The Visible Curriculum
Design Technology
Year group: YEAR 7, YEAR 8 & YEAR 9

The Design and technology (DT) curriculum here at Bishop Justus is an inspiring theory and practical subject. Using creativity and imagination, students in KS3 & KS4 are to design and make products that involves identifying problems, developing solutions, and testing those solutions. This learning enhances students' problem-solving abilities, making them more adept at tackling challenges in various contexts. Students will acquire a broad range of subject knowledge drawing on 3 of the DT disciplines at KS3: Resistant Material, Textiles and Food Technology, KS4 students will studying Product Design. Students learn how to take risks, becoming resourceful, innovative, enterprising, and capable citizens. Through the evaluation of past and present design and technology our students will develop a key understanding of its impact on daily life and the wider world. Our DT curriculum aim to create a well-rounded education that prepares students for the complexities of modern life and work, ensuring they have the skills and knowledge to thrive in the future.

Term: 1 Year 7 Food Technology **TEACHER: AMB & DM**

<table>
<tr>
<td>What? What are we learning? What's interleaved? What's challenging?

The first term focuses on introduction and developing the students with the basics learning for food technology which includes kitchen safety, good food hygiene. Also, an introduction to the essential cooking skills and equipment used in food preparation. We will interleave with the principles of a healthy balance diet, exploring the main nutrients provided by The Eatwell Guide food groups, the 5 A Day message and the 8 tips for healthy eating. Students will be given practical tasks to demonstrate their understanding to follow good hygiene and safety rules to make healthy snacks: fresh fruit salad and Pizza top toast.

Challenging student ability to work collaboratively able to demonstrate, effective teamwork and communication with peers during group tasks or when sharing kitchen spaces.</td>
<td rowspan="2">Vocab

TIER 2

• Remember
• Understand
• Apply
• Create

TIER 3

• Hazards
• Pathogen
• Cross Contamination
• Eatwell Guide</td>
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<tr>
<td>Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)?

It gives our students the chance to learn how to cook safely and independently. This will equip the students to understand the equipment and skills needed to prepare and make healthier food choices. All students will have the basic knowledge required to build on towards their future food studies equipping them to be able to access AQA GCSE food preparation & nutrient in KS4.</td>
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How? **How will they achieve this? How will all access this?** **<u>Core knowledge:</u>** Our year 7 food technology students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to practice and develop their cooking skills. Live or video demonstrations of cooking techniques and recipes can provide clear examples for students to follow. Combine individual tasks with group work to develop both independent and collaborative skills. Encourage students to practice cooking at home, involving their families in the process. All lessons are planned with engaging activities including retrieval tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress. Learning checkpoints: Conduct mini assessments to evaluate students' progress and understanding.	• Balance Diet
How well? What should they be able to know? What should they be able to do? How do they know they have done this well? The year 7s should be able to have a solid foundation for basic cooking skills, food hygiene and safety knowledge that will be built upon in future terms and years. Food Safety Practices: Apply food safety principles, including proper handwashing, preventing cross-contamination, and ensuring foods are cooked to safe temperatures. Kitchen Safety: Safely use kitchen equipment and appliances and understand how to handle hot or sharp equipment to avoid accidents. Collaboration: able to demonstrate, effective teamwork and communication with peers when doing group tasks. Learning checkpoints: practical task, word quiz, assessment at the end of term.	<u>Reading skills</u> • Exploring Food and Nutrition for Key Stage 3 • Matilda and The Ramsay Bunch: Tilly's Kitchen Takeover • Junior Chef Master Class: 70+ Fresh Recipes and Key Techniques for Cooking Like a Pro • BBC Food https://www.bbc.co.uk/food/recipes
Where next? Where is this in the learning journey? What does it link to in our learning journeys? Next term student will continue to develop and practise food hygiene safety knowledge to use more complicated equipment for them to prepare and cook seasonal ingredients	

Term: 2 Year 7 Food Technology **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What's challenging?

This term students will learn about the benefits for eating seasonally fruit & vegetable produces from a nutritionally and environmentally view. They will identify and sensory analyse a range of seasonal fruits and vegetables, learning how to prepare, and cook these ingredients. Conducting online resources to identify seasonal fruits and vegetables and the various times these ingredients grow during year in the UK. Exploring vitamins and minerals found in various seasonal fruits and vegetables. Understanding how eating a variety of seasonal produce can contribute to a balanced diet and the 5 Aday government recommendation. Interleaved To understand the importance and demonstrate how to weigh and measure ingredients accurately.

Students will continue to develop their cooking skills and knowledge by doing practical task to appreciate the variety and flavours that seasonal produce offers.

Challenge all students will have to conduct a in depth analyse of the different sensory characteristics (taste, texture, aroma and appearance) for each plant base ingredient.

Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)?

It gives our students the chance to learn how to cook safely and independently. This will equip the students to understand the benefit of selecting seasonal ingredients to support healthier food choices and the environment. All students will have a basic knowledge of the terminology 'provenance' and micronutrients a required to build on towards their future food studies equipping them to be able to access AQA GCSE food preparation & nutrient in KS4.

How? How will they achieve this? How will all access this?

Core knowledge: The 7 food technology students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to practice and refine their cooking skills. Live or video demonstrations of cooking techniques and recipes can provide clear examples for students to follow. Combine individual tasks with group work to develop both independent and collaborative skills. Encourage students to practice cooking at home, involving their families in the process.

Vocab

TIER 2

- Understand
- Analyse
- Evaluate
- Create

TIER 3

- Provenance
- Seasonal
- Micronutrients
- Vitamins & Minerals

<table>
<tr><td>All lessons are planned with engaging activities including retrieval tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress.

