, re-cap

### Assessed Tasks:

1. Health and safety self, food room, during practical
2. Knife skill
3. Self-organisation

### SMSC & British Values:

Learning about how Health and Safety is in UK in home, school and industry

### Enrichment Ideas:

Visiting restaurants and observe how health and safety is evident

### Assessment Criteria:

1. Developing understanding of, and application of health and safety relating to self and cooking environment
2. Observational and analytical skills
3. Key-words used in industry and by safety inspectors
4. Problem solving



5. Organisational skills

**Literacy/Numeracy:**

Use of key words sheet, weighting, measuring, temperatures and control

**Careers Links(CAIEG):**

Chef, Nutritionist, Product developer,

**Intervention Tasks:**

Use internet to research examples of catering establishments/restaurants that have different ratings- what does this tell us?

**Year 9 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

**Y9 Strand 2 IVC Food Curriculum Overview**

**Key Content/Topics:**

Healthy Eating and Nutrition

Balanced diet and healthy guidelines, demo technical equipment, stages of pasta dough, nutrient groups and functions, pastry investigation, rubbing in method, life stages and nutrients, rolling out and lining a tin, special diets, puff pastry, adapting recipes, assembling and shaping pasties, kneading and gluten, dough shaping and accuracy, re-cap



### Assessed Tasks:

1. Food diary and Eat-well analysis
2. Practical - Use of technical equipment
3. Practical – pastry making

### SMSC & British Values:

Learning about what a balanced diet is in the UK, compared to France

### Enrichment Ideas:

Visiting restaurants and observe cooking techniques

### Assessment Criteria:

1. Developing understanding of, what a balanced diets consists of
2. What different technical equipment's are and how to use them
3. Various cooking skills development
4. Adapting recipes
5. Pastry making
6. Assembling and shaping
7. How gluten works

### Literacy/Numeracy:

Use of key words sheet, weighting, measuring, temperatures and control

### Careers Links(CAEIG):

Chef, Nutritionist, Product developer,

### Intervention Tasks:

Use internet to research examples of cooking techniques of pastry

**Year 9 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.

<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>Students will be directed to catch-up sessions for anything missed or underachieving in.</p>
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## Y9 Strand 3 IVC Food Curriculum Overview

### Key Content/Topics:

#### Recipes and Planning Dishes

Use of recipes, rolling out and filling pastry, bread shaping techniques, recipe adaptations, time management and time-plan, producing a batter, differences between boiling and simmering, purpose of different ingredients, plan for making, batch production, evaluation, re-cap

### Assessed Tasks:

1. Exam questions
2. Practical – time management
3. Evaluation

### SMSC & British Values:

Learning about breads from around the world

### Enrichment Ideas:

Visiting restaurants and observe cooking techniques

### Assessment Criteria:

1. Developing understanding of, pastry making and filling
2. Cooking skills – shaping bread
3. Time management skills
4. Learning to use the hob
5. How to batch produce food
6. Evaluative techniques

### Literacy/Numeracy:

Use of key words sheet, weighting, measuring, temperatures and control

### Careers Links(CAEIG):



Chef, Nutritionist, Product developer,

### Intervention Tasks:

Use internet to research examples of cooking techniques of bread making

**Year 9 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

### Y9 Strand 4 IVC Food Curriculum Overview

#### Key Content/Topics:

##### Equipment and Utensils

Purpose of equipment and utensils, smooth and consistent pastry, whisking technique, safe storage and use of equipment, catering/industrial kitchen equipment, managing temperature on hob, producing a roux, equipment risk assessment, planning use of equipment, melting method, creaming method, re-cap

#### Assessed Tasks:

1. Practical – using equipment and utensils
2. Practical – temperature control
3. Practical – whisking/creaming method

#### SMSC & British Values:





Learning about breads from around the world

**Enrichment Ideas:**

Visiting restaurants and observe cooking techniques

**Assessment Criteria:**

1. Developing understanding of how to use technical equipment to make specific foods
2. Observational skills
3. Analytical skills
4. Cooking skills

**Literacy/Numeracy:**

Use of key words sheet, weighting, measuring, temperatures and control

**Careers Links(CAEIG):**

Chef, Nutritionist, Product developer,

**Intervention Tasks:**

Use internet to research examples of cooking techniques of use of various equipment and utensils

**Year 9 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

**Y9 Strand 5 IVC Food Curriculum Overview**



### Key Content/Topics:

#### Food Choice and Food Seasonality

Food choice, and reasons that impact food choice, dicing accuracy, testing meat to see if cooked, cooking order, reducing sauce, religious and cultural beliefs and food choice, seasonal and local foods, sauce consistency, cutting chicken accurately, cooking meat, groups of fruit, categories of vegetables, portioning accuracy, how to test when a dish is cooked, changes to vegetables during roasting process, even pastry rolling, re-cap

### Assessed Tasks:

1. Practical – testing for cooked meat
2. Research and write-up on cultural and religious beliefs foods
3. Table of information on seasonal foods

### SMSC & British Values:

Learning about breads from around the world

### Enrichment Ideas:

Visiting restaurants and observe cooking techniques

### Assessment Criteria:

1. Developing understanding of food choice
2. Testing for cooked meat
3. Cultural/religious beliefs and food
4. Food choice based on seasonality

### Literacy/Numeracy:

Use of key words sheet, weighting, measuring, temperatures and control

### Careers Links(CAEIG):

Chef, Nutritionist, Product developer,

### Intervention Tasks:

Use internet to research examples of cooking techniques of use of seasonal foods and world foods

**Year 9 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

When/how will homework be set?	Weekly through Edu-link, and for the holiday periods
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<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y9 Strand 6 IVC Food Curriculum Overview

### Key Content/Topics:

International Cuisine Project Influences on British cuisine through ages, shaping and portioning accuracy, safe temperature control when shallow frying, cooking pasta correctly, using hob, comparing 2 countries/cultures of ingredients and foods, food choice of 2 dishes from a different culture/country, reasons for food choice, planning, rice cooking, chicken cooking, evaluation, re-cap

### Assessed Tasks:

1. Comparisons of foods and spices from 2 cultures
2. Comparisons of foods and spices from 2 cultures Practical
3. 2nd assessment of temperature control

### SMSC & British Values:

Learning about dishes from around the world

### Enrichment Ideas:

Visiting restaurants and observe cooking techniques

### Assessment Criteria:

1. How cultural, political changes affect cuisines
2. Temperature control
3. Comparisons
4. Cooking skills
5. Evaluative skills



### Literacy/Numeracy:

Use of key words sheet, weighting, measuring, temperatures and control

### Careers Links(CAEIG):

Chef, Nutritionist, Product developer,

### Intervention Tasks:

Use internet to research examples of cooking techniques of use of seasonal foods and world foods

**Year 9 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y10 Strand 1 IVC Food Curriculum Overview

### Key Content/Topics:

Introduction to learning techniques in Food and Cookery.

Unit 1-Exam Unit -Theory on Health and Safety

1. Health and Safety-Safe and hygienic working practices relating to self and cooking environment
2. potential risks and hazards in cooking environment
3. HACCP
4. minimising risks
5. cooking equipment and utensils



### Assessed Tasks:

1. Health and safety in food room-Practical
2. Risk assessment
3. Safe storage and use of equipment and utensils

### SMSC & British Values:

Learning about how Health and Safety is in UK (and compare to abroad), and how it is used to keep employees and consumers safe

### Enrichment Ideas:

Visiting restaurants from differing cultures, and observe how health and safety is applied

### Assessment Criteria:

1. Developing understanding of, and application of health and safety relating to self and cooking environment
2. Observational and analytical skills
3. Key-words used in industry and by safety inspectors
4. Problem solving
5. How to store and use equipment and utensils safely and appropriately

### Literacy/Numeracy:

Use of key words sheet, creating risk assessment data

### Careers Links(CAEIG):

Chef, Nutritionist, Product developer,

### Intervention Tasks:

Use internet to research catering establishments such as restaurants that have ratings from 0 to 5. How do the ratings compare to the condition of the kitchen.

