Year Group	Rotation
Year 7	Textiles-Day of the dead keyring

Year 7

Food technology 1-Basic skills

Year 7

Food technology 2-Staple meals

Year 7

Product design-Aquarium project

Year 7

Ethos project-Inclusive design

Year 8	Year 8
Food technology 1-Building skills	Textiles-Cushion

Year 8	Year 8
Product design-Passive amplifier	Food technology 2-Desserts

Year 8

Ethos project-Dementia blanket

Year 9

Mixed materials-Product in a tin

Year 9	Year 9
Food technology 2-Multi-cultural dishes	Food technology 1-Italian dishes

Year 9

Product design-Pin ball machine

Year 9

Ethos project-Christmas stocking

Key Themes (Intent)

To introduce pupils to hand sewing and creating products which meet a brief.

Pupils will start by creating a design idea for their product, this will introduce them to slash rendering, gradient shading and annotation. The pupils will then learn 4 different methods of hand stitching: running stitch, back stitch, cross stitch and blanket stitch. These hand stitches will then be used to produce their design using felt, embroidery thread and applique.

Pupils will also learn about 3 methods of production: mass, batch and one off production focussing on the difference in the working conditions of employees. They will also look at production methods in other cultures.

To introduce pupils to food technology and the fundamental skills which provide the basis of all practical lessons

Pupils will begin their first food technology project learning the basic skills of cooking and how to work safely in the food technology room

Pupils will begin by learning knife skills such as the bridge and claw method, they will demonsrate these skills over a number of practical lessons. The pupils will also learn; weighing and measuring ingredients, the rubbing in method, baking, mixing, meat preparation, frying, grating and kneading

Health and safety will be the fundamental knowledge in this project, we will learn about hazards and risks and how to prevent them. We will also learn about bacteria, how it spreads and how we can prevent cross

To use the skills from the previous food technology project to create staple meals

Pupils will begin to develop their skills to make more complex dishes which are nutritious and filling. Using skills from the previous project, they will develop more complex dishes which will test their ability to multi-task and work to a time limit. The dishes include:

*Curry
*Flatbread
*Fajitas
*Pasta bake
*Carrot cakes

Pupils will also create a plan of making to follow for one of the dishes including: method, ingredients, equipment and health and safety procedures (link to previous project).

This project will introduce pupils to working with CAD and wood working tools to create an aquarium model.

Pupils will begin learning how to use tenon saws, coping saws and files focussing on safety and precision. The pupils will also be introduced to 2D Design (CAD) and the laser cutter (CAM). CAD/CAM will also be the theory focus for this project, looking at the advantages and disadvantages of using CAD/CAM and its impact on humans.

The D&T element of this project will be to write a specification for their project and how to evaluate their final design against the specification to check its successfulness.

Pupils will start to investigate inclusive design and how to design products to cater to the needs of individuals with disabilities.

The design process will continue with concepts learned in previous projects (design ideas-textiles) but will also incorporate interative designs and focussing on developing their design ideas based on feedback. These designs will take the form of multiple sketches with labels.

We will also start to learn how to use TinkerCAD to create 3D models of the products. The pupils will begin with some introductory tutorials to build their skills with an aim to create a 3D model of their own design.

The pupils will also research the work of David Constantine and his Multi-sport wheelchair. The wheelchair was designed to help everyone take part in

The next textuiles project will build on skills from year 7 (hand stitching) and incorporate tie dye and stencilling decorative techniques.

Using a full size paper template for accuracy, the pupils will create a cushion for a specific target user (themselves, a friend or family member) creating 2 design ideas and justifying which is the most suitable.

The pupils will also learn about 6Rs and Fairtrade and making ethical choices about their products.

In this food technology products, the pupils will develop their skills from year 7 to create dishes using higher level skills. These dishes include:
*Fresh pasta
*Meatballs
*Puff pastry
*Cheese swirls
*Sausage rolls
*Stuffed chicken

Due to the use of high risk foods (chicken, pork, beef), there will be a heavy focus on health and safety and how to prevent food poisoning.

The pupils will also learn about the roles of different nutrients and how nutritional deficiencies effect their bodies.

The second food technology project in year 8 will focus on desserts including:
*Ice cream
*Sorbet
*Brownies
*Cookies
*Honeycomb

Pupils will also create a plan of making. to follow for one of the dishes including: method, ingredients, equipment and health and safety procedures and a contingency plan (what could go wrong and how would they solve the problem)

Finally, we will explore seasonality and its impact on the environment including food miles from the previous project.

