

Curriculum Content Map			Subject: Design & Technology Year 11		
			Term 1	Term 2	Term 3
	Units of Work		NEA Task 1 Students to carry out practical activities based on set task. Students to write up their results and analyse outcomes. Students will work with generalised and non-specific feedback from teacher. All work should be completed by the end of the term and ready for submission. Subject Knowledge - Macro-nutrients, key kitchen skills.	NEA Task 2 Students responding to set themes from the exam board. Developing a three course meal based on reseach of the key themes. Students have a sustained research period to develop personal and independent responses to the exam board set themes. Students are expected to be rigorous in their exploration and confident in their ideas. Subject Knowledge - Meal planning and eat well guide. key kitchen skills.	NEA Task - Completion of presentation and evaluation tasks. Exam Knowledge - Focused revision sessions in lesson towards terminal exam. Topic 1 - Macro Nutrients and Meal Planning. Topic 2 - Food Hygiene and Food Safety. Subject Knowledge - Focused revision of tool and material groups. Drawing skills practiced and sustainability revisted through practice questions.
Cultural Transmission	Specification		Section A Research Analyse the task, explaining the background research. Carry out secondary research, using different sources, focusing on the working characteristics, functional and chemical properties of the ingredients. Analyse the research and use the findings to plan the practical investigation. Establish a hypothesis/predict an outcome as a result of the research findings. The hypothesis should be a statement which may be proved or disproved. Section B Investigate Investigate and evaluate how ingredients work and why through practical experimentation. Each investigation should be related to the research and have a clear aim which can then be concluded. The number of investigations will be determined by the complexity of the investigations. A range of appropriate testing methods should be identified and carried out to record the results eg. Annotated photographs, labelled diagrams, tables, charts, sensory testing methods, viscosity tests. Section C Analysis and Evaluation Analyse and interpret the results of the investifative work. The results will be linked to the research and data explaining the working characteristics, functional and chemical properties of the ingredient(s). Evaluate the hypothesis/prediction with justification. Explain how the results/findings can be applied in practical food preparation and cooking.	Section A Research Analyse the task by explaining the research requirements. Carry out relevant research and analysis related to the: life stage. Dietary group or culinary tradition. Identify a range of dishes e.g. by mind – mapping, or using annotated images. Select and justify a range of technical skills to be used in the making of different dishes. Section B Demonstrating Technical Skills Demonstrate technical skills in the preparation and cooking of three to four dishes. Select and use equipment for different technical skills in the preparation and cooking of selected dishes. Food safety principles should be demonstrated when storing, preparing and cooking. Identify the technical skills within each dish. Photographic evidence will be needed to authenticate the technical skills. Section C Planning for the final menu Justify the appropriateness of the final dishes in terms of e.g. technical skills, nutrition, ingredients, cooking methods, food provenance, sensory properties and portion size. Produce a detailed time plan for the production of the final three dishes including appropriate techniques. Within the plan, food safety principles will be demonstrated when storing, preparing, cooking and presenting the final dishes Demonstrate appropriate use of three hours to dovetail tasks to prepare, cook and present the final three dishes. Not repeat any dishes from the ‘demonstrating technical skills’ stage when making their final menu. Section D Making the final dishes Selection and use of equipment for different technical skills in the preparation and cooking of the final three dishes. Knowledge and application of food safety principles (including temperature control) when storing, preparing, cooking and presenting the final three dishes. Selection, knowledge and use of ingredients when producing different dishes Appropriate use of the three hours to demonstrate: technical skills, processes and the use of equipment Execution of a range of technical skills with accuracy. Good judgement with regard to cooking times and methods and the sensory properties of each dish Organisation and good planning using the time plan and linking tasks within the 3 hours A range of finishing techniques to produce a high standard of presentation of the final dishes. Section E Analyse and Evaluate Record and analyse the sensory properties (taste, texture, aroma and appearance) of the three final practical dishes Carry out nutritional analysis of the three final dishes Analyse the cost of the three final dishes	Students finalise NEA task for marking and grade submission by 7th May 2024. Focused revision tasks to prepare for written exam looking at problem solving within reciepe planning which was identified as a weakness in AP1.