**Year 10 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.

<p><b>Will this work be marked by a teacher?</b></p>	<p>Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.</p>
<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>Students will be directed to catch-up sessions for anything missed or underachieving in.</p>

## Y10 Strand 2 IVC Food Curriculum Overview

### Key Content/Topics:

Unit 1-Exam Unit –Food Groups and Food Provenance

1. Food groups
2. food provenance
3. healthy eating-balanced diet, nutrients
4. nutrient imbalances RDA
5. dietary fibre

### Assessed Tasks:

1. Food groups
2. Balanced diet meals
3. Nutrients and their effects

### SMSC & British Values:

Learning about how food groups are used in UK (and compare to abroad), Food seasonality in UK and abroad

### Enrichment Ideas:

Visiting a variety of restaurants from various cultures, and observing which restaurants and dishes are healthy and which are unhealthy, and why

### Assessment Criteria:

1. Developing understanding of, and application of characteristics of different foods groups
2. Ability to distinguish which foods to select for specific diets
3. Analytical skills

### Literacy/Numeracy:



Use of key words sheet, RDA checking

**Careers Links(CAEIG):**

Chef, Nutritionist, Product developer,

**Intervention Tasks:**

Use internet to research to find out what the effects could be of eating fast food such as MacDonald's everyday

**Year 10 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

**Y10 Strand 3 IVC Food Curriculum Overview**

**Key Content/Topics:**

Unit 1-Exam Unit –Food Groups and Food Provenance, Factors Affecting Food Choice

1. Making food recommendations for specific groups of people
2. food related health conditions
3. nutritional food labels
4. Social factors, environmental, seasonality

**Assessed Tasks:**

1. Food recommendations for specific groups



2. Research on food labels-fresh vs processed
3. Research on food labels-fresh vs processed

**SMSC & British Values:**

Learning and comparing diets in UK and abroad, e.g. British diet vs Mediterranean diet

**Enrichment Ideas:**

Using foods from home to calculate nutrients being taken in as an individual

**Assessment Criteria:**

1. Developing understanding of, correlations between food and disease
2. Analytical skills

**Literacy/Numeracy:**

Use of key words sheet, label information calculating and comparing nutrient amounts

**Careers Links(CAEIG):**

Chef, Nutritionist, Product developer, Food Critique

**Intervention Tasks:**

Use internet to research, copy and paste nutrient contents of healthy food outlets vs nutrient contents of fast food

**Year 10 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in



## Y10 Strand 4 IVC Food Curriculum Overview

### Key Content/Topics:

Unit 1-Exam Unit –Revision

Unit 2-Prep and Cooking Skills - CW

1. Re-cap exam theory covered
2. revision and questions papers
3. mock exam papers
4. Exam
5. Unit 2 - Recipes-Key stages of recipes
6. Effects of ingredients.

### Assessed Tasks:

1. Exam papers
2. Stages of recipes
3. Table of ingredients and effects on mind and body

### SMSC & British Values:

Learning about UK and international ingredients and comparing their effects

### Enrichment Ideas:

Researching people who have a high intake of specific foods or drinks and the effects of these (unhealthy to healthy)

### Assessment Criteria:

1. Developing exam techniques
2. Long and short questions
3. Analysing recipes and breaking down to clarify understanding of each segment
4. Developing understanding of various ingredients and their effects

### Literacy/Numeracy:

Use of key words sheet, eating over the RDA numerical value

### Careers Links(CAEIG):

Chef, Nutritionist, Product developer, Food Critique

### Intervention Tasks:



Use internet to research to research recipe processes / stages – explaining why are foods made using specific processes, for e.g. pastry, pasta, meat, rice

**Year 10 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y10 Strand 5 IVC Food Curriculum Overview

### Key Content/Topics:

Unit 2-Prep and Cooking Skills, and Understand Recipe Development -CW

1. Preparing Dishes-preparation skills
2. cooking skills
3. sensory factors

### Assessed Tasks:

1. Practical
2. Sensory table/chart

### SMSC & British Values:

Learning about how different measures of senses are evoked based on foods from around the world

### Enrichment Ideas:

Involving family and friends in tasting food you make and filling in a sensory chart



### Assessment Criteria:

1. Developing food preparation skills
2. Developing cooking skills
3. Analytical skills
4. Developing sensory awareness

### Literacy/Numeracy:

Use of key words sheet, measuring sensory factors

### Careers Links(CAIEG):

Chef, Nutritionist, Product developer, Food Critique

### Intervention Tasks:

Use internet to research how sensory data is created and utilised in the catering industry, e.g when making foods for supermarkets

**Year 10 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

### Y10 Strand 6 IVC Food Curriculum Overview

### Key Content/Topics:

Unit 2- Understand Recipe Development -CW



1. Recipe Development
2. Amending recipes
3. Preparation of Different Types of Dishes
4. Evaluation of completed dishes

#### Assessed Tasks:

1. Recipe development
2. Practical
3. Evaluation

#### SMSC & British Values:

Learning about how traditional recipes have been developed to create fusion dishes

#### Enrichment Ideas:

Practising making dishes at home

#### Assessment Criteria:

1. Working independently
2. Researching and selecting dishes
3. Cooking skills
4. Evaluative skills

#### Literacy/Numeracy:

Use of key words sheet, weights and measures of foods

#### Careers Links(CAEIG):

Chef, Nutritionist, Product developer, Food Critique

#### Intervention Tasks:

Use internet to research how chefs have developed foods using traditional recipes

**Year 10 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.

<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y11 Strand 1 IVC Food Level 1 Curriculum Overview

### Key Content/Topics:

Introduction to learning techniques in Food and Cookery.

Unit 3-Exam Unit -Theory on Balanced Diet and Nutrition

1. Identify balanced diet and nutrition
2. Give examples of adapting recipes to make healthier
3. Give examples how a balanced diet contributes to staying healthy
4. Food labelling- information/RI/RDA
5. Catch up/complete any o/s coursework on Unit 1

### Assessed Tasks:

1. Mock papers
2. Unit 1 – coursework portfolio (1<sup>st</sup> section)
3. Unit 1 – coursework portfolio (2<sup>nd</sup> section)

### SMSC & British Values:

Learning about how the Eat-well plate can be related to various cultures and religions

### Enrichment Ideas:

Visiting a variety of restaurants from various cultures.

### Assessment Criteria:

1. Developing exam techniques
2. About Eat-well plate and how to balance this. Research of vitamins and minerals and how they affect the body
3. How a balance diet of one person will vary to another-to make up nutrients
4. Understanding what is meant by RI/RDA, and healthy eating guidelines



- To complete o/s evidence of understanding and application of Health and Safety, and basic skills for Unit 1 in a portfolio

**Literacy/Numeracy:**

Use of key words sheet, using percentages related to Eat-well plate

**Careers Links(CAEIG):**

Chef, Nutritionist, Product developer

**Intervention Tasks:**

To take photographs of meals they eat at home and calculate the nutritional value, and to food groups from the Eat-well plate

**Year 11 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

**Y11 Strand 2 IVC Food Level 1 Curriculum Overview**

**Key Content/Topics:**

Unit 4- Portfolio-Plan and Practise Dishes c/w

Unit 3 – Exam Prep, and Exam

- Students given brief



2. research and a menu of dishes, based on brief, Reasons for choice
3. Practise dish - (**Complete 1 practical dish for evidence for Unit 2**)
4. Revision
5. Exam in November 2018
6. Practise dish - (**Complete 1 practical dish for evidence for Unit 2**)
7. Plan of Action for Unit 4-All planning for Unit4 to be complete

#### Assessed Tasks:

1. Brief analysis
2. Mock papers
3. Practical

#### SMSC & British Values:

Learning about how various menus from selected cultures

#### Enrichment Ideas:

Visiting a variety of restaurants from various cultures, seeing menu plans, collections

#### Assessment Criteria:

1. Portfolio write-up
2. Brief analysis
3. Researching
4. Practise exam questions
5. Planning techniques

#### Literacy/Numeracy:

Use of key words sheet, using weights and measures

#### Careers Links(CAIEG):

Chef, Nutritionist, Product developer, catering specialist

#### Intervention Tasks:

1. To make notes on various menu plans
2. To practise exam questions and answers

**Year 11 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
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<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