Learning checkpoints: Conduct mini assessments to evaluate students' progress and understanding.</td><td></td></tr>
<tr><td>How well? What should they be able to know? What should they be able to do? How do they know they have done this well?

Student should develop understanding of the importance of consuming produce at its peak season. They will know that seasonality affects the nutrient content, flavour, and freshness of fruits and vegetables. All students will be able to evaluate the micronutrients found in various seasonal produce, such as vitamins, minerals, and fibre, and understand how these nutrients contribute to health diet. They will be able to demonstrate cooking techniques on how to best prepare or cook fruit and vegetables to retain the nutritional value. Practical task fruit crumble and Stir fry. Additionally, they will gain awareness of the environmental advantages of eating seasonally, such as supporting local farms and reducing carbon footprints. Independent work and effective teamwork task

Learning checkpoints: written and practical assessment at the end of term.</td><td rowspan="2"><u>Reading skills</u>

• Exploring Food and Nutrition for Key Stage 3

• Matilda and The Ramsay Bunch: Tilly's Kitchen Takeover

• Junior Chef Master Class: 70+ Fresh Recipes and Key Techniques for Cooking Like a Pro

• BBC Food https://www.bbc.co.uk/food/recipes</td></tr>
<tr><td>Where next? Where is this in the learning journey? What does it link to in our learning journeys?

In Year 8, students will build on the foundational skills learned in Year 7, advancing their cooking techniques and kitchen safety. The focus will be on developing a deeper understanding of various cooking methods, developing knife skills, using varies of cooking methods and improving their ability to prepare more complex dishes. Emphasis will also be placed planning and preparation, balanced nutritional meals that supports a variety of food groups</td></tr>
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Term: 3 Year 7 Textiles **TEACHER: AMB & DM**

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<tr>
<td>What? What are we learning? What's interleaved? What's challenging?

An Introduction to Textiles in term 3 the students will learn and develop practical skills, creativity, and understanding for Textile Designing and subject knowledge. The term will cover basic techniques, fabric properties, a designing and making project to build a foundation for more advanced topics in subsequent terms. Safety rules on handling textiles tools and machinery. To understand and develop sewing techniques, hand sewing skills, running stitch, backstitch, and cross-stitch. Student will understand how to use the sewing machine safely by demonstrate practical sewing straight and curved lines onto fabric to achieve their sewing machine licence. Interleaved students to identification different fabric natural vs synthetic fabric.</td>
<td rowspan="3">Vocab

TIER 2

• Remember
• Understand
• Apply

TIER 3

• Sewing techniques
• Natural fabric
• Synthetic fabric</td>
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<tr>
<td>Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)?

It gives our students the chance to learn how to use hand tools and powered equipment safely and independently. All students will have a basic knowledge of different sewing techniques and fabric understanding a required to build on towards their future soft material knowledge equipping them to be able to access AQA GCSE Product design in KS4.</td>
</tr>
<tr>
<td>How? How will they achieve this? How will all access this?

<u>Core knowledge:</u> Year 7 Textiles students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to practice and refine their textiles skills. Live or video demonstrations of sewing techniques to provide clear examples for students to follow.

All lessons are planned with engaging activities including retrieval tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress.

Learning checkpoints: confident and independent using the sewing machine.</td>
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<tr>
<td>How well? What should they be able to know? What should they be able to do? How do they know they have done this well?

Learning checkpoints: assessment quiz and sewing machine assessment.</td>
<td><u>Reading skills</u>

First Time Sewing: Step-by-Step Basics and Easy Projects: The Absolute</td>
</tr>
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Where next? Where is this in the learning journey? What does it link to in our learning journeys? This term will equip students with the health and safety protocol needed to work confidently with the textiles tools and equipment to make a soft material product for the designing and making product in term 4.	Beginner's Guide How to Machine Sew: Techniques and Projects for the Complete Beginner

Term: 4 Year 7 Textiles **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What is challenging? This term year 7s will be introduce to the designing process which is key in Design and Technology as it provides a structured framework for developing innovative and functional solutions. Reseaching and creating mood boards of designs to inspire their designs. Students to apply the learning for last term the textiles' skills and knowledge to create a personalized textile product. Planning and designing their project, drafting patterns, and selecting appropriate fabrics to making a 'soft monster toy' using prior sewing skills. Evaluation and discuss what they have learned and what they could do to improve their finished product. Interleaved with researching and identifying past and present designs and designers. Challenging; Generating design ideas and communicating their design ideas	**Vocab** TIER 2 • Remember • Understand • Apply • Create
Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)? All students will have a basic knowledge of the designing process a skill that encourages critical thinking, creativity, and problem-solving skills, which are essential for required KS3 students to build on to access AQA GCSE Product design in KS4.	TIER 3 • Design process

How? **How will they achieve this? How will all access this?** **<u>Core knowledge:</u>** Year 7 Textiles students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to design and create a fabric-based product. Live or video demonstrations to provide clear examples for students to understand and follow. All lessons are planned with engaging activities including retrieval, independent, group and practical tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress. Learning checkpoints: Designing process and Practical checkpoint	• Mood board • Design Brief
How well? What should they be able to know? What should they be able to do? How do they know they have done this well? Learning checkpoints: Written and Practical End of term Assessment	<u>Reading skills</u> Creative Soft Toy Making 50 Traditional Toys to Make
Where next? Where is this in the learning journey? What does it link to in our learning journeys? In Year 8, students will build on the foundational skills learned in Year 7. The focus will be on developing a deeper understanding of the design process and using textile material to improve their ability to design and create more complex project. Emphasis will also be placed on students advancing their health and safety awareness for using the tools and equipment in Textiles.	