This project will introduce pupils to working with CAD and wood working tools to create a passive amplifier (an amplifier which makes sound louder without using electronic parts).

Pupils will continue to develop their skills with the tenon saws, coping saws and use paper templates to create an accurate and functioning product. The pupils will us 2D design and the laser cutter to decorate their product for a spcific target user of their choice.

The D&T element of this project will be to create a 3D drawing of their product using an isometric grid. They will also learn about obsolescence and its impact on the products they use and design.

Continuing on from our textiles work, the pupils will design and create a dementia blanket (a blanket which incorporates activities to keep dementia sufferers minds active) which will be donated to local care homes. The pupils will be expected to create 2 different design ideas which incoporate elements from their research.

In this project the pupils will cover 2 areas of theory, ergonomics (comfort, safety and easy to use) and analysing suitable fabrics by researching their properties.

The Product in a tin competition is a nationwide event held every year; in the project, pupils will use all of their skills from Textiles and Product Design to create a product for the competition.

Using at least 2 different materials, they must create a product which fits inwide a small tin of Pringles. The pupils will decide who they are creating the product for and design and manufacture their product to be entered into the competition.

In order to help the pupils create their designs, we will explore the role of the user and the client in the design process and how designs are created specifically for their needs.

This term, we will be preparing and cooking Italian dishes including:
*Ravioli and bruschetta
*Focaccia
*Gnocchi
*Lasagne (with fresh pasta)

These dishes will test the pupils practical skills as well as their independence and time management. The dishes will all be created from scratch and will allow the pupils to display all the skills they have learnt in KS3.

In an exploration of other cultures, we will be looking at diets of different religions (Muslim, Buddihst, Catholic, Jewish and Hindu) and eithical diets (vegan, vegetarian, pescatarian, lacto-vegetarian and ovo-vegetarian) and what alternative ingredients we could use in our recipes to incorporate these special diets.

The last food technology project in year 9 will explore preparing and cooking multi-cultural dishes including:
*Profiteroles
*Enchiladas
*Chicken katsu curry
*Naan bread, pakoras and mint yoghurt

The theory for this project will be to research and understand the common allergies and intolerances which could impact the health of people eating their food.

The pupils will create a plan of making for one of these dishes including the method, ingredients, equipment, health and safety and contingency (how to solve problems, special diets (religious and ethical) and allergies and intolerances).

In Product Design, the pupils will be asked to design and manufacture a pin ball machine using hand tools and CAD/CAM.

The pupils will explore existing products and what makes them successful before creating their own designs. The design will be led by the pupils (with restrictions on size and materials) and allow pupils to experiment with their skills and abilities.

Incorporating previous learning on ergonomics, pupils will also learn about anthropometrics and its impact on the creation of designs.

Continuing on from our textiles work, the pupils will design and create a Christmas stocking which will be filled by each form group and donated to local charities. The pupils will be expected to create 2 different design ideas which incoporate traditional Christmas imagery.

The processes we have learnt so far (hand stitching, applique, tie dye, stencilling) will be used as well as adding in mono printing and batik.

We will also be exploring the impact of colour in design, how it impacts moods and emotions and the meaning of colour in different cultures.

Assessments (Implementation)

Formative assessments:

*Design ideas

*Hand stitching

*Production methods

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:

*Health and safety

*Bacteria/food poisoning

*Evaluation

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:

*Nutrition

*Plan of making

*Food technology argument-should food technology be taught in every school to all pupils?

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:

*CAD/CAM

*Specification

*Diary of making

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:

*Multi-sport wheelchair

*Smart materials

*Iterative design

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:
*Scale drawings
*Practical skills
*Environment

Summative assessment:
*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:
*Food miles
*Product analysis
*Diary of making

Summative assessment:
*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:

*Seasonality

*Plan of making

*Extended writing piece-environment

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:

*Isometric drawing

*Obsolescence

*CAD/CAM

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:

*User profile

*Ergonomics

*Fabric analysis

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:

*Client and user

*Design ideas

*Designing to a brief

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:
*Special diets
*Brief analysis
*Dish creation

Summative assessment:
*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:
*Allergies and intolerances
*Plan of making
*Extended writing piece

Summative assessment:
*End of unit assessment including a variety of questions from the topics shown above"

Formative assessments:

*Product analysis

*Ergonomics/anthropometrics

*Modifications

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

Formative assessments:

*Specification

*Batik and mono printing

*Colour and culture

Summative assessment:

