

Curriculum Knowledge Map



CHS Technology 2024/2025

Design and Technology & Food Preparation and Nutrition

Key stage 3: Rotation model

	Design and Technology	Food Preparation and Nutrition
Year 7	2 hours per week 10 weeks	2 hours per week 10 weeks
Year 8	2 hours per week 10 weeks	2 hours per week 10 weeks
Year 9	2 hours per week 20 weeks rotation	2 hours per week 20 weeks rotation

Year 9 (Technology)

Year 9	Rotation					
	Metals and Alloys Timbers (Ergonomics & Anthropometrics) CAD/CAM and Future Technologies			Food Nutrition and Health Food culture, Ethics and the Environment Food preparation skills		
	Weeks 1 - 5	Weeks 6 - 13	Weeks 14 - 20	Weeks 1 - 5	Weeks 6 - 13	Weeks 14 - 20
Declarative <i>What should they know?</i>	Metals and Alloys <ul style="list-style-type: none"> Students should know how to identify the origins of metals as a material (from ore). Students should know how metals are extracted and 	Timbers (Ergonomics & Anthropometrics) <ul style="list-style-type: none"> Students should know about anthropometrics and ergonomics and how they are used in design Students should be able to develop their 	CAD/CAM – Computer Aided Design, Computer Aided Manufacture <ul style="list-style-type: none"> Students should know how the development of technology has led to the use of 	Microorganisms and 4C's <ul style="list-style-type: none"> Students should know about the main types of microorganisms that can be found in food. Students should know about high-risk foods and how they can impact on health and wellbeing. 	Healthy Eating Guidelines and Dietary related diseased <ul style="list-style-type: none"> Students should know about different dietary related diseases typically as a result of nutritional habits. 	Macronutrient: Carbohydrates - <ul style="list-style-type: none"> Students should know about carbohydrates, their functions, uses and sources. They should know how carbohydrates