Term: 5 <u>Year 7 Resistant Materials</u> **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What is challenging? This term year 7 will be study the third discipline in our DT curriculum: Resistant Materials. Introduction to the resistant materials workshop, the importance of safe working in the workshop, tour of the workshop and introduction to health & safety rules. A basic introduction to Computer-Aided Design (CAD) and 2D software. Understand how to use other designer ideas for inspiration to develop their own design ideas for designing with the aid of CAD software. Using their prior design process skills to interpret a design	**Vocab** TIER 2 • Remember

brief to design a product for the selected project. Interleaved with the role of design in everyday life starting with the history of designs then moving onto present day designs and the designers. Challenging; students need to develop a range of new skills, from basic computer literacy to specific CAD/2D competencies	• Understand • Apply • Create
Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)? All students will have a basic knowledge of the how to use the CAD and 2D software to aid create designing. A Knowledge this provide foundational skills that are key for more advanced studies in design and technology. Mastering these skills in KS3 prepares students for more complex concepts in KS4 & KS5. Understanding 2D design is a stepping stone to 3D modelling and other sophisticated design techniques needed for the GCSE Product Design.	TIER 3 • Design process • Mood board • Design Brief • Computer-Aided Design (CAD)
How? How will they achieve this? How will all access this? **<u>Core knowledge:</u>** Students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent IT and practical sessions allow students to gain CAD and 2D drawing skills to create precise and accurate designs. Live or video demonstrations to provide clear examples for students to understand and follow. All lessons are planned with engaging activities including retrieval, independent, group and practical tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress. Learning checkpoints: safety quiz and CAD/2D drawing skills checkpoint	
How well? What should they be able to know? What should they be able to do? How do they know they have done this well? Learning checkpoints: Practical CAD/2D assessment certificate	<u>Reading skills</u> The Little Inventors Handbook: A guide to becoming an ingenious

Where next? Where is this in the learning journey? What does it link to in our learning journeys? By building on the technical and creative proficiencies developed through understanding CAD and 2D creative drawing skills, students are better equipped to tackle making tasks, such as prototyping and manufacturing in term 6 and future Design Technology learning in KS4 & 5.	inventor Paperback

Term: 6 Year 7 Resistant Materials **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What is challenging? This term student will be learning how to plan and make a sport product. Year 7 students focus on the fundamental skills needed to in creating and manufacture 3D product. Learn how to use handheld tools and powered operated equipment safely and correct to make a table tennis bat. Identify and understand how to use basic hand tools: surform. G-clamp and some of the machinery found in the Design and Technology workshop, belt sander, laser cutter. After each project students will evaluate their work and identify areas for improvement. Interleaved by exploring different wood materials and their properties. Challenge; to be able to use tools and machinery safely and confidently	**Vocab** TIER 2 • Understand • Apply • Create • Evaluate
Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)? Students will understand the making skills to manufacture a 3D product, an essential for required KS3 students to continue to build on to access AQA GCSE Product design in KS4 & 5	TIER 3 • Manufacture • Hand tools • Machinery • properties
How? How will they achieve this? How will all access this? **Core knowledge:** Year 7 resistant material students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session.	

Frequent practical sessions allow students to use tools and machinery to complete a manufacturing project. Live or video demonstrations to provide clear examples for students to understand and follow. All lessons are planned with engaging activities including retrieval, independent, group and practical tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress. Learning checkpoint: Manufacture process practical and peer assessment checkpoint	
How well? What should they be able to know? What should they be able to do? How do they know they have done this well? Manufacture is key for DT students as it provides a practical understanding of the design process, transforming theoretical concepts into a 3D outcome. Engaging in manufacturing activities allows students to develop essential skills such as precision, problem-solving, and critical thinking, while also fostering creativity and innovation. Through hands-on experience with various materials and tools, students gain a deeper appreciation of the complexities involved in producing functional products, which enhances their technical proficiency and craftsmanship. Learning checkpoints: Written and Practical End of term Assessment	<u>Reading skills</u> First Time Sewing: Step-by-Step Basics and Easy Projects: The Absolute Beginner's Guide How to Machine Sew: Techniques and Projects for the Complete Beginner
Where next? Where is this in the learning journey? What does it link to in our learning journeys? In Year 8, the year 7 students will build on the foundational skills learned this term. The focus will be on developing a deeper understanding of the design process, CAD and manufacturing process to improve their ability to design and create more complex project in year 8. Emphasis will also be placed on students advancing their health and safety awareness for using the tools and equipment in the DT workshop	

Term: 1 Year 8 Resistant Materials **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What is challenging?

Term 1 students will study one of the disciplines in our DT curriculum: Resistant Materials. Introduction to the resistant materials workshop, the importance of safe working in the workshop, tour of the workshop and introduction to health & safety rules. A basic introduction to Computer-Aided Design (CAD) and 2D software. Understand how to use other designer ideas for inspiration to develop their own design ideas for designing with the aid of CAD software. Exploring the design process skills and to learn how to interpret a design brief for the designing a product for the selected project. Interleaved with the role of design in everyday life starting with the history of designs then moving onto present day designs and the designers.

Challenging; students need to develop a range of new skills, from basic computer literacy to specific CAD/2D competencies

Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)?

All students will have a basic knowledge of the how to use the CAD and 2D software to aid create designing. A Knowledge this provide foundational skills that are key for more advanced studies in design and technology. Mastering these skills in KS3 prepares students for more complex concepts in KS4 & KS5. Understanding 2D design is a stepping stone to 3D modelling and other sophisticated design techniques needed for the GCSE Product Design.