### Y11 Strand 3 IVC Food Level 1 Curriculum Overview

#### Key Content/Topics:

Unit 4- Portfolio-Plan, Practise and Produce Dishes c/w

Unit 2-Practise Dishes, Practical Exam and Evaluation

1. Menu analysis
2. Demonstrate prep, cooking skills, H&S (show plate presentation skills)
3. Practise practical chosen dishes ready for practical exam
4. **Practical Exam-Mon 21<sup>st</sup>, 22<sup>nd</sup>, 23<sup>rd</sup> Jan 19**
5. Unit 4 review/evaluation
6. Unit 2-Understanding Foods introduction and begin portfolio researching ingredients for given dishes

#### Assessed Tasks:

1. Menu analysis
2. Evaluation
3. Final practical exam

#### SMSC & British Values:

Applying learning for menu on portfolio and practical dishes from selected cultures

#### Enrichment Ideas:

Visiting restaurants to see how they apply H&S, organise themselves and cook

#### Assessment Criteria:

1. Analysis techniques





2. Developing practical skills for final practical exam
3. Evaluative techniques
4. Research techniques

**Literacy/Numeracy:**

Use of key words sheet, using weights and measures

**Careers Links(CAEIG):**

Chef, Nutritionist, Product developer

**Intervention Tasks:**

1. Using internet to research how chosen dishes are made
2. Creating methodology ideas and notes from this

**Year 11 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

**Y11 Strand 4 IVC Food Level 1 Curriculum Overview**

**Key Content/Topics:**

Unit 2-Understanding Food

1. Select ingredients for given dishes
2. main food groups



3. examples of foods from different sources
4. Make dishes
5. completed dishes
6. Repeat for different practical's

**Assessed Tasks:**

Practical dishes:-

1. Pastry
2. Meat
3. Rice

**SMSC & British Values:**

Applying learning for menu on portfolio and practical dishes from selected cultures

**Enrichment Ideas:**

Visiting restaurants to see how they apply H&S, organise themselves and cook

**Assessment Criteria:**

1. Food groups and sources
2. Practical skills
3. Level 1

**Literacy/Numeracy:**

Use of key words sheet, using weights and measures

**Careers Links(CAEIG):**

Chef, Nutritionist, Product developer

**Intervention Tasks:**

1. Using internet to research how chosen dishes are made
2. Creating methodology ideas and notes from this

**Year 11 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.

<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

## Y11 Strand 5 IVC Food Level 1 Curriculum Overview

### Key Content/Topics:

Unit 1, 2 and 4 - Completion

1. Students to complete any outstanding portfolio or/and practical work
2. Initial teacher assessment
3. Opportunity for improving grading on portfolio, if needed practical

### Assessed Tasks:

1. Coursework assessment of final portfolio and practicals

### SMSC & British Values:

Applying learning for menu on portfolio and practical dishes from selected cultures

### Enrichment Ideas:

Career choices – speaking to people with various jobs within the food and catering industry

### Assessment Criteria:

1. Practical skills
2. Analytical skills
3. Evaluative skills

### Literacy/Numeracy:

Use of key words sheet, using weights and measures

### Careers Links(CAEIG):

Chef, Nutritionist, Product developer



### Intervention Tasks:

Using internet to research various careers in the food and catering industry

**Year 11 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

### Y11 Strand 1 IVC Food Level 2 Curriculum Overview

#### Key Content/Topics:

Introduction to learning techniques in Food and Cookery.

Unit 3-Exam Unit -Theory on Balanced Diet and Nutrition

1. Explaining balanced diet and nutrition
2. how a balanced diet contributes to staying healthy
3. Food labelling-deciphering by information/RI/RDA
4. Assess a food diary, make recommendations
5. Explain how to make a recipe healthier
6. Catch up/complete any o/s coursework on Unit 1

#### Assessed Tasks:

1. Mock papers
2. Unit 1 – coursework portfolio (1<sup>st</sup> section)
3. Unit 1 – coursework portfolio (2<sup>nd</sup> section)



### SMSC & British Values:

Learning about how the Eat-well plate can be related to various cultures and religions

### Enrichment Ideas:

Visiting a variety of restaurants from various cultures.

### Assessment Criteria:

1. Developing exam techniques
2. About Eat-well plate and how to balance this. Research of vitamins and minerals and how they affect the body
3. How a balance diet of one person will vary to another-to make up nutrients
4. Understanding what is meant by RI/RDA, and healthy eating guidelines
5. To complete o/s evidence of understanding and application of Health and Safety, and basic skills for Unit 1 in a portfolio

### Literacy/Numeracy:

Use of key words sheet, using percentages related to Eat-well plate

### Careers Links(CAEIG):

Chef, Nutritionist, Product developer

### Intervention Tasks:

To take photographs of meals they eat at home and calculate the nutritional value, and to food groups from the Eat-well plate

**Year 11 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

used if a student is underachieving?	
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## Y11 Strand 2 IVC Food Level 2 Curriculum Overview

### Key Content/Topics:

Unit 4- Portfolio-Plan and Practise Dishes c/w

Unit 3 – Exam Prep, and Exa

1. Students given brief
2. research and select a , based on brief, reasons for choice
3. Practise dish - **Complete 1 practical dish for evidence for unit 2)**
4. Revision
5. Exam in November 2018
6. Practise dish - **Complete 1 practical dish for evidence for unit 2)**
7. Develop Plan of Action for Unit 4-All planning for Unit4 to be complete

### Assessed Tasks:

1. Brief analysis
2. Reasons for choice
3. Mock papers

### SMSC & British Values:

Learning about how various menus from selected cultures

### Enrichment Ideas:

Visiting a variety of restaurants from various cultures, seeing menu plans, collections

### Assessment Criteria:

1. Portfolio write-up
2. Brief analysis
3. Researching
4. Practise exam questions
5. Planning techniques

### Literacy/Numeracy:

Use of key words sheet, using weights and measures

### Careers Links(CAEIG):



Chef, Nutritionist, Product developer, catering specialist

### Intervention Tasks:

1. To make notes on various menu plans
2. To practise exam questions and answers

**Year 11 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

### Y11 Strand 3 IVC Food Level 2 Curriculum Overview

#### Key Content/Topics:

Unit 4- Portfolio-Plan, Practise and Produce Dishes c/w

Unit 2-Practise Dishes, Practical Exam and Evaluation

1. Menu analysis
2. Demonstrate prep, cooking skills, H&S
3. Practise practical chosen dishes ready for practical exam
4. **Practical Exam-Mon 21<sup>st</sup>, 22<sup>nd</sup>, 23<sup>rd</sup> Jan 19**
5. Unit 4 review/evaluation
6. Unit 2-Understanding Foods introduction and begin portfolio researching ingredients for given dishes

#### Assessed Tasks:

1. Menu analysis
2. Evaluation



3. Final practical exam

**SMSC & British Values:**

Applying learning for menu on portfolio and practical dishes from selected cultures

**Enrichment Ideas:**

Visiting restaurants to see how they apply H&S, organise themselves and cook

**Assessment Criteria:**

1. Analysis techniques
2. Developing practical skills for final practical exam
3. Evaluative techniques
4. Research techniques

**Literacy/Numeracy:**

Use of key words sheet, using weights and measures

**Careers Links(CAEIG):**

Chef, Nutritionist, Product developer

**Intervention Tasks:**

1. Using internet to research how chosen dishes are made
2. Creating methodology ideas and notes from this

**Year 11 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.



used if a student is underachieving?	
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## Y11 Strand 4 IVC Food Level 2 Curriculum Overview

### Key Content/Topics:

#### Unit 2-Understanding Food

1. ingredients for given dishes
2. Apply choices of ingredients to make given dish
3. Describe main foods from different sources/groups
4. Make dishes
5. completed dishes
6. Repeat for different practical's
7. Exam recap for 2<sup>nd</sup> go at unit 3 exam (March – if needed)

### Assessed Tasks:

Practical dishes:-

1. Pastry
2. Meat
3. Rice

### SMSC & British Values:

Applying learning for menu on portfolio and practical dishes from selected cultures