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	<p>the environmental impact that can have on the environment.</p> <ul style="list-style-type: none"> Students should understand the process of refining metals from ore into usable metal stock forms. Students should know the characteristics of a ferrous and non-ferrous metal material. Students should know how metals can be alloyed to enhance their properties/ characteristics. Students should know a range of metals and alloys and their working properties. Students should know the stock forms of metals. Students should know some of the specialist tools and equipment used when working with metals. 	<p>knowledge of the different types of timbers and their properties & uses</p> <ul style="list-style-type: none"> Students should know about jigs, templates and quality control when manufacturing for batch & mass production Students should understand about the manufacturing processes for manufactured boards and Pine Students should know about the environmental impact of timbers (focusing on end of life and linking to LCA). Students should know different timber joints, their uses, advantages and disadvantages <p>Generating Design Ideas</p> <ul style="list-style-type: none"> Students should know the key elements of a design brief and how to respond to it. Students should know how to analyse a 	<p>Automation in factories for manufacture.</p> <ul style="list-style-type: none"> Students should know the terminology CAD and CAM (Computer Aided Design, Computer Aided Manufacture) and how it is used by both designers and manufacturers. Student should know the different types of CAD applications. Student should know the different types of CAM applications. Student should know the advantages and disadvantages to the use of automation, CAD and CAM on the manufacturing industry. Students should know the considerations for the ethical and 	<ul style="list-style-type: none"> Know how to store and contain food items that are classed as high risk. Students should know how to control the 4C's <p>High Risk Dish- Cream Cake</p> <ul style="list-style-type: none"> To understand how to correctly store high risk foods to minimise food poisoning. <p>Food Choice: ethical and cost</p> <ul style="list-style-type: none"> Students should understand the factors that affect food choice. Students should know about different dietary lifestyles based upon ethical beliefs. Students should be able to cost a dish and understanding how to reduce the cost of dishes. Students should understand key differences between vegetarian, vegan, pescatarian and other dietary groups as well as the emission of ingredients in the diets based on moral and ethical beliefs. <p>Food Choice: religion, culture and international</p>	<ul style="list-style-type: none"> Student should understand key contributing factors and prevention methods full diet related diseases such as obesity, diabetes, bone health, dental health. Student should know about typical ingredients that can be contributing factors to poor or positive dietary related diseases. <p>Micronutrients and Nutrients lost</p> <ul style="list-style-type: none"> Students should know about the different types of nutrients within a given range of foods & understand the impact of these on health and diet Students should understand about loss of nutrients through cooking and how to minimise these Students should understand about nutritional need and 	<p>are used in the body and what the effects of the different carbohydrates are.</p> <p>Food Practical – Cinnamon Rolls</p> <ul style="list-style-type: none"> To understand how raising agents are used and how yeast in particular is used in bread production. <p>Fats (hidden and Visible)</p> <ul style="list-style-type: none"> Students should know about the function of fats in the diets as well as the deficiencies and access of fats. Students should understand that fats can be both hidden and visible in ingredients and should understand the differences between these different food groups. <p>Food Practical – Bakewell Tarts</p>
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	<ul style="list-style-type: none"> Students should know different types of finishes than can be applied to metals and why they are applied. Students should understand different joining methods for metals and other materials. Students should know purpose of ergonomics and anthropometric. <p>D&T Practical – Metal toolbox</p> <ul style="list-style-type: none"> Students should know the various ways metals can be shaped and formed, including casting, and cutting sheet materials. Students should know how to use a template to cut sheet material (aluminium). Students should know how to use hacksaws and tinsnips to cut down sheet materials. 	<p>product using a given set of criteria such as ACCESS.FM.</p> <ul style="list-style-type: none"> Students should know different ways of how to generate design ideas for their product handle using user information such as anthropometrics and ergonomics Students should know the purpose of evaluations as a reflective and developmental piece of work. <p>D&T Practical – Table tennis bat</p> <ul style="list-style-type: none"> Students should know the names, functions and health & safety points of tools and equipment they will use in the manufacturing of their table tennis bat Students should know how templates and jigs are used to support quality control during manufacturing of a product 	<p>moral implications of CAD and CAM.</p> <ul style="list-style-type: none"> Students should know the key stages in using machinery and equipment such as a laser cutter and a 3D printer. Students should know how to use CAD to design products that are suitable for manufacture on both a laser cutter and a 3D printer. Students should know how to fault find in designs to ensure they are able to be printed efficiently and effectively. <p>Designing in CAD software</p> <ul style="list-style-type: none"> Students should know that CAD isn't always a substitution for the iterative design process and that ideas still form an integral part of designing products. 	<ul style="list-style-type: none"> Students should know about food choice linked to the following religions and cultures: Buddhism, Christianity, Hinduism, Islam, Judaism, Rastafarianism & Sikhism <p>Food Choice: Health, Allergens & intolerances</p> <ul style="list-style-type: none"> Students should know about different tolerances and intolerances of food and its impact on diet and lifestyle. 	