How? **How will they achieve this? How will all access this?**

Core knowledge: Students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent IT and practical sessions allow students to gain CAD and 2D drawing skills to create precise and accurate designs. Live or video demonstrations to provide clear examples for students to understand and follow.

All lessons are planned with engaging activities including retrieval, independent, group and practical tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress.

Learning checkpoints: safety quiz and CAD/2D drawing skills checkpoint

Vocab

TIER 2

- Remember
- Understand
- Apply
- Create

TIER 3

- Design process
- Mood board
- Design Brief
- Computer-Aided Design (CAD)

How well? What should they be able to know? What should they be able to do? How do they know they have done this well? Learning checkpoints: Practical CAD/2D assessment certificate	<u>Reading skills</u> The Little Inventors Handbook: A guide to becoming an ingenious inventor Paperback
Where next? Where is this in the learning journey? What does it link to in our learning journeys? By building on the technical and creative proficiencies developed through understanding CAD and 2D creative drawing skills, students are better equipped to tackle making tasks, such as prototyping and manufacturing in term 6 and future Design Technology learning in KS4 & 5.	

Term: 2 <u>Year 8 Resistant Materials</u> **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What is challenging? This term student will be learning how to plan and make a jewellery product. Year 8 students will focus on the fundamental skills needed to in creating and manufacture 3D product. Learn how to use handheld tools and powered operated equipment safely and correct to make a 2D design bracelets. Identify and understand how to use basic hand tools: laser cutter, heat oven and belt sander some of the machinery found in the Design and Technology workshop. After the project students will evaluate their work and identify areas for improvement. Interleaved by exploring different wood materials and their properties. Challenge; to be able to use tools and machinery safely and confidently	**Vocab** TIER 2 • Understand • Apply • Create • Evaluate
Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)? Students will understand the making skills to manufacture a 3D product, an essential for required KS3 students to continue to build on to access AQA GCSE Product design in KS4 & 5	TIER 3 • Manufacture • Hand tools • Machinery

<table>
<tr><td>How? How will they achieve this? How will all access this?

<u>Core knowledge:</u> Students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to use tools and machinery to complete a manufacturing project. Live or video demonstrations to provide clear examples for students to understand and follow.

All lessons are planned with engaging activities including retrieval, independent, group and practical tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress.

Learning checkpoint: Manufacture process practical and peer assessment checkpoint</td><td>• properties</td></tr>
<tr><td>How well? What should they be able to know? What should they be able to do? How do they know they have done this well?

Manufacture is key for DT students as it provides a practical understanding of the design process, transforming theoretical concepts into a 3D outcome. Engaging in manufacturing activities allows students to develop essential skills such as precision, problem-solving, and critical thinking, while also fostering creativity and innovation. Through hands-on experience with various materials and tools, students gain a deeper appreciation of the complexities involved in producing functional products, which enhances their technical proficiency and craftsmanship.

Learning checkpoints: Written and Practical End of term Assessment</td><td rowspan="2"><u>Reading skills</u>

First Time Sewing: Step-by-Step Basics and Easy Projects: The Absolute Beginner's Guide

How to Machine Sew: Techniques and Projects for the Complete Beginner</td></tr>
<tr><td>Where next? Where is this in the learning journey? What does it link to in our learning journeys?

In Year 9, the year 8 students will build on the foundational skills learned this term. The focus will be on developing a deeper understanding of the design process, CAD and manufacturing process to improve their ability to design and create more complex project in year 8. Emphasis will also be placed on students advancing their health and safety awareness for using the tools and equipment in the DT workshop</td></tr>
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Term: 3 <u>Year 8 Food Technology</u> **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What's challenging?

This term focuses on introduction and developing the students with the basics learning for food technology which includes kitchen safety, good food hygiene. Also, an introduction to the essential cooking skills and equipment used in food preparation. We will interleave with the principles of a healthy balance diet, exploring the main nutrients provided by The Eatwell Guide food groups, the 5 A Day message and the 8 tips for healthy eating. Students will be given practical tasks to demonstrate their understanding to follow good hygiene and safety rules to make healthy snacks: fresh fruit salad and Pizza top toast.

Challenging student ability to work collaboratively able to demonstrate, effective teamwork and communication with peers during group tasks or when sharing kitchen spaces.

Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)?

It gives our students the chance to learn how to cook safely and independently. This will equip the students to understand the equipment and skills needed to prepare and make healthier food choices. All students will have the basic knowledge required to build on towards their future food studies equipping them to be able to access AQA GCSE food preparation & nutrient in KS4.

How? **How will they achieve this? How will all access this?**

<u>Core knowledge:</u> Our year 8 food technology students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to practice and develop their cooking skills. Live or video demonstrations of cooking techniques and recipes can provide clear examples for students to follow. Combine individual tasks with group work to develop both independent and collaborative skills. Encourage students to practice cooking at home, involving their families in the process.

All lessons are planned with engaging activities including retrieval tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress.

Learning checkpoints: Conduct mini assessments to evaluate students' progress and understanding.