### Enrichment Ideas:

Visiting restaurants to see how they apply H&S, organise themselves and cook

### Assessment Criteria:

1. Food groups and sources
2. Practical skills
3. Level 2
4. 6 practical's in total for portfolio evidence – 3 of those practical's assessed

### Literacy/Numeracy:

Use of key words sheet, using weights and measures

### Careers Links(CAIG):

Chef, Nutritionist, Product developer



### Intervention Tasks:

1. Using internet to research how chosen dishes are made
2. Creating methodology ideas and notes from this

**Year 11 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

### Y11 Strand 5 IVC Food Level 2 Curriculum Overview

#### Key Content/Topics:

Unit 1, 2 and 4 - Completion

1. Students to complete any outstanding portfolio or/and practical work
2. Initial teacher assessment
3. Opportunity for improving grading on portfolio, if needed practical

#### Assessed Tasks:

1. Coursework assessment of final portfolio and practicals

#### SMSC & British Values:

Applying learning for menu on portfolio and practical dishes from selected cultures

#### Enrichment Ideas:



Career choices – speaking to people with various jobs within the food and catering industry

**Assessment Criteria:**

1. Practical skills
2. Analytical skills
3. Evaluative skills

**Literacy/Numeracy:**

Use of key words sheet, using weights and measures

**Careers Links(CAEIG):**

Chef, Nutritionist, Product developer

**Intervention Tasks:**

Using internet to research various careers in the food and catering industry

**Year 11 Home Learning Expectations: Food and Cookery** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Weekly through Edu-link, and for the holiday periods
<b>How long should each task take?</b>	Weekly teacher homework should take up to a maximum of 45 minutes.
<b>Will this work be marked by a teacher?</b>	Homework will be marked by the student's teacher, some homework may be self/peer assessed in class.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Students will be directed to catch-up sessions for anything missed or underachieving in.

**Y9 Home Learning Strand 1-2 IVC Product Design**

**Independently:**



*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

#### Grade 1-9

Independently use and work through making notes from AQA GCSE (9-1) Design and Technology. Revision guide and booklet

#### **When will this be completed?**

Ongoing throughout strand 1

#### **Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

#### Grade 1 - 9

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

Introduction to materials

<http://www.technologystudent.com/designpro/matintro1.htm>

Paper and board

<http://www.technologystudent.com/despro2/crdpap1.htm>

Woods

<http://www.technologystudent.com/designpro/natwd1.htm>

Metals

<http://www.technologystudent.com/designpro/metals1.htm>

Plastics

<http://www.technologystudent.com/designpro/plastic1.htm>

Textiles

Composite Materials

<http://www.technologystudent.com/joints/fibre1.html>

Smart Materials

<http://www.technologystudent.com/despro2/inks1.htm>



Properties of materials

<https://www.youtube.com/watch?v=K6VW4U7ZYtg>

Standard components

<http://www.technologystudent.com/prddes1/standard1.html>

<http://www.technologystudent.com/prddes1/standard2.html>

**When will this be completed?**

Ongoing throughout strand 1

**Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

Grade 1 – 9

Drawing Techniques and Materials Analysis

Student will create drawings based on the lists below:-

- Working from 2D drawings to 3D-rendering
- Isometric
- Oblique
- 2 point perspective drawing techniques-products and rooms
- Exploded views
- Orthographic Projection

Students will work on experimenting with a variety of materials in house and write up about characteristics and working properties of materials

**When will this be completed?**

Ongoing throughout strand 1

**Y9 Home Learning Strand 3 IVC Product Design**

**Independently:**

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*



### Grade 1-9

Independently use and work through making notes from AQA GCSE (9-1) Design and Technology.  
Revision guide and booklet

### **When will this be completed?**

Ongoing throughout strand 3

### **Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

### Grade 1 - 9

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

[http://www.technologystudent.com/pdf14/iterative\\_design3.pdf](http://www.technologystudent.com/pdf14/iterative_design3.pdf)

<http://www.technologystudent.com/despro2/focgrp1.html>

[http://www.technologystudent.com/despro\\_flsh/revise11.html](http://www.technologystudent.com/despro_flsh/revise11.html)

[http://www.technologystudent.com/despro\\_flsh/handle1.html](http://www.technologystudent.com/despro_flsh/handle1.html)

<http://www.technologystudent.com/prddes1/tolera2.html>

<http://www.technologystudent.com/cam/prn3d1.htm>

<http://www.technologystudent.com/rmprp07/glidr3.html>

<http://www.technologystudent.com/prddes1/model1.html>

[http://www.technologystudent.com/despro\\_flsh/devidea3.html](http://www.technologystudent.com/despro_flsh/devidea3.html)

<http://www.technologystudent.com/prddes1/mood2.html>

<http://www.technologystudent.com/prddes1/mood2.html>

[http://www.technologystudent.com/despro\\_3/integrate3.html](http://www.technologystudent.com/despro_3/integrate3.html)

[http://www.technologystudent.com/despro\\_flsh/prodevp4.html](http://www.technologystudent.com/despro_flsh/prodevp4.html)

[http://www.technologystudent.com/despro\\_flsh/prodevp7.html](http://www.technologystudent.com/despro_flsh/prodevp7.html)

### **When will this be completed?**

Ongoing throughout strand 3



**Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

Grade 1 – 9

Students will be designing and making a clock applying all that has been gained from strands 1 and 2.

A short Research, Analysis and Specification

Students carry out effective research, with analysis, and design specification:-

- Anthropometrics and ergonomics
- Designers and companies
- Design Brief and
- Design/Manufacturing Specification

Designing and Modelling and Development

Students should produce at least 3 creative and innovative design ideas, which have been inspired from a design style.

The designs should be presented with bullet points of annotation based on the following:-

- Function
- Chosen materials and components
- Client/customer requirements
- Manufacture and joining techniques
- Sustainable
- Ease or difficulty of production

**When will this be completed?**

Ongoing throughout strand 3

**Y10 Home Learning Strand 1 IVC Product Design****Independently:**

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

Grade 6-9

### Designing and Modelling and Development

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your research:-

Designing-CAD

Modelling

[http://www.technologystudent.com/despro\\_3/cardmod1.html](http://www.technologystudent.com/despro_3/cardmod1.html)

Development

[http://www.technologystudent.com/despro\\_3/integrate1.html](http://www.technologystudent.com/despro_3/integrate1.html)

### Grade 4 – 5

### Designing and Modelling and Development

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your research:-

Designing-CAD

Modelling

[http://www.technologystudent.com/despro\\_3/cardmod1.html](http://www.technologystudent.com/despro_3/cardmod1.html)

Development

[http://www.technologystudent.com/despro\\_3/integrate1.html](http://www.technologystudent.com/despro_3/integrate1.html)

### Grade 1 – 3

### Designing and Modelling and Development

Students can use [www.technologystudent.com](http://www.technologystudent.com)

or click the links below and read around this topic, make notes, plan and use the site to help and present your research:-

Designing-CAD

Modelling

[http://www.technologystudent.com/despro\\_3/cardmod1.html](http://www.technologystudent.com/despro_3/cardmod1.html)

<http://www.technologystudent.com/prddes1/tolera1.html>

Development

[http://www.technologystudent.com/despro\\_3/integrate1.html](http://www.technologystudent.com/despro_3/integrate1.html)





**When will this be completed?**

Ongoing throughout strand 1

**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

Grade 1 - 9

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

<http://www.technologystudent.com/designpro/drawdex.htm>

<http://www.technologystudent.com/prddes1/persy2.html>

<http://www.technologystudent.com/prddes1/compdes1.html>

<http://www.technologystudent.com/prddes1/prototype1.html>

<http://www.technologystudent.com/prddes1/tolera2.html>

<http://www.technologystudent.com/cam/prn3d1.htm>

<http://www.technologystudent.com/rmprp07/glidr3.html>

<http://www.technologystudent.com/prddes1/model1.html>

[http://www.technologystudent.com/despro\\_fish/devidea3.html](http://www.technologystudent.com/despro_fish/devidea3.html)

<http://www.technologystudent.com/prddes1/mood2.html>

<http://www.technologystudent.com/prddes1/mood2.html>

[http://www.technologystudent.com/despro\\_3/integrate3.html](http://www.technologystudent.com/despro_3/integrate3.html)

[http://www.technologystudent.com/despro\\_fish/prodevp4.html](http://www.technologystudent.com/despro_fish/prodevp4.html)

[http://www.technologystudent.com/despro\\_fish/prodevp7.html](http://www.technologystudent.com/despro_fish/prodevp7.html)

CAD/CAM

<http://www.technologystudent.com/prddes1/ictmod1.html>

<http://www.technologystudent.com/cam/prn3d3.htm>

<http://www.technologystudent.com/cam/prn3d4.htm>

<http://www.technologystudent.com/cam/printer3d1.html>



**When will this be completed?**

Ongoing throughout strand 1

**Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

Grade 6 – 9

Designing and Modelling and Development

Students should produce at least 3-4 creative and innovative design ideas, which have been inspired from a design style.