<p>changes/adaptations that can be created within a recipe in order to reduce nutritional loss</p> <p>Food Practical – Shepards Pie</p> <ul style="list-style-type: none"> Students should know how to prepare ingredients using a knife (Skill 2/3). Students should understand how to prepare fruit/vegetables using the bridge and claw method. Students should understand how to use the Hob/Oven when cooking dishes – sauce making (Skill 8). <p>Macronutrient: Proteins -</p> <ul style="list-style-type: none"> Students should know about the function of protein in the diet Students should know about the differences between high and low biological value proteins, best sources come out and viable alternatives. 	<ul style="list-style-type: none"> Students should know how to use and form pastry in order to accurately cook & layer pastry products. Students should know how to avoid specific faults when working with shortcrust pastry and the correct procedures in order to avoid them. <p>Food Practical – Empanadas</p> <ul style="list-style-type: none"> Students should know how to work with components in food and how to form them Students should know how to use a range of cooking methods when working with mixtures of ingredients to create a final product <p>Costing Budgeting and Meal Planning</p> <p>The Food Industry</p>
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	<ul style="list-style-type: none"> • Students should know how to use a file to finish the edges of materials. • Students should know how to use equipment to accurately measure and mark onto materials. • Student should know how to correctly set up and use a pillar drill. • Student should know how to use a pan form to bend metal sheets. • Students should know use a riveting gun to add pop rivets to join metal materials. 	<ul style="list-style-type: none"> • Students should know different techniques to use when using specific tools and equipment such as cross filing and draw filing. • Students should know how to set up and adjust tools and equipment including fixed and portable electric tools • Students should know how to confidently and accurately create comfortable, ergonomically shaped products in the DT workshop using the tools at their disposal • Students should know different forms of adhesive to use with timbers and mixed materials, supporting advantages and disadvantages of each • Students should know different ways of finishing and decorating products 	<ul style="list-style-type: none"> • Students should know how to use tools and equipment in CAD software to produce an idea for a functional product. • Students should know how to select the correct CAD tools to generate and present an idea. • Students should know how to edit and manipulate images to create a suitable idea. • Student should know how to use tools to accurately draw a design to scale. <p>D&T CAD Practical – Laser cut picture frame</p> <ul style="list-style-type: none"> • Students should know how to design an accurate model on 2D design. • Students should know how the design in 2D design is a 2D image that will be manufactured in 3D form. 		<p>High Protein Dish: Chicken Katsu-</p> <ul style="list-style-type: none"> • To understand how to make a reduction sauce with nutritious vegetables. 	<ul style="list-style-type: none"> • Students should know about the key careers in the food industry • Students should know about the different skills, qualities, attributes, and qualifications required to pursue a career in the food industry.
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			<ul style="list-style-type: none">• Student should know how to efficiently design a product to ensure that material wastage is not caused.• Students should know how to differentiate colours in lines to create cutting lines, raster engrave lines and etching.• Students should know how to join acrylic pieces together using a suitable adhesive.• Students should know how to use a line bending piece of equipment to shape and form thermoplastics. <p>D&T CAD Practical – 3D Printing</p> <ul style="list-style-type: none">• Students should know the process for 3D printing with a filament.• Students should know that 3D printing is an additive process.			
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			<ul style="list-style-type: none"> • Students should know how to design on 3D modelling software such as TinkerCAD. • Students should know how to accurately draw shape and form on TinkerCAD when presenting an idea. • Student should know how to use the tools and dimensioning equipment to draw 3D objects to size. • Student should know how to share design files ready for 3D printing. 			
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • Student should be able to describe, analyse and evaluate the sources and origins for materials they are working with. • Students should be able to explain the moral, ethical and sustainability concerns relating to the material areas they are studying. 	<ul style="list-style-type: none"> • Student should be able to describe, analyse and evaluate the sources and origins for materials they are working with. • Students should be able to explain the moral, ethical and sustainability concerns relating to the material areas they are studying. • Students should be able to identify a range of materials and their 	<ul style="list-style-type: none"> • Student should be able to describe, analyse and evaluate the sources and origins for materials they are working with. • Students should be able to explain the moral, ethical and sustainability concerns relating to the material areas they are studying. 	<p>During the rotation students will complete several practical lessons (some may be omitted due to time); Cream cakes, working with high-risk foods, Vegetable Samosa's, Shepherd's/Cottage pie, Cinnamon rolls, Bakewell tarts & Empanadas. Students may potentially also make dishes such as Savoury rice and Chicken Katsu to further develop practical skills. This will</p>	<p>During these practical's there will be procedural knowledge acquired relating to the application of skills:</p> <p>Food Practical – Pastry (Filo) Samosa/Spring Roll:</p> <ul style="list-style-type: none"> • Students should know how to prepare ingredients using a knife (Skill 2/3). 	<p>During these practical's there will be procedural knowledge acquired relating to the application of skills:</p> <p>Bakewell/ Fruit tarts</p> <ul style="list-style-type: none"> • General practical skills – weigh and measure (Skill 1) • Use of the cooker (Skill 4) • Prepare, combine and shape (Skill 7)