Vocab

TIER 2

- Remember
- Understand
- Apply
- Create

TIER 3

- Hazards
- Pathogen
- Cross Contamination
- Eatwell Guide
- Balance Diet

How well? What should they be able to know? What should they be able to do? How do they know they have done this well? The year 8s should be able to have a solid foundation for basic cooking skills, food hygiene and safety knowledge that will be built upon in future terms and years. Food Safety Practices: Apply food safety principles, including proper handwashing, preventing cross-contamination, and ensuring foods are cooked to safe temperatures. Kitchen Safety: Safely use kitchen equipment and appliances and understand how to handle hot or sharp equipment to avoid accidents. Collaboration: able to demonstrate, effective teamwork and communication with peers when doing group tasks. Learning checkpoints: practical task, word quiz, assessment at the end of term.	<u>Reading skills</u> • Exploring Food and Nutrition for Key Stage 3 • Matilda and The Ramsay Bunch: Tilly's Kitchen Takeover • Junior Chef Master Class: 70+ Fresh Recipes and Key Techniques for Cooking Like a Pro • BBC Food https://www.bbc.co.uk/food/recipes
Where next? Where is this in the learning journey? What does it link to in our learning journeys? Next term student will continue to develop and practise food hygiene safety knowledge to use more complicated equipment for them to prepare and cook seasonal ingredients	

Term: 4 <u>Year 8 Food Technology</u> **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What's challenging? This term students will learn about the benefits for eating seasonally fruit & vegetable produces from a nutritionally and environmentally view. They will identify and sensory analyse a range of seasonal fruits and vegetables, learning how to prepare, and cook these ingredients. Conducting online resources to identify seasonal fruits and vegetables and the various times these ingredients grow during year in the UK. Exploring vitamins and minerals found in various seasonal fruits and vegetables. Understanding how eating a variety of seasonal produce can contribute to a balanced diet and the 5 Aday government recommendation. Interleaved To understand the importance and demonstrate how to weigh and measure ingredients accurately Students will continue to develop their cooking skills and knowledge by doing practical task to appreciate the variety and flavours	**Vocab** TIER 2 • Understand • Analyse • Evaluate • Create

that seasonal produce offers. Challenge all students will have to conduct a in depth analyse of the different sensory characteristics (taste, texture, aroma and appearance) for each plant base ingredient.	TIER 3 • Provenance • Seasonal • Micronutrients • Vitamins & Minerals
Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)? It gives our students the chance to learn how to cook safely and independently. This will equip the students to understand the benefit of selecting seasonal ingredients to support healthier food choices and the environment. All students will have a basic knowledge of the terminology 'provenance' and micronutrients a required to build on towards their future food studies equipping them to be able to access AQA GCSE food preparation & nutrient in KS4.	
How? How will they achieve this? How will all access this? **Core knowledge:** The 8 food technology students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to practice and refine their cooking skills. Live or video demonstrations of cooking techniques and recipes can provide clear examples for students to follow. Combine individual tasks with group work to develop both independent and collaborative skills. Encourage students to practice cooking at home, involving their families in the process. All lessons are planned with engaging activities including retrieval tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress. Learning checkpoints: Conduct mini assessments to evaluate students' progress and understanding.	
How well? What should they be able to know? What should they be able to do? How do they know they have done this well? Student should develop understanding of the importance of consuming produce at its peak season. They will know that seasonality affects the nutrient content, flavour, and freshness of fruits and vegetables. All students will be able to evaluate the micronutrients found in various seasonal produce, such as vitamins, minerals, and fibre, and understand how these nutrients contribute to health diet. They will be able to demonstrate cooking techniques on how to best prepare or cook fruit and vegetables to retain the nutritional value. Practical task fruit crumble and Stir fry. Additionally, they will gain awareness of the environmental advantages of eating seasonally, such as supporting local farms and reducing carbon footprints. Independent work and effective teamwork task	Reading skills • Exploring Food and Nutrition for Key Stage 3 • Matilda and The Ramsay Bunch: Tilly's Kitchen

Learning checkpoints: written and practical assessment at the end of term.	Takeover • Junior Chef Master Class: 70+ Fresh Recipes and Key Techniques for Cooking Like a Pro • BBC Food https://www.bbc.co.uk/food/recipes
Where next? Where is this in the learning journey? What does it link to in our learning journeys? In Year 9, students will build on the foundational skills learned in Year 8, advancing their cooking techniques and kitchen safety. The focus will be on developing a deeper understanding of various cooking methods, developing knife skills, using varies of cooking methods and improving their ability to prepare more complex dishes. Emphasis will also be placed planning and preparation, balanced nutritional meals that supports a variety of food groups	

Term: 5 Year 8 Textiles **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What's challenging? Textiles year 8 will continue to learn and develop prior knowledge from year 7: practical skills, creativity, and building on their understanding for Textile Designing. The term will cover sewing techniques, fabric properties, a designing and making project to build a foundation for more advanced topics in this term. Safety rules on handling textiles tools and machinery. To practices and develop sewing techniques, hand sewing skills, running stitch, backstitch, and cross-stitch. Student will understand how to use the sewing machine safely by demonstrate practical sewing straight and curved lines onto fabric to achieve their sewing machine licence. Interleaved students to identification different fabric natural vs synthetic fabric.	**Vocab** TIER 2 • Remember • Understand • Apply
Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)? It gives our students the chance to learn how to use hand tools and powered equipment safely and independently. All students will gain knowledge of different sewing techniques and fabric understanding a required to build on towards their future soft material knowledge equipping them to be able to access AQA GCSE Product design in KS4.	TIER 3 • Sewing techniques

How? **How will they achieve this? How will all access this?** **<u>Core knowledge:</u>** Year 8 Textiles students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to practice and refine their textiles skills. Live or video demonstrations of sewing techniques to provide clear examples for students to follow. All lessons are planned with engaging activities including retrieval tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress. Learning checkpoints: confident and independent using the sewing machine.	• Natural fabric • Synthetic fabric
How well? What should they be able to know? What should they be able to do? How do they know they have done this well? Learning checkpoints: assessment quiz and sewing machine assessment.	<u>Reading skills</u> First Time Sewing: Step-by-Step Basics and Easy Projects: The Absolute Beginner's Guide How to Machine Sew: Techniques and Projects for the Complete Beginner
Where next? Where is this in the learning journey? What does it link to in our learning journeys? This term will equip students with the health and safety protocol needed to work confidently with the textiles tools and equipment to make a soft material product for the designing and making product in term 4.	