The designs should be presented with detailed and justified annotation based on the following:-

- Function
- Chosen materials and components
- Client/customer requirements
- Manufacture and joining techniques
- Sustainable
- Ease or difficulty of production

Grade 4 – 5

Designing and Modelling and Development

Students should produce at least 2 creative design ideas, which have been inspired from a design style.

The designs should be presented with reasoned annotation based on the following:-

- Function
- Chosen materials and components
- Client/customer requirements
- Manufacture and joining techniques
- Sustainable
- Ease or difficulty of production

Grade 1 – 3

Designing and Modelling and Development

Students should produce at least 1 creative design idea, which have been inspired from a design style.

The designs should be presented with reasoned annotation based on the following:-



- Function
- Chosen materials and components
- Client/customer requirements
- Manufacture and joining techniques
- Sustainable
- Ease or difficulty of production

### When will this be completed?

Ongoing throughout strand 1

## Y10 Home Learning Strand 2 IVC Product Design

### Independently:

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

#### Grade 6-9

##### CAD/CAM Packaging

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and create your packaging:-

##### Packaging Materials

<http://www.technologystudent.com/despro2/crdpap2.htm>

<http://www.technologystudent.com/despro2/pkmat1.htm>

##### Packaging Manufacturing Methods

<https://www.youtube.com/watch?v=3xiLqFeA2m4>

<http://www.technologystudent.com/designpro/prtpro5.htm>

##### Packaging Symbols

<http://www.technologystudent.com/prddes1/brand1.html>

<http://www.technologystudent.com/enerflsh/carbsym1.html>

#### Grade 4 – 5

##### CAD/CAM Packaging



Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and create your packaging:-

#### Packaging Materials

<http://www.technologystudent.com/despro2/crdpap2.htm>

<http://www.technologystudent.com/despro2/pkmat1.htm>

#### Packaging Manufacturing Methods

<https://www.youtube.com/watch?v=3xiLqFeA2m4>

<http://www.technologystudent.com/designpro/prtpro5.htm>

#### Packaging Symbols

<http://www.technologystudent.com/prddes1/brand1.html>

<http://www.technologystudent.com/enerflsh/carbsym1.html>

#### Grade 1 – 3

#### CAD/CAM Packaging

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and create your packaging:-

#### Packaging Materials

<http://www.technologystudent.com/despro2/crdpap2.htm>

<http://www.technologystudent.com/despro2/pkmat1.htm>

#### Packaging Manufacturing Methods

<https://www.youtube.com/watch?v=3xiLqFeA2m4>

<http://www.technologystudent.com/designpro/prtpro5.htm>

#### Packaging Symbols

<http://www.technologystudent.com/prddes1/brand1.html>

<http://www.technologystudent.com/enerflsh/carbsym1.html>

#### **When will this be completed?**

Ongoing throughout strand 2



**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

Grade 1 - 9

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

[http://www.technologystudent.com/despro\\_fish/revise4.html](http://www.technologystudent.com/despro_fish/revise4.html)

<http://www.technologystudent.com/prddes1/brand1.html>

<http://www.technologystudent.com/enerfish/carbsym1.html>

[http://www.technologystudent.com/despro\\_fish/charity10.html](http://www.technologystudent.com/despro_fish/charity10.html)

Thermochromic inks

<http://www.technologystudent.com/despro2/inks1.htm>

[http://www.technologystudent.com/despro\\_fish/revise12.html](http://www.technologystudent.com/despro_fish/revise12.html)

<http://www.technologystudent.com/cam/cnccut1.html>

Paper and board

[http://www.technologystudent.com/pdf15/POSTER\\_PAPERANDBOARDS1.pdf](http://www.technologystudent.com/pdf15/POSTER_PAPERANDBOARDS1.pdf)

<http://www.technologystudent.com/despro2/crdpap1.htm>

[http://www.technologystudent.com/despro\\_fish/charity9.html](http://www.technologystudent.com/despro_fish/charity9.html)

Laminated card

[http://www.technologystudent.com/despro\\_fish/laminate1.html](http://www.technologystudent.com/despro_fish/laminate1.html)

Packaging Symbols

<http://www.technologystudent.com/prddes1/barcode1.html>

[http://www.technologystudent.com/despro\\_3/qcodes1.html](http://www.technologystudent.com/despro_3/qcodes1.html)

**When will this be completed?**

Ongoing throughout strand 2

**Progress:**



*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

### Grade 6 – 9

#### CAD/CAM Packaging

Student design and draw using 2D design packaging using layers – Net and graphics, and include the following:-

- An accurately sized net with tabs and a window to fit the 3D printed key-ring
- Graphics – coloured/patterned background
- Fonts, description of contents
- Materials used
- Brand
- Safety information and Symbols

### Grade 4 – 5

#### CAD/CAM Packaging

Student design and draw using 2D design packaging using layers – Net and graphics, and include the following:-

- An accurately sized net with tabs and a window to fit the 3D printed key-ring
- Graphics – coloured/patterned background
- Fonts, description of contents
- Materials used
- Brand
- Safety information and Symbols

### Grade 1 – 3

#### CAD/CAM Packaging

Student design and draw using 2D design packaging using layers – Net and graphics, and include the following:-

- An accurately sized net with tabs and a window to fit the 3D printed key-ring
- Graphics – coloured/patterned background
- Fonts, description of contents
- Materials used
- Brand
- Safety information and Symbols

#### **When will this be completed?**

Ongoing throughout strand 2



## Y10 Home Learning Strand 3 IVC Product Design

### Independently:

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

#### Grade 1-9

Independently use and work through making notes from AQA GCSE (9-1) Design and Technology. Revision guide and booklet

### When will this be completed?

Ongoing throughout strand 3

### Make:

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

#### Grade 1 - 9

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

Crowdfunding

[http://www.technologystudent.com/prddes\\_2/crowd1.html](http://www.technologystudent.com/prddes_2/crowd1.html)

Laser cutting

<http://www.technologystudent.com/cams/lasr1.html>

ecommerce

<http://www.technologystudent.com/prddes1/ecom1.html>

Sustainability

<http://www.technologystudent.com/prddes1/plasty1.html>

<http://www.technologystudent.com/joints/forests1.html>

<http://www.technologystudent.com/joints/pla1.html>

<http://www.technologystudent.com/prddes1/lifecy1.html>

<http://www.technologystudent.com/prddes1/waste1.html>



<http://www.technologystudent.com/prddes1/envirmod1.html>

<http://www.technologystudent.com/enerflsh/foot2.html>

Technology Push/Market Pull

<http://www.technologystudent.com/prddes1/revcardtec1.html>

<http://www.technologystudent.com/prddes1/inclusive1.html>

Culture

<http://www.technologystudent.com/despro2/colmood2.htm>

Brand

[http://www.technologystudent.com/despro\\_flsh/revise2.html](http://www.technologystudent.com/despro_flsh/revise2.html)

The materials economy

[http://www.technologystudent.com/prddes\\_2/matecon1.html](http://www.technologystudent.com/prddes_2/matecon1.html)