*End of unit assessment including a variety of questions from the topics shown above

KS3 National Curriculum Links

Design and Technology (KS3)

Design

*Identify and solve their own design problems and understand how to reformulate problems given to them

*Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations

Make

*Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

Evaluate

*Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

Cooking and Nutrition (KS3)

*Understand and apply the principles of nutrition and health

*Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

*Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

Cooking and Nutrition (KS3)

*Understand and apply the principles of nutrition and health

*Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

*Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

Design and Technology (KS3)

Design

*Use research and exploration, such as the study of different cultures, to identify and understand user needs

*Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations

Make

*Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

Evaluate

*Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups

Technical Knowledge

*Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions

Design and Technology (KS3)

Design

*Use research and exploration, such as the study of different cultures, to identify and understand user needs

*Use a variety of approaches [for example, biomimicry and user-centred design] to generate creative ideas and avoid stereotypical responses

*Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations

Evaluate

*Analyse the work of past and present professionals and others to develop and broaden their understanding

*Investigate new and emerging technologies

*Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

Technical Knowledge

*Understand and use the properties of materials and the performance of structural

Design and Technology (KS3)

Design

*Identify and solve their own design problems and understand how to reformulate problems given to them

*Use a variety of approaches [for example, biomimicry and user-centred design] to generate creative ideas and avoid stereotypical responses

*Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations

Make

*Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

Cooking and Nutrition (KS3)

*Understand and apply the principles of nutrition and health

*Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

*Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

Cooking and Nutrition (KS3)

*Understand and apply the principles of nutrition and health

*Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

*Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

*Understand the source, seasonality and characteristics of a broad range of ingredients

Design and Technology (KS3)

Design

*Use research and exploration, such as the study of different cultures, to identify and understand user needs

*Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations

Make

*Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

Design and Technology (KS3)

Design

*Use research and exploration, such as the study of different cultures, to identify and understand user needs

*Use a variety of approaches [for example, biomimicry and user-centred design] to generate creative ideas and avoid stereotypical responses

*Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations

Make

*Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

Evaluate

*Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

Design and Technology (KS3)

Design

*Use research and exploration, such as the study of different cultures, to identify and understand user needs

*Identify and solve their own design problems and understand how to reformulate problems given to them

*Use a variety of approaches [for example, biomimicry and user-centred design] to generate creative ideas and avoid stereotypical responses

*Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations

Make

*Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

*Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate

*Understand developments in design and technology, its impact on individuals,

Cooking and Nutrition (KS3)

*Understand and apply the principles of nutrition and health

*Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

*Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

Cooking and Nutrition (KS3)

*Understand and apply the principles of nutrition and health

*Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

*Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

Design and Technology (KS3)

Design

*Identify and solve their own design problems and understand how to reformulate problems given to them

*Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations

Make

*Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

Technical Knowledge

*Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions

Design and Technology (KS3)

Design

*Use research and exploration, such as the study of different cultures, to identify and understand user needs

*Identify and solve their own design problems and understand how to reformulate problems given to them

*Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations

*Use a variety of approaches [for example, biomimicry and user-centred design] to generate creative ideas and avoid stereotypical responses

*Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations

Make

*Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

*Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Fundamental Skills

Identify

Apply

Describe

Explain

Identify

Apply

Describe

Explain

Evaluate

Identify
Apply
Describe
Explain
Evaluate
Analyse
Interpret

Identify
Apply
Describe
Explain
Evaluate
Investigate

Identify
Apply
Describe
Explain
Analyse
Investigate

Identify Apply Describe Explain Evaluate Analyse
Identify Apply Describe Explain Evaluate

Identify
Apply
Describe
Explain
Evaluate

Identify
Apply
Describe
Explain
Evaluate

Identify
Apply
Describe
Explain
Evaluate

Identify
Apply
Describe
Explain
Evaluate
Interpret
Investigate

Identify
Apply
Describe
Explain
Evaluate
Analyse

Identify
Apply
Describe
Explain
Evaluate
Analyse
Investigate

Identify
Apply
Describe
Explain
Evaluate
Analyse
Interpret

Identify

Apply

Describe

Explain

Evaluate

Misconceptions

*Production methods are based on how often an item is used
*Difference between annotation and labels
*Using slash rendering/colour/gradient shading as annotation

*Cross contamination can occur at any point before, during or after the practical
*Food poisoning can differe depending on the type of strain
*Equipment must be washed in hot water to prevent the spread of bacteria

*The core temperature of high risk foods must be 75℃

*Plan of making must include ingredients and equipment for each stage of the method (not all at the start)