Term: 6 <u>Year 8 Textiles</u> **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What is challenging? This term year 8s will continue to build on their designing process knowledge from term revisiting the RM structured framework for developing innovative, problem solving, researching and creating mood boards of designs to inspire their designs. Students to apply the learning from previous terms to demonstrate skills and knowledge to create a personalized textile product. Planning and	**Vocab** TIER 2

designing their project, drafting patterns, and selecting appropriate fabrics to making a 'cushion' using prior sewing skills. Evaluation and discuss what they have learned and what they could do to improve their finished product. Interleaved with researching and identifying past and present designs and designers. Challenging; Generating design ideas and communicating their design ideas	• Remember • Understand • Apply • Create
Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)? All students will have a basic knowledge of the designing process a skill that encourages critical thinking, creativity, and problem-solving skills, which are essential for required KS3 students to build on to access AQA GCSE Product design in KS4.	TIER 3 • Design process • Mood board • Design Brief
How? How will they achieve this? How will all access this? **<u>Core knowledge:</u>** Year 8 Textiles students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to design and create a fabric-based product. Live or video demonstrations to provide clear examples for students to understand and follow. All lessons are planned with engaging activities including retrieval, independent, group and practical tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress. Learning checkpoints: Designing process and Practical checkpoint	
How well? What should they be able to know? What should they be able to do? How do they know they have done this well? Learning checkpoints: Written and Practical End of term Assessment	<u>Reading skills</u> First Time Sewing: Step-by-Step Basics and Easy Projects: The Absolute Beginner's Guide How to Machine Sew: Techniques and Projects for the Complete Beginner
Where next? Where is this in the learning journey? What does it link to in our learning journeys? In Year 9, students will build on the foundational skills learned in Year 8. The focus will be on developing a deeper understanding of the design process and using textile material to improve their ability to design and create more complex project. Emphasis will also be placed on students advancing their health and safety awareness for using the tools and equipment in Textiles.	

Term: 1 Year 9 Textiles TEACHER: AMB & DM

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<tr>
<td>What? What are we learning? What's interleaved? What's challenging?

An Introduction to Textiles, the students will learn and develop practical skills, creativity, and understanding for Textile Designing and subject knowledge. The term will cover basic techniques, fabric properties, a designing and making project to build a foundation for more advanced topics in subsequent terms. Safety rules on handling textiles tools and machinery. To understand and develop sewing techniques, hand sewing skills, running stitch, backstitch, and cross-stitch. Student will understand how to use the sewing machine safely by demonstrate practical sewing straight and curved lines onto fabric to achieve their sewing machine licence. Interleaved students to identification different fabric natural vs synthetic fabric.</td>
<td rowspan="3">Vocab

TIER 2

• Remember
• Understand
• Apply

TIER 3

• Sewing techniques
• Natural fabric
• Synthetic fabric</td>
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<td>Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)?

It gives our students the chance to learn how to use hand tools and powered equipment safely and independently. All students will have a basic knowledge of different sewing techniques and fabric understanding a required to build on towards their future soft material knowledge equipping them to be able to access AQA GCSE Product design in KS4.</td>
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<tr>
<td>How? How will they achieve this? How will all access this?

<u>Core knowledge:</u> Year 9 Textiles students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to practice and refine their textiles skills. Live or video demonstrations of sewing techniques to provide clear examples for students to follow.

All lessons are planned with engaging activities including retrieval tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress.

Learning checkpoints: confident and independent using the sewing machine.</td>
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<tr>
<td>How well? What should they be able to know? What should they be able to do? How do they know they have done this well?

Learning checkpoints: assessment quiz and sewing machine assessment.</td>
<td><u>Reading skills</u>

First Time Sewing: Step-by-Step Basics and Easy Projects: The Absolute</td>
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</table>

Where next? Where is this in the learning journey? What does it link to in our learning journeys? This term will equip students with the health and safety protocol needed to work confidently with the textiles tools and equipment to make a soft material product for the designing and making product in term 2.	Beginner's Guide How to Machine Sew: Techniques and Projects for the Complete Beginner

Term: 2 Year 9 Textiles **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What is challenging? This term the year 9s will be introduce to the designing process which is key in Design and Technology as it provides a structured framework for developing innovative and functional solutions. Reseaching and creating mood boards of designs to inspire their designs. Students to apply the learning for last term the textiles' skills and knowledge to create a personalized textile product. Planning and designing their project, drafting patterns, and selecting appropriate fabrics to making a 'personal hat' using prior sewing skills. Evaluation and discuss what they have learned and what they could do to improve their finished product. Interleaved with researching and identifying past and present designs and designers. Challenging; Generating design ideas and communicating their design ideas
Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)? All students will have a basic knowledge of the designing process a skill that encourages critical thinking, creativity, and problem-solving skills, which are essential for required KS3 students to build on to access AQA GCSE Product design in KS4.

How? **How will they achieve this? How will all access this?**

Core knowledge: Year 9 Textiles students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to design and create a fabric-based product. Live or video demonstrations to provide clear examples for students to understand and follow.

All lessons are planned with engaging activities including retrieval, independent, group and practical tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress.

Learning checkpoints: Designing process and Practical checkpoint

How well? What should they be able to know? What should they be able to do? How do they know they have done this well?

Learning checkpoints: Written and Practical End of term Assessment

Where next? Where is this in the learning journey? What does it link to in our learning journeys?

In Year 10, students will develop on the foundational skills learned in Year 9 to access GCSE product design. The focus will be on developing a deeper understanding of the design process and using textile material to demonstrate their ability to design and create more complex project. Emphasis will also be placed on students advancing their health and safety awareness for using the tools and equipment in product design.