<http://www.technologystudent.com/prddes1/enviro2.html>

Just in Time

<http://www.technologystudent.com/prddes1/justintime1.html>

Planned Obsolescence

<http://www.technologystudent.com/prddes1/plannedob1.html>

Standard components

<http://www.technologystudent.com/prddes1/standard1.html>

**When will this be completed?**

Ongoing throughout strand 3

**Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

Grade 1 – 9

Core Technical Principles

- new and emerging technologies





- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties

Student will prepare presentations individually and prepare for question papers and mock papers

### When will this be completed?

Ongoing throughout strand 3

## Y11 Home Learning Strand 1 IVC Product Design

### Independently:

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

#### Grade 6-9

Research, Analysis and Specification

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your research:-

Iterative Design- [http://www.technologystudent.com/pdf12/iterative\\_design2a.pdf](http://www.technologystudent.com/pdf12/iterative_design2a.pdf)

[http://www.technologystudent.com/despro\\_flash/iterative1.html](http://www.technologystudent.com/despro_flash/iterative1.html)

[http://www.technologystudent.com/despro\\_flash/iterative2.html](http://www.technologystudent.com/despro_flash/iterative2.html)

Research:-

<http://www.technologystudent.com/prddes1/markrs1.html>

[http://www.technologystudent.com/despro\\_flash/focusres1.html](http://www.technologystudent.com/despro_flash/focusres1.html)

Designer comparisons:- Choose relevant ones to look through [http://technologystudent.com/despro\\_flash/Designer1.html](http://technologystudent.com/despro_flash/Designer1.html)

#### Grade 4 – 5

Research, Analysis and Specification

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your research:-



Iterative Design- [http://www.technologystudent.com/pdf12/iterative\\_design2a.pdf](http://www.technologystudent.com/pdf12/iterative_design2a.pdf)

Research:-

<http://www.technologystudent.com/prddes1/markrs1.html>

<http://www.technologystudent.com/despro2/cut3.html>

Memphis Design

<http://www.technologystudent.com/prddes1/ettore1.html>

Grade 1 – 3

Research, Analysis and Specification

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your research:-

Research:-

<http://www.technologystudent.com/despro2/cut3.html>

<http://www.technologystudent.com/prddes1/markrs1.html>

Art Deco Design

<http://www.technologystudent.com/prddes1/deco1.html>

**When will this be completed?**

Ongoing throughout strand 1

**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

Grade 1 - 9

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

[http://www.technologystudent.com/pdf14/iterative\\_design3.pdf](http://www.technologystudent.com/pdf14/iterative_design3.pdf)

<http://www.technologystudent.com/despro2/focgrp1.html>

[http://www.technologystudent.com/despro\\_fish/revise11.html](http://www.technologystudent.com/despro_fish/revise11.html)

[http://www.technologystudent.com/despro\\_fish/handle1.html](http://www.technologystudent.com/despro_fish/handle1.html)



<http://www.technologystudent.com/despro2/statsht1.html>

<http://www.technologystudent.com/designpro/newspec1.html>

[http://www.technologystudent.com/despro\\_flesh/manspec1.html](http://www.technologystudent.com/despro_flesh/manspec1.html)

### **When will this be completed?**

Ongoing throughout strand 1

### **Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

#### Grade 6 – 9

Research, Analysis and Specification

Students carry out effective research, with detailed analysis, and design specification:-

Client/customer – interview, data, charts

Anthropometrics and ergonomics

Designers and companies

Environmental, social, economic challenges

Design Brief and Design/Manufacturing Specification

#### Grade 4 – 5

Research, Analysis and Specification

Students carry out relevant research, with descriptive analysis, and design specification:-

Client/customer – interview, data, charts

Anthropometrics and ergonomics

Designers and companies

Environmental, social, economic challenges

Design Brief and Design/Manufacturing Specification

#### Grade 1 – 3

Research, Analysis and Specification



Students carry out key elements of each piece of research, with bullet point on findings. Write bullet points of a design specification:-

Client/customer – interview, data, charts

Anthropometrics and ergonomics

2 Designers and companies

Environmental, social, economic challenges

Design Brief and Design/Manufacturing Specification

**When will this be completed?**

Ongoing throughout strand 1

## Y11 Home Learning Strand 2 IVC Product Design

### Independently:

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

#### Grade 6-9

Designing and Modelling and Development

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your research:-

Designing

<http://www.technologystudent.com/prddes1/artdecc1.html>

<http://www.technologystudent.com/prddes1/moody1.html>

<http://www.technologystudent.com/prddes1/mood2.html>

Modelling

[http://www.technologystudent.com/despro\\_3/cardmod1.html](http://www.technologystudent.com/despro_3/cardmod1.html)

<http://www.technologystudent.com/prddes1/tolera1.html>

<http://www.technologystudent.com/prddes1/model1.html>

Development



[http://www.technologystudent.com/despro\\_3/integrate1.html](http://www.technologystudent.com/despro_3/integrate1.html)

Grade 4 – 5

Designing and Modelling and Development

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your research:-

Designing

<http://www.technologystudent.com/prddes1/persy2.html>

<http://www.technologystudent.com/prddes1/moody1.html>

[http://www.technologystudent.com/despro\\_f1sh/basic\\_dev2.html](http://www.technologystudent.com/despro_f1sh/basic_dev2.html)

Modelling

[http://www.technologystudent.com/despro\\_3/cardmod1.html](http://www.technologystudent.com/despro_3/cardmod1.html)

<http://www.technologystudent.com/prddes1/cmp1.html>

<http://www.technologystudent.com/prddes1/tolera1.html>

Development

[http://www.technologystudent.com/despro\\_3/integrate1.html](http://www.technologystudent.com/despro_3/integrate1.html)

Grade 1 – 3

Designing and Modelling and Development

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your research:-

Designing

<http://www.technologystudent.com/prddes1/drawtec2.html>

<http://www.technologystudent.com/prddes1/artdecc1.html>

[http://www.technologystudent.com/despro\\_f1sh/basic\\_dev1.html](http://www.technologystudent.com/despro_f1sh/basic_dev1.html)

Modelling

[http://www.technologystudent.com/despro\\_3/cardmod1.html](http://www.technologystudent.com/despro_3/cardmod1.html)

<http://www.technologystudent.com/prddes1/tolera1.html>

Development



[http://www.technologystudent.com/despro\\_3/integrate1.html](http://www.technologystudent.com/despro_3/integrate1.html)

**When will this be completed?**

Ongoing throughout strand 2

**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

Grade 1 - 9

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

<http://www.technologystudent.com/designpro/drawdex.htm>

<http://www.technologystudent.com/prddes1/persy2.html>

<http://www.technologystudent.com/prddes1/compdes1.html>

<http://www.technologystudent.com/prddes1/prototype1.html>

<http://www.technologystudent.com/prddes1/tolera2.html>

<http://www.technologystudent.com/cam/prn3d1.htm>

<http://www.technologystudent.com/rmprp07/glidr3.html>

<http://www.technologystudent.com/prddes1/model1.html>

[http://www.technologystudent.com/despro\\_flsh/devidea3.html](http://www.technologystudent.com/despro_flsh/devidea3.html)

<http://www.technologystudent.com/prddes1/mood2.html>

<http://www.technologystudent.com/prddes1/mood2.html>

[http://www.technologystudent.com/despro\\_3/integrate3.html](http://www.technologystudent.com/despro_3/integrate3.html)

[http://www.technologystudent.com/despro\\_flsh/prodevp4.html](http://www.technologystudent.com/despro_flsh/prodevp4.html)

[http://www.technologystudent.com/despro\\_flsh/prodevp7.html](http://www.technologystudent.com/despro_flsh/prodevp7.html)

**When will this be completed?**

Ongoing throughout strand 2

**Progress:**



*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

### Grade 6 – 9

#### Designing and Modelling and Development

Students should produce at least 12 creative and innovative design ideas, which have been inspired from a design style.

The designs should be presented with detailed and justified annotation based on the following:-

- Function
- Chosen materials and components
- Client/customer requirements
- Manufacture and joining techniques
- Sustainable
- Ease or difficulty of production

### Grade 4 – 5

#### Designing and Modelling and Development

Students should produce at least 8-10 creative design ideas, which have been inspired from a design style.