	Substantive knowledge	<i>The What!</i>	Food science , such as the functional and chemical properties of food, the scientific principles of food preparation and cooking, and the factors that affect food quality and spoilage. Students learn how to conduct food investigations and experiments, and how to analyse and present their findings Food safety , such as the causes and prevention of food poisoning, the safe storage and handling of food, and the legal and ethical responsibilities of food producers and consumers. Students learn how to apply the principles of food hygiene and safety in their own practice, and how to assess and manage risks Food choice , such as the sensory, physical, and psychological factors that influence food preferences, the nutritional, economic, and environmental implications of food choices, and the dietary and lifestyle recommendations for health and wellbeing. Students learn how to analyse and evaluate food products and diets, and how to make informed and responsible food decisions Food provenance , such as the origin, production, processing, distribution, and consumption of food, and the impact of food systems on the environment, society, and economy. Students learn about the issues and challenges of food security, sustainability, and ethics, and how to support local and global food initiatives		
	Disciplinary knowledge	<i>The How!</i>	The food course requires a high level of independence. The NEA requires that students are not given directed tasks, rather they select and explore personally chosen themes. Over term 1 students look into their NEA1 which they will create their work based off of what was learnt in Year 10. At the start of term 2 the Nea2 themes are released, and students select one of these to explore. Over 6 weeks students are expected to explore a focused set of food options where they develop a three course meal. Term 3 allows for some time for students to complete their NEA2 evaluations before written exams begin.		
	Sequencing (Flow)	<i>Retrieval & Extension</i>	KS3 and year 10 work is used as a starting point for NEA with students reflecting on the skills learned in the kitchen and through written tasks to support independence in NEA activities. NEA work started in September and uses recall of experimentation completed during year 10. NEA work allows for extension and independant work at all stages with students given the opportunity to develop ideas widely.	In term 2 students will focus on the major part of the NEA work, taks 2. Students will recall the activities in year 10 planning meals that meet the needs and cultural traditions of a range of people. Students use design and make tasks from KS3 and year 10 to inform their ideas for NEA outcomes, developing new skills in using the eat well guide to understand the dietary needs of specific groups to plan meals.	Studnets will complete their NEA early in term 3 allowing for a focus on exam practice and development of key knowledge identified in AP2 as an area for development. SENECA learning resources used to identify incomplete knowledge and target practice activities.
	Summative Assessment		NEA task is 50% of the final GCSE grade. Assessment for AP1 will be based on completion of a full past paper. Continual assessment is used to refine and support NEA learning and SENECA used to practice subject knowledge and past papers.	Full mark of NEA task, now with making and designing will form a major part of AP2. Further past paper questions using SENECA to check acquisition and gap filling from AP1.	AP3 will be based on a full past paper combined with the NEA marks to be submitted. This should give an accurate assessment of knowledge required to be reviewed prior to June exam series.
Personal Empowerment	Virtue	The opportunity to reflect, think deeply and critically about an issue.	Listening – Listening to organisations and industries ideas on technology of the past, present a future. Problem-Solving with Smart materials and eco-friendly solutions. The generosity of ideas that inventors give to organisations through the process of Intellectual Property.	Students will have the opportunity to practise good speech and speaking through talking about ideas and designs in this unit. We also look at how audiences and consumers show gratitude in the demand for the product and how product improvements show gratitude back to the audiences.	As students present their work and research (Good Speech and Speaking) there will be team-work to help review and reflect on each others work. Students will complete their NEA and this is fundamentally where they are aiming high towards their target grade.
	Link to Virtue				
Preparation for Work	Skill	<i>Transferable skills</i>	Creativity embedded throughout the designs. Looking at how we can be a friendly and civil society about the environment. Which companies have had the courage to change their approach despite cost and impact. What organisations and innovations lead the world of technology. Students having the courage to come up with new ideas in their own designs.	They will explain how innovators had to stay positive against costs, competition and environmental impacts. As students present their work and research (Good Speech and Speaking) there will be an opportunity to trial some of the machinery and a development of <i>positivity</i> and good humour as we know things do not always go to plan first time round.	There will be an opportunity to develop positivity and good humour through reflecting on areas to develop and improve. Students will be operating a high level of self-mastery over the term as they have to work independently to meet targets. Students will have compassion through evaluation of their own work and peer-assessment. Good Sense will be tested as they work towards the deadlines of the NEA.
	Link to Skill				
Preparation for Citizenship	SMSC & British Values	<i>Developing opinions on current issues</i>	Social – viewing each other’s work and being inspired by others. Cultural –showing respect for equipment provided by the school Social – looking at the work of others Cultural – be tolerant of each other’s views and opinions	Social – understanding how to follow a process from start to finish Cultural – responsibility for quality of own work Social – viewing each other’s work and being inspired by each other. Cultural – responsibility for quality of own work	Social – viewing each other’s work and being inspired by each other and the work of others Cultural – responsibility for quality of own work and equipment provided by the school. Social – viewing and discussing the work of others Cultural – be tolerant of each other’s views and opinions and being respectful of their work.
	Link to SMSC & British Values				