*BMI is not an accurate measurement of health

*The difference between CAD/CAM and identifying examples of both
*Specifications are measures of a successful product
*When using a saw you must have both hands on the handle
*Lines on the laser cutter (red=cut, blue=engrave)
*Coping saw blades will break if the blade twists

*Thermochromic and hydrochromic both react to heat but have different reactions
*Iterative design-there is no such thing as a perfect design, developments will always be possible based on new technologies, changes in fashion and trends or obsolescence

*Tie dye-the fabric should be wet beforehand to ensure the dye adheres to the fabric
*Scales (e.g. 1:2) involves mutliplying the first number by the second number
*Scale of 1:1 is life size

*Puff pastry must be made in layers
*Correct storage of high risk foods is essential
*Both deficiencies and excess of nutrients has a negative impact on your health

*Contingency plans must forsee problems and explain how to solve them
*Not all fruit and vegetable is in season all year round
*Food miles includes all stages of production, not just the transportation of the product

*Isometric drawing must follow the grid
*All products have inbuilt obsolescence to increase profits for the company
*Clothes are always an expample of perceived obsolescence

*Ergonomics is included in all products even if they are not obvious

*Clients and users are not always the same person

*Ethical diets are not always followed because of animal cruelty
*Religious diets are not exactly the same for everyone e.g. not all Buddihsts are vegetarian

*Allergies effect the immune system and organs and can be fatal
*Intolerances are a difficulty digesting certain foods and can cause discomfort

*Anthropometrics relates to which part of the body uses the product e.g. mobile phones=size of the human hand, chairs=length of legs

*Not all colours have the same meaning, this can vary based on culture and experience

SMSC/Fundamental British Values Links	Careers Context/ Opportunities
SMSC *Working conditions in other cultures and the impact on its workers *Debating consumer choices (cost vs. ethics) *Imagination and creativity *Mexican culture *Self and peer assessment *Following safety rules (accept consequences if not followed) *Group work **Fundamental British Values** *Debating consumer choices (cost vs. ethics) *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Creating designs based on different cultures *Listen to and accept other peoples' ideas *Offer constructive criticism	*Chef *Food scientist *Environmental Health Officer *Teacher

SMSC *Creating British dishes *Evaluating dishes *Creating nutritious dishes by hand *Following safety rules (accept consequences if not followed) *Group work **Fundamental British Values** *Creating dishes from British culture *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas *Offer constructive criticism	*Chef *Food scientist *Environmental Health Officer *Teacher

SMSC *Creating multi-cultural dishes *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work *Nutrition and how to live a healthy life **Fundamental British Values** *Creating dishes from British culture *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas *Offer constructive criticism	*Chef *Environmental Health Officer *Teacher

SMSC *New technology and its impact on humans (loss of jobs) *Imagination and creativity *Self and peer assessment *Following safety rules (accept consequences if not followed) *Group work **Fundamental British Values** *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Creating designs based on different cultures *Listen to and accept other peoples' ideas *Offer constructive criticism	*Product designer *Carpenter *Teacher *Manufacturer

SMSC *Creating designs to help people with a disability *Empathising with the needs of others *Understanding the needs and wants of others *Imagination and creativity (iteration) *Self and peer assessment *Group work *Influential work of other designers (David Constantine-Motivation wheelchair) **Fundamental British Values** *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Creating designs based on the needs of others *Listen to and accept other peoples' ideas *Offer constructive criticism	*Product designer *Architect *Set designer

SMSC *The impact of the textiles industry on the environment *Imagination and creativity *Self and peer assessment *Following safety rules (accept consequences if not followed) *Group work **Fundamental British Values** *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Creating designs based on different cultures *Listen to and accept other peoples' ideas *Offer constructive criticism	*Product designer *Graphic designer *Textiles designer (costume, pattern cutter) *Teacher
SMSC *Creating multi-cultural dishes *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work *Nutrition and how to live a healthy life **Fundamental British Values** *Creating dishes from British culture *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas *Offer constructive criticism	*Chef *Food scientist *Environmental Health Officer *Teacher

SMSC *Creating dishes from British and other cultures *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work **Fundamental British Values** *Creating dishes from British and other cultures *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas *Offer constructive criticism	*Chef *Food scientist *Environmental Health Officer *Teacher
SMSC *Obsolescence and its impact on design and the environment *Refusal to use electronic elements *Imagination and creativity *Self and peer assessment *Following safety rules (accept consequences if not followed) *Group work **Fundamental British Values** *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Creating designs based on different cultures *Listen to and accept other peoples' ideas *Offer constructive criticism	*Product designer *Architect *Set designer