The designs should be presented with reasoned annotation based on the following:-

- Function
- Chosen materials and components
- Client/customer requirements
- Manufacture and joining techniques
- Sustainable
- Ease or difficulty of production

### Grade 1 – 3

#### Designing and Modelling and Development

Students should produce at least 6 creative design ideas, which have been inspired from a design style.

The designs should be presented with reasoned annotation based on the following:-

- Function
- Chosen materials and components
- Client/customer requirements
- Manufacture and joining techniques
- Sustainable
- Ease or difficulty of production



**When will this be completed?**

Ongoing throughout strand 2

**Y11 Home Learning Strand 3 IVC Product Design****Independently:**

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

Grade 6-9

## Making and Testing

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your information sheets:-

## Making

<http://www.technologystudent.com/prddes1/healthandsaf1.html>

<http://www.technologystudent.com/prddes1/qual2.html>

<http://www.technologystudent.com/prddes1/waste1.html>

Grade 4 – 5

## Making and Testing

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your information sheets:-

## Making

<http://www.technologystudent.com/prddes1/healthandsaf1.html>

<http://www.technologystudent.com/prddes1/qual2.html>

<http://www.technologystudent.com/prddes1/waste1.html>

Grade 1 – 3

## Making and Testing

Students can use [www.technologystudent.com](http://www.technologystudent.com) or click the links below and read around this topic, make notes, plan and use the site to help and present your information sheets:-





Making

<http://www.technologystudent.com/prddes1/healthandsaf1.html>

<http://www.technologystudent.com/prddes1/qual2.html>

<http://www.technologystudent.com/prddes1/waste2.html>

**When will this be completed?**

Ongoing throughout strand 3

**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

Grade 1 - 9

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

<http://www.technologystudent.com/prddes1/helf2.html>

[http://www.technologystudent.com/prddes1/revcard\\_risk1.html](http://www.technologystudent.com/prddes1/revcard_risk1.html)

<http://www.technologystudent.com/health1/ed1.htm>

<http://www.technologystudent.com/prddes1/kite1.html>

<http://www.technologystudent.com/prddes1/qual1.html>

<http://www.technologystudent.com/prddes1/qual3.html>

<http://www.technologystudent.com/prddes1/quality1.html>

[http://www.technologystudent.com/despro\\_flsh/finish1.html](http://www.technologystudent.com/despro_flsh/finish1.html)

**When will this be completed?**

Ongoing throughout strand 3

**Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

Grade 6 – 9



### Making and Testing

Students should be creating a prototype in lessons and should produce detailed sheets of information on the following:-

- Step by step guide to making the prototype, with images, steps of measuring marking out, cutting and shaping, finishing and assembly. With QC and H&S, reasons for changes
- Flowcharts with Timings, changes for mass production
- Testing of materials and joining methods before and during making

### Grade 4 – 5

#### Making and Testing

Students should be creating a prototype in lessons and should produce a descriptive sheets of information on the following:-

- Step by step guide to making the prototype, with images, steps of measuring marking out, cutting and shaping, finishing and assembly. With QC and H&S, changes to product
- Flowcharts with Timings, changes for mass production
- Testing of materials and joining methods before and during making

### Grade 1 – 3

#### Making and Testing

Students should be creating a prototype in lessons and should produce key elements of information on the following:-

- Step by step guide to making the prototype, with images, steps of measuring marking out, cutting and shaping, finishing and assembly. With H&S, changes to product
- Flowcharts with Timings, changes for mass production
- Testing of materials and joining methods before and during making

### **When will this be completed?**

Ongoing throughout strand 3

## **Y9 Home Learning Strand 1 IVC Food**

### **Independently:**

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

### Level Pass to Distinction



Independently reading around:-

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

**When will this be completed?**

Ongoing throughout strand 1

**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

Level Pass to Distinction

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

Practise cooking various dishes at home based on what techniques you are learning in classes

How to prepare and cook food safely

<https://www.nhs.uk/live-well/eat-well/how-to-prepare-and-cook-food-safely/>

Food safety and hygiene

<https://www.food.gov.uk/food-safety>

How to store food

<https://www.nhs.uk/live-well/eat-well/how-to-store-food-and-leftovers/>

Latest food alerts

<https://www.food.gov.uk/>

Food safety

<https://www.gov.uk/food-safety-your-responsibilities>

HACCP

<https://www.gov.uk/food-safety-your-responsibilities/food-hygiene>

**When will this be completed?**



Ongoing throughout strand 1

**Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

Level Pass to Distinction

Students will be working on Health and Safety-Safe and hygienic working practices relating to self and cooking environment.

Practical skills in cooking

**When will this be completed?**

Ongoing throughout strand 1

**Y9 Home Learning Strand 2 IVC Food**

**Independently:**

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

Level Pass to Distinction

Independently read NCFE VCert Food and Cookery Level 2 Unit 3 Revision Work Book

NCFE Level 1/2 Technical Award in Food and Cookery (Paperback) Helen Buckland

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

**When will this be completed?**

Ongoing throughout strand 2

**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*



Level Pass to Distinction

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

Eat-well plate

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Vitamins and minerals

<https://www.nhs.uk/conditions/vitamins-and-minerals/>

How vitamins and minerals affect body

<https://www.nhs.uk/conditions/pregnancy-and-baby/vitamins-for-children/>

Dietary supplement

[https://www.nhs.uk/news/2011/05May/Documents/BtH\\_supplements.pdf](https://www.nhs.uk/news/2011/05May/Documents/BtH_supplements.pdf)

Research food labels

<https://www.nhs.uk/live-well/eat-well/how-to-read-food-labels/>

**When will this be completed?**

Ongoing throughout strand 2

**Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

Level Pass to Distinction

Students will be working on Unit 1 - Healthy Eating and Nutrition

Eat-well plate, vitamins and minerals, food labels

**When will this be completed?**

Ongoing throughout strand 2

**Y9 Home Learning Strand 3 IVC Food**

**Independently:**



*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

#### Level Pass to Distinction

Independently reading around:-

Planning a menu

How to choose ingredients

Reasons for choice

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

#### **When will this be completed?**

Ongoing throughout strand 3

#### **Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

#### Level Pass to Distinction

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

Practise cooking various dishes at home, based on your choices, choose 2-3 of each starter, main and dessert, and bring down to 1 based on practising and other reasons for choice, make notes on you thoughts as you go along.

Planning a menu

<https://aaronallen.com/blog/restaurant-menu-design-engineering/restaurant-menu-design>

<https://www.essentiallycatering.co.uk/issue2/menu-planning/>

How to prepare and cook food safely

<https://www.nhs.uk/live-well/eat-well/how-to-prepare-and-cook-food-safely/>

Timeplan-templates



Making pastry

<https://www.bbcgoodfood.com/videos/techniques/how-make-shortcrust-pastry>

<https://www.jamieoliver.com/news-and-features/features/ultimate-guide-to-pastry-puff-recipe/>

**When will this be completed?**

Ongoing throughout strand 3

**Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

Level Pass to Distinction

Students will be working on Unit 2 -

Planning recipes and dishes.

Use of recipes, rolling out and filling pastry, bread shaping techniques, recipe adaptations, time management and time-plan, producing a batter, differences between boiling and simmering, purpose of different ingredients, plan for making, batch production, evaluation, re-cap.