Term: 3 Year 9 Resistant Materials **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What is challenging?

Term 3 students will study another one of the disciplines in our DT curriculum: Resistant Materials. Introduction to the resistant materials workshop, the importance of safe working in the workshop, tour of the workshop and introduction to health & safety rules. A basic introduction to Computer-Aided Design (CAD) and 2D software. Understand how to use other designer ideas for inspiration to develop their own design ideas for designing with the aid of CAD

software. Exploring the design process skills and to learn how to interpret a design brief for the designing a product for the selected project. Interleaved with the role of design in everyday life starting with the history of designs then moving onto present day designs and the designers.

Challenging; students need to develop a range of new skills, from basic computer literacy to specific CAD/2D competencies

Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)?

All students will have a basic knowledge of the how to use the CAD and 2D software to aid create designing. A Knowledge this provide foundational skills that are key for more advanced studies in design and technology. Mastering these skills in KS3 prepares students for more complex concepts in KS4 & KS5. Understanding 2D design is a stepping stone to 3D modelling and other sophisticated design techniques needed for the GCSE Product Design.

How? How will they achieve this? How will all access this?

Core knowledge: Students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent IT and practical sessions allow students to gain CAD and 2D drawing skills to create precise and accurate designs. Live or video demonstrations to provide clear examples for students to understand and follow.

All lessons are planned with engaging activities including retrieval, independent, group and practical tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress.

Learning checkpoints: safety quiz and CAD/2D drawing skills checkpoint

How well? What should they be able to know? What should they be able to do? How do they know they have done this well?

Learning checkpoints: Practical CAD/2D assessment certificate

Where next? Where is this in the learning journey? What does it link to in our learning journeys?

By building on the technical and creative proficiencies developed through understanding CAD and 2D creative drawing skills, students are better equipped to tackle making tasks, such as prototyping and manufacturing in term 6 and future Design Technology learning in KS4 & 5.

Term: 4 Year 9 Resistant Materials **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What is challenging?

This term student will be learning how to plan and make a night light product using acrylic and wood materials. Year 9 students will focus on demonstrating the skills needed to in creating and manufacture 3D product. Learn how to use handheld tools and powered operated equipment safely and correct to make a 2D design night light. Identify and understand how to use basic hand tools: surform. G-clamp and some of the machinery found in the Design and Technology workshop, belt sander, laser cutter laser cutter and drill. After the project students will evaluate their work and identify areas for improvement. Interleaved by exploring different wood materials and their properties.

Challenge; to be able to use tools and machinery safely and confidently.

Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)?

Students will understand the making skills to manufacture a 3D product, an essential for required KS3 students to continue to build on to access AQA GCSE Product design in KS4 & 5

How? How will they achieve this? How will all access this?

Core knowledge: Students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to use tools and machinery to complete a manufacturing project. Live or video demonstrations to provide clear examples for students to understand and follow.

All lessons are planned with engaging activities including retrieval, independent, group and practical tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress.

Learning checkpoint: Manufacture process practical and peer assessment checkpoint

Vocab

TIER 2

- Understand
- Apply
- Create
- Evaluate

TIER 3

- Manufacture
- Hand tools
- Machinery
- properties

How well? What should they be able to know? What should they be able to do? How do they know they have done this well? Manufacture is key for DT students as it provides a practical understanding of the design process, transforming theoretical concepts into a 3D outcome. Engaging in manufacturing activities allows students to develop essential skills such as precision, problem-solving, and critical thinking, while also fostering creativity and innovation. Through hands-on experience with various materials and tools, students gain a deeper appreciation of the complexities involved in producing functional products, which enhances their technical proficiency and craftsmanship. Learning checkpoints: Written and Practical End of term Assessment	<u>Reading skills</u> First Time Sewing: Step-by-Step Basics and Easy Projects: The Absolute Beginner's Guide How to Machine Sew: Techniques and Projects for the Complete Beginner
Where next? Where is this in the learning journey? What does it link to in our learning journeys? In KS4 – GCSE product design, the year 9 students will build on the foundational skills learned over the last two term. The focus will be on developing a deeper understanding of the design process, CAD and manufacturing process to improve their ability to design and create more complex project in year 10. Emphasis will also be placed on students advancing their health and safety awareness for using the tools and equipment in the DT workshop whilst making more complex product.	

Term: 5 <u>Year 9 Food Technology</u> **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What's challenging? In term 5, Year 9 students will build on the foundational skills learned in Year 8, advancing their cooking techniques and kitchen skills. The focus will be on developing a deeper understanding of various cooking methods, developing knife skills, using varies of cooking methods and improving their ability to prepare more complex dishes. Emphasis will also be placed on safety, hygiene, and efficient kitchen practices. Planning and Preparation, balanced meals based on the Eatwell guide recommendations. Mastering different cutting techniques (julienne, dicing), complex cooking techniques: sautéing, grilling, baking. Understanding the principles behind each technique and their best applications. Meal, baking: introduction to baking breads and pastries, understanding the science behind baking and how ingredients interact. Interleaved the benefit of macronutrients and compare this benefit for different dietary needs for different life stages- the nutritional requirements for children, teenagers, adults, and the elderly. Adapting diets to meet the specific needs of different age groups. Challenging student ability to work collaboratively able to demonstrate, effective teamwork and communication with peers during	**Vocab** TIER 2 • Remember • Understand • Apply • Create TIER 3 • Eatwell Guide • Balance Diet