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	<ul style="list-style-type: none"> Students should be able to identify a range of materials and their properties, being able to recall them based on their classification. <p>Specific areas for Metals and Alloys:</p> <ul style="list-style-type: none"> Be able to identify the differences between a ferrous and non-ferrous metal. To be able to explain why an alloy is created. Explain the main extraction process used to extract metals from ores. Be able to list the stock forms for metals and alloys (sheets, bars, rods). Be able to explain that most metals can be recycled at the end of their life cycle. <p>D&T Practical – Metal toolbox</p> <ul style="list-style-type: none"> Students should be able to use tools and 	<p>properties, being able to recall them based on their classification.</p> <p>D&T Practical – Table tennis bat</p> <ul style="list-style-type: none"> Students should be able to use tools and equipment safely in the workshop. Students should be able to identify the correct tools to cut and finish their materials. Students should be able to use tools and equipment independently to complete tasks. Students should be able to use Tenon & Coping saws to accurately cut a piece of timber to shape Students should be able to use files and rasps to ergonomically shape their product handle Be able to explain the processes they are using and the reasons why they are the correct ones to use/what other process could be used Students should be able to work safely in the 	<ul style="list-style-type: none"> Students should be able to identify a range of materials and their properties, being able to recall them based on their classification. <p>Specific areas for CAD/CAM:</p> <ul style="list-style-type: none"> Students should recognise the impact automation has had on the careers of manufacturing professionals. Students should be able to describe the range of CAD and CAM systems and how they are used in industry. Students should be able to recognise the advantages and disadvantages of using CAD and CAM to work efficiently as well as the opportunities to share work with others, clients or manufacturers. Student should know the main features of both a laser cutter 	<p>be dependent on time availability.</p> <p>During these practical's there will be procedural knowledge acquired relating to the application of skills:</p> <p>Empanadas:</p> <ul style="list-style-type: none"> Knife Skills (Skill 2) Preparing fruits and vegetables (Skill 3) Prepare, combine and shape (Skill 7) Use of the cooker (Skill 4) Cooking methods (Skill 6) <p>Chicken Katsu:</p> <ul style="list-style-type: none"> Students should know how to prepare ingredients using a knife (Skill 2/3). Use of the cooker (Skill 4) Students should understand how to use the cooker when preparing dishes (Skill 5) Students should understand how to combine ingredients including spices to make a sauce - reduction method (Skill 8). 	<ul style="list-style-type: none"> Students should understand how to prepare fruit/vegetables using the bridge and claw method. Students should understand how to use the Hob/Oven when cooking dishes – sauce making (Skill 8). Students should understand methods to bind, shape and form ingredients together (Skill 7). <i>*using pastry as a standard component (filo pastry sheets) *</i> <p>Cinnamon Roll:</p> <ul style="list-style-type: none"> General practical skills – weigh and measure (Skill 1) Use of the cooker (Skill 4) Prepare, combine and shape (Skill 7) Raising agents (Skill 11) 	<ul style="list-style-type: none"> Sauce making (Skill 8) Making a dough (Skill 10) Setting mixtures (Skill 12) <p>Shepherd's pie/ Cottage pie:</p> <ul style="list-style-type: none"> Knife Skills (Skill 2) Preparing fruits and vegetables (Skill 3) Prepare, combine and shape (Skill 7) Sauce making (Skill 8) – reduction Use of the cooker (Skill 4) Cooking methods (Skill 6)
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	<p>equipment safely in the workshop.</p> <ul style="list-style-type: none"> • Students should be able to identify the correct tools to cut, finish and clean their materials. • Students should be able to use tools and equipment independently to complete tasks. • Student should be able to use tinsnips as a cutting tool to cut down sheet material. • Students should be able to use a file to smoothen the edges of sheet metal. • Students should be able to use a pan form to shape and fold sheet metals for them to be joined and assembled. • Students should be able to use a pillar drill independently to create riveting holes. • Students should be able to use a hand drill independently. • Students should be able to use a riveting 	<p>workshop and independently complete their manufacturing tasks where appropriate</p> <ul style="list-style-type: none"> • Students should be able to identify and select from a range of different finish types used for timbers • Students should be able to physically test their products before making/suggesting further refined changes they could make in order to improve the ergonomics or quality • Students should be able to understand and carry out client-based feedback in order to support them developing their product 	<p>and a 3D printer and how they create products form CAD designs.</p> <ul style="list-style-type: none"> • Students should know the health and safety features of both a laser cutter and a 3D printer. • Students should know benefits to CAD CAM equipment in relation to materials waste. <p>D&T Practical – CAD/CAM projects</p> <ul style="list-style-type: none"> • Student should be able to use the drawing and CAD tools and equipment effectively to produce designs that are drawn to scale and accurate ready for printing. • Students should be able to edit their work to meet the demands of a product. • Students should be able to use tools on CAD software to manipulate shape, 			
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	<p>gun to join edges of metals together.</p> <ul style="list-style-type: none"> • Students should be able to use tools and equipment to shape and form a handle. • Students should be able to use finishing effects to decorate the surfaces of metal materials. 		<p>forms, text and images as required.</p> <ul style="list-style-type: none"> • Students should be able to use dimensioning tools. • Students should be able to share files for printing. • Students should recognise the differences between Techsoft 2D design, TinkerCAD and SketchUp for creating CAD designs. 			
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Ore • Extraction • Casting • Stock form • Refinement • Ferrous • Non-ferrous • Alloy • Aluminium • Template • Accuracy • Quality control • Tolerance • Pillar drill • Riveting • Pop Rivets 	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Plywood • Jig • Template • Quality control • Quality assurance • Modelling • Ergonomics • Anthropometrics • Composite • Veneer • Adhesive • Grip • Prototyping • User-centred design • Sustainability • LCA (Life cycle assessment) 	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • CAD, CAM • Laser cutting • 3D Printing • Automation • Ethical considerations • Vector • Raster • Cutting and engraving • Bitmap • Vectorise • Quality checking • Line bending • Epoxy resin • Formers 	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Food spoilage • Contaminated • Yeasts, Moulds, Bacteria • Enzymes • Enzymic browning • Micro-organisms • Fats, Protein, Carbohydrates • Vitamins & Minerals • Deficiencies • Nutritional value • Food preparation • Knife cuts; Julienne, Brunoise, Batonnet, Small dice, Baton, Chiffonade • Emulsification • Obesity 	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Proteins • HBV – High Biological Value • LBV – Low biological value • Animal sources • Plant sources • Protein alternatives • Deficiency and excess • Kwashiorkor • Time plan • Time management • Method • Quality control • Hygiene and safety • Self-regulation 	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Gluten • Protein • Glutenin, Gliadin • Hypothesis • Evaluations • Conclusions • Dough • Pasta • 00 flour • Consistency • Reduction • Cuisine • Features • Characteristics • Equipment • Cooking methods