**When will this be completed?**

Ongoing throughout strand 3

## **Y10 Home Learning Strand 1 IVC Food**

**Independently:**

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

Level Pass to Distinction

Independently reading around:-

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

**When will this be completed?**



Ongoing throughout strand 1

**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

Level Pass to Distinction

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

Practise cooking various dishes at home based on what techniques you are learning in classes

How to prepare and cook food safely

<https://www.nhs.uk/live-well/eat-well/how-to-prepare-and-cook-food-safely/>

Food safety and hygiene

<https://www.food.gov.uk/food-safety>

How to store food

<https://www.nhs.uk/live-well/eat-well/how-to-store-food-and-leftovers/>

Latest food alerts

<https://www.food.gov.uk/>

Food safety

<https://www.gov.uk/food-safety-your-responsibilities>

HACCP

<https://www.gov.uk/food-safety-your-responsibilities/food-hygiene>

**When will this be completed?**

Ongoing throughout strand 1

**Progress:**





*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

#### Level Pass to Distinction

Students will be working on Health and Safety-Safe and hygienic working practices relating to self and cooking environment, potential risks and hazards in cooking environment, HACCP, minimising risks, cooking equipment and utensils

#### **When will this be completed?**

Ongoing throughout strand 1

### **Y10 Home Learning Strand 2 IVC Food**

#### **Independently:**

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

#### Level Pass to Distinction

Independently reading around:-

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

Food a fact of life

<http://www.foodafactoflife.org.uk/index.aspx>

#### **When will this be completed?**

Ongoing throughout strand 2

#### **Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

#### Level Pass to Distinction

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

Catering Magazine



<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

Food Provenance

<http://discovering-our-countryside.co.uk/food-provenance/>

<https://www.wjfg.co.uk/food/provenance>

<http://meatandeducation.redmeatinfo.com/resources/112>

<http://www.foodafactoflife.org.uk/section.aspx?t=0&siteId=19&sectionId=92>

<https://www.bing.com/videos/search?q=food+groups+and+provenance&&view=detail&mid=4B08879127643666C3B64B08879127643666C3B6&&FORM=VRDGAR>

### **When will this be completed?**

Ongoing throughout strand 2

### **Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

### Level Pass to Distinction

Students will be working on Food Groups and Provenance

Food groups, food provenance, healthy eating-balanced diet, nutrients, nutrient imbalances, dietary fibre

### **When will this be completed?**

Ongoing throughout strand 2

## **Y10 Home Learning Strand 3 IVC Food**

### **Independently:**

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

### Level Pass to Distinction

Independently reading around:-



Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

Food a fact of life

<http://www.foodafactoflife.org.uk/index.aspx>

**When will this be completed?**

Ongoing throughout strand 3

**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

Level Pass to Distinction

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

<https://www.bing.com/videos/search?q=food+recommendations+for+specific+needs&&view=detail&mid=8E7E0E8291B8E0C901CE8E7E0E8291B8E0C901CE&&FORM=VRDGAR>

<https://www.bing.com/videos/search?q=food+recommendations+for+specific+needs&&view=detail&mid=AFE0A7A91057D599E49BAFE0A7A91057D599E49B&&FORM=VRDGAR>

Food recommendations

<https://www.nutrition.org.uk/nutritionscience/life/adults.html>

Religious

<http://www.chewfo.com/philosophical-reasons-for-food-choices/religious-dietary-restrictions/>

<http://naturopathconnect.com/articles/obesity-dietary/>

Pregnant women

<https://www.nhs.uk/conditions/pregnancy-and-baby/healthy-pregnancy-diet/>

**When will this be completed?**

Ongoing throughout strand 3



**Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

Level Pass to Distinction

Students will be working on Factors Affecting Food Choice.

Making food recommendations for specific groups of people, food related health conditions, nutritional food labels. Social factors ,environmental, seasonality

**When will this be completed?**

Ongoing throughout strand 3

**Y11 Home Learning Strand 1 IVC Food****Independently:**

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

Level Pass to Distinction

Independently read NCFE VCert Food and Cookery Level 2 Unit 3 Revision Work Book

NCFE Level 1/2 Technical Award in Food and Cookery (Paperback) Helen Buckland

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

**When will this be completed?**

Ongoing throughout strand 1

**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

Level Pass to Distinction

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-



Eat-well plate

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Vitamins and minerals

<https://www.nhs.uk/conditions/vitamins-and-minerals/>

How vitamins and minerals affect body

<https://www.nhs.uk/conditions/pregnancy-and-baby/vitamins-for-children/>

Dietary supplement

[https://www.nhs.uk/news/2011/05May/Documents/BtH\\_supplements.pdf](https://www.nhs.uk/news/2011/05May/Documents/BtH_supplements.pdf)

Research food labels

<https://www.nhs.uk/live-well/eat-well/how-to-read-food-labels/>

### **When will this be completed?**

Ongoing throughout strand 1

### **Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

### Level Pass to Distinction

Students will be working on Unit 3 – Exam on Exploring balanced diets

#### Level 1

- Identify balanced diet and nutrition
- Give examples of adapting recipes to make healthier
- Give examples how a balanced diet contributes to staying healthy
- Food labelling-outline information/RI/RDA
- Catch up/complete any o/s coursework on Unit 1

#### Level 2

- Explaining balanced diet and nutrition
- Describe how a balanced diet contributes to staying healthy
- Food labelling-deciphering by describing information/RI/RDA
- Assess a food diary, make recommendations
- Explain how to make a recipe healthier
- Catch up/complete any o/s coursework on Unit 1



**When will this be completed?**

Ongoing throughout strand 1

**Y11 Home Learning Strand 2 IVC Food****Independently:**

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

Level Pass to Distinction

Independently reading around:-

- Planning a menu
- How to choose ingredients
- Reasons for choice

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

**When will this be completed?**

Ongoing throughout strand 2

**Make:**

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

Level Pass to Distinction

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

Practise cooking various dishes at home, based on your choices, choose 2-3 of each starter, main and dessert, and bring down to 1 based on practising and other reasons for choice, make notes on you thoughts as you go along.

Planning a menu



<https://aaronallen.com/blog/restaurant-menu-design-engineering/restaurant-menu-design>

<https://www.essentiallycatering.co.uk/issue2/menu-planning/>

How to prepare and cook food safely

<https://www.nhs.uk/live-well/eat-well/how-to-prepare-and-cook-food-safely/>

Timeplan-templates

### **When will this be completed?**

Ongoing throughout strand 2

### **Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

### Level Pass to Distinction

Students will be working on Unit 4 – on Planning to cook dishes for a given brief.

#### Level 1

- Students identify given brief
- research and identify a menu of dishes, based on brief, Reasons for choice
- Practise dish - (1 of 5)
- Revision
- Exam in November 2018
- Practise dish - (1 of 5)
- Identify Plan of Action for Unit 4-All planning for Unit4 to be complete

#### Level 2

- Students assess given brief
- research and select a menu of dishes, based on brief, reasons for choice
- Practise dish - (1 of 3)
- Revision
- Exam in November 2018
- Practise dish - (1 of 3)
- Develop Plan of Action for Unit 4-All planning for Unit4 to be complete

### **When will this be completed?**

Ongoing throughout strand 2



## Y11 Home Learning Strand 3 IVC Food

### Independently:

*These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.*

#### Level Pass to Distinction

Independently reading around:-

- Planning a menu
- How to choose ingredients
- Reasons for choice

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

### When will this be completed?

Ongoing throughout strand 3

### Make:

*These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.*

#### Level Pass to Distinction

Use this link below to help for the portfolio task and / or to use as revision or exam questions:-

Catering Magazine

<https://www.essentiallycatering.co.uk/magazine/2018/issue79/>

Practise cooking various dishes at home, based on your choices, choose 2-3 of each starter, main and dessert, and bring down to 1 based on practising and other reasons for choice, make notes on you thoughts as you go along.

Planning a menu

<https://aaronallen.com/blog/restaurant-menu-design-engineering/restaurant-menu-design>

<https://www.essentiallycatering.co.uk/issue2/menu-planning/>

How to prepare and cook food safely





<https://www.nhs.uk/live-well/eat-well/how-to-prepare-and-cook-food-safely/>

Timeplan-templates

**When will this be completed?**

Ongoing throughout strand 3

**Progress:**

*These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.*

Level Pass to Distinction

Students will be working on Unit 4 – on Planning to cook dishes for a given brief.

Level 1

- Students identify given brief
- research and identify a menu of dishes, based on brief, Reasons for choice
- Practise dish - (1 of 5)
- Revision
- Exam in November 2018
- Practise dish - (1 of 5)
- Identify Plan of Action for Unit 4-All planning for Unit4 to be complete

Level 2

- Students assess given brief
- research and select a menu of dishes, based on brief, reasons for choice
- Practise dish - (1 of 3)
- Revision
- Exam in November 2018
- Practise dish - (1 of 3)
- Develop Plan of Action for Unit 4-All planning for Unit4 to be complete

**When will this be completed?**

Ongoing throughout strand 3