group tasks or when sharing kitchen spaces.	• Macronutrients cooking methods
Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)? It gives our students the chance to learn how to cook safely and independently. This will equip the students to understand the equipment and skills needed to prepare and make healthier food choices. All students will have the basic knowledge required to build on towards their future food studies equipping them to be able to access AQA GCSE food preparation & nutrient in KS4.	
How? How will they achieve this? How will all access this? **<u>Core knowledge:</u>** The year 9 food technology students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to practice and develop their cooking skills. Live or video demonstrations of cooking techniques and recipes can provide clear examples for students to follow. Combine individual tasks with group work to develop both independent and collaborative skills. Encourage students to practice cooking at home, involving their families in the process. All lessons are planned with engaging activities including retrieval tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress. Learning checkpoints: Conduct mini assessments to evaluate students' progress and understanding.	
How well? What should they be able to know? What should they be able to do? How do they know they have done this well? The year 9 will have a solid foundation of different cooking skills, food hygiene and safety knowledge that will be built upon in future terms and years. Food Safety Practices: Apply food safety principles, including proper handwashing, preventing cross-contamination, and ensuring foods are cooked to safe temperatures. Kitchen Safety: Safely use kitchen equipment and appliances and understand how to handle hot or sharp equipment to avoid accidents. Understanding the benefit macronutrients in our diet and identify ingredients which contains protein, fats and carbohydrates. Collaboration: able to demonstrate, effective teamwork and communication with peers when doing group tasks.	<u>Reading skills</u> • Exploring Food and Nutrition for Key Stage 3 • Matilda and The Ramsay Bunch: Tilly's Kitchen

Learning checkpoints: practical task, word quiz, assessment at the end of term.	Takeover • Junior Chef Master Class: 70+ Fresh Recipes and Key Techniques for Cooking Like a Pro • BBC Food https://www.bbc.co.uk/food/recipes
Where next? Where is this in the learning journey? What does it link to in our learning journeys? Next term student will continue to develop and practise cooking skill and different cooking methods, follow good food hygiene and safety skills and, understanding how to use these skills to demonstrate how to plan, prepare and cook a nutritional meal	

Term: 6 Year 9 Food Technology **TEACHER: AMB & DM**

What? What are we learning? What's interleaved? What's challenging? Term 6 will focus on expanding students' prior learning on nutrients from term 5. Student will learn about special diets, and food choices. Students will learn about dietary requirements for different group types in our community, explore various special diets, and understand the impact of their food choices on health. Study micronutrients (vitamins, minerals). The role that these nutrients support maintaining health and preventing disease. Food choice influenced by Religion, cultural, food labelling and marketing.. Interleaved by exploring Food and the Environment moral and ethical choices. Challenging students to become critical thinkers by evaluating the food choices and developing new cooking skills, also applying healthy cooking techniques to prepare nutritious meals	**Vocab** TIER 2 • Understand • Analyse • Evaluate • Create TIER 3 • Food choices • Micronutrients • Vitamins & Minerals
Why? Why do we need to deliver this? Why now? Why will it make a difference to building successful futures for all (SEND)? It gives our students the chance to learn how to cook safely and independently. This will equip the students to understand of divert of food choices and how this can affect our food choices and the environment. All students will have a basic knowledge of the terminology 'Food choices and micronutrients a required to build on towards their future food studies equipping them to be able to access AQA GCSE food preparation & nutrient in KS4.	

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<td>How? How will they achieve this? How will all access this?

<u>Core knowledge:</u> The 9 food technology students will achieve progress through a variety of strategies and practices that build their skills, knowledge, and confidence over time. Providing well-structured lessons with clear learning objectives for each session. Frequent practical sessions allow students to practice and refine their cooking skills. Live or video demonstrations of cooking techniques and recipes can provide clear examples for students to follow. Combine individual tasks with group work to develop both independent and collaborative skills. Encourage students to practice cooking at home, involving their families in the process.

All lessons are planned with engaging activities including retrieval tasks to assess previous learning with all tasks differentiated accordingly so that all students can progress.

Learning checkpoints: Conduct mini assessments to evaluate students' progress and understanding.</td>
<td rowspan="3"><u>Reading skills</u>

• Exploring Food and Nutrition for Key Stage 3

• Matilda and The Ramsay Bunch: Tilly's Kitchen Takeover

• Junior Chef Master Class: 70+ Fresh Recipes and Key Techniques for Cooking Like a Pro

• BBC Food https://www.bbc.co.uk/food/recipes</td>
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<tr>
<td>How well? What should they be able to know? What should they be able to do? How do they know they have done this well?

Understanding food choices is essential for students as it equips them with the knowledge and skills necessary to make informed decisions about their diet and health. Learning about various food choices helps students appreciate the nutritional value of different foods, recognize the impact of diet on overall well-being, and develop healthy eating habits early in life. Additionally, this knowledge fosters an awareness of cultural diversity, as students explore how different cuisines and dietary practices reflect cultural traditions and values. By understanding food choices, students can also become more conscious consumers, considering factors such as sustainability, ethical sourcing, and environmental impact when selecting their foods. Overall, this education empowers students to lead healthier, more informed, and socially responsible lives.

Learning checkpoints: written and practical assessment at the end year assessment.</td>
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<td>Where next? Where is this in the learning journey? What does it link to in our learning journeys?

The foundational skills and knowledge learnt in year 9 are essential as they transition to KS4, where the curriculum delves deeper into the complexities of food science, advanced cooking techniques, and nutritional analysis. By building on the skills and concepts learned in KS3, students are better prepared to tackle the rigorous coursework and practical assessments in KS4, ultimately fostering a comprehensive understanding of food preparation and nutrition that can lead to KS5 Food & Nutrition or career opportunities in the food industry.</td>
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