SMSC *Creating designs to help people with a medical condition *Empathising with the needs of others *Understanding the needs and wants of others *Imagination and creativity *Self and peer assessment *Group work *How to make other peoples' lives better through design (ergonomics) **Fundamental British Values** *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Creating designs based on the needs of others *Listen to and accept other peoples' ideas *Offer constructive criticism	*Product designer *Graphic designer *Textiles designer (costume, pattern cutter) *Teacher

SMSC *Understanding the needs and wants of other people *Empathising with the needs of others *Imagination and creativity *Self and peer assessment *Following safety rules (accept consequences if not followed) *Group work **Fundamental British Values** *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Creating designs based on different cultures *Listen to and accept other peoples' ideas *Offer constructive criticism	*Product designer *Graphic designer *Textiles designer (costume, pattern cutter) *Teacher

SMSC *Creating multi-cultural dishes *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work *Researching and understanding religious and ethical diets **Fundamental British Values** *Creating dishes from British culture *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas *Offer constructive criticism *Researching and understanding religious and ethical diets	*Chef *Food scientist *Environmental Health Officer *Teacher
SMSC *Creating multi-cultural dishes *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work *Researching and understanding religious and ethical diets **Fundamental British Values** *Creating dishes from British culture *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas *Offer constructive criticism *Researching and understanding religious and ethical diets	*Chef *Food scientist *Environmental Health Officer *Teacher

SMSC *Understanding the needs and wants of other people *Imagination and creativity *Self and peer assessment *Following safety rules (accept consequences if not followed) *Group work *How to make other peoples' lives better through design (ergonomics and anthropometrics) **Fundamental British Values** *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Creating designs based on different cultures *Listen to and accept other peoples' ideas *Offer constructive criticism	*Product designer *Architect *Set designer

SMSC *Creating designs to help people with a medical condition/socio-economic *Empathising with the needs of others *Creating design based on British culture *Understanding the needs and wants of others *Imagination and creativity *Self and peer assessment *Group work *How to make other peoples' lives better through design (ergonomics) **Fundamental British Values** *Following safety rules (accept consequences if not followed) *Creating design based on British culture *Accepting ideas which are different from their own *Creating designs based on the needs of others *Listen to and accept other peoples' ideas	*Product designer *Graphic designer *Textiles designer (costume, pattern cutter) *Teacher

Computing/Literacy/ Numeracy Opportunities

Literacy

*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

Numeracy

*Calculating the cost of materials

*Calculating the time taken to create a product

Computing
*Researching recipes
*Calculating nutritional value of dishes

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)
*Food technology argument (persuasive language)

Numeracy
*Cooking temperatures (conversions)
*Time management

Computing
*Researching recipes
*Calculating nutritional value of dishes

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

Numeracy
*Cooking temperatures (conversions)
*Time management

Computing
*CAD (2D Design)

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

Numeracy
*Sizes of the product
*Scale

Computing
*CAD (TinkerCAD)

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

Numeracy
*Scale

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

Numeracy
*Paper tmplates
*Size of material

Computing
*Researching recipes
*Calculating nutritional value of dishes

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

Numeracy
*Cooking temperatures (conversions)
*Time management

Computing
*Researching recipes
*Calculating nutritional value of dishes

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)
*Extended writing assessed piece

Numeracy
*Cooking temperatures (conversions)
*Time management

Computing
*CAD (2D Design)

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

Numeracy
*Sizes of the product
*Scale
*Size of the phone (identifying speaker location and size)

Computing

*Researching effects of dementia

*Existing products

Literacy

*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

*Properties of materials (adjectives)

Numeracy

*Size of product

*Scale

Computing
*CAD (2D Design)

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

Numeracy
*Sizes of the product
*Scale

Computing
*Researching recipes
*Calculating nutritional value of dishes

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

Numeracy
*Cooking temperatures (conversions)
*Time management

Computing
*Researching recipes
*Calculating nutritional value of dishes

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)
*Extended writing assessed piece

Numeracy
*Cooking temperatures (conversions)
*Time management

Computing
*CAD (2D Design)

Literacy
*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

Numeracy
*Sizes of the product
*Scale

Computing

*Researching suitable images

Literacy

*Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)

*Describing emotions (colour theory)

Numeracy

*Size of product

*Scale