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	<ul style="list-style-type: none"> Ecological 	<ul style="list-style-type: none"> Aesthetic design Manufacturing processes Tolerance Gauge Design for manufacture 	<ul style="list-style-type: none"> Dimensions Accuracy 	<ul style="list-style-type: none"> Diabetes Bone health Dental health Deficiency Iron deficiency Sodium deficiency Sensory Analysis; Taste/smell receptors Organoleptic qualities Sensory descriptors Sensory profiling Food choice Moral & Ethical Vegetarian & Vegan Plant based Halal Kosher Demand User/consumer habits 	<ul style="list-style-type: none"> Raising agents Eggs Whisking Foam Stable Chemical properties Fats Animal fats Vegetable fats Hidden fats, Visible fats Saturated fats, Unsaturated fats Hydrogenated Fatty acids Preparation Shortening Environmental impact Food waste Food security Sustainable 6R's Red tractor RSPCA assured Fair trade Locally produced Budgeting Cost effective Nutritious Price per portion Economic 	<ul style="list-style-type: none"> Presentation Eating patterns Food production Primary Secondary Tertiary Free range Intensive farming Processing Canning Pasteurisation Suggested list: <ul style="list-style-type: none"> Food technologist Health and safety inspector Nutritionist Product/process development scientist Production manager Quality manager Technical brewer Chef Procurement manager Scientific laboratory technician Toxicologist
Assessment	Key assessment task: Students will complete an extended piece of	Key assessment task: Students will have a key assessment piece of work	Key assessment task: Students will complete a key assessment which	Key assessment task: Dietary related diseased extended writing task - marked	Key assessment task: Practical Assessment – feedback should be	Key assessment task: Progress Test - marked and fed back as part of a

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	<p>writing based on the environmental impact of extracting metals and ore's form the ground. Students will be expected to include literary writing styles and include key terminology.</p> <p>Key assessment task: Students will complete a key assessment which relates to their practical application and working with Metals to help develop their practical skills in this material area further.</p>	<p>linked to their learning in textiles. This will be to compare and contract the various types of fabrics and textiles based on their characteristics and properties and suitable for use.</p> <p>Key assessment task: Students will complete a key assessment which relates to their practical application and working with Textiles and fabrics to help develop their practical skills in this material area further.</p>	<p>relates to their design skills both by hand and using CAD to help support their ability to design and communicate in this area of the Design and Technology curriculum.</p> <p>Key assessment task: Progress Test - marked and fed back as part of a Key Assessed piece of work. The assessment will be marked out of 50 and developmental approaches used to improve students' knowledge and understanding. Feedback should use a two star and wish model.</p>	<p>and fed back as part of a Key Assessed piece of work.</p>	<p>generated using a 2 star and wish method.</p> <p>Key assessment task: Time plan - marked and fed back as part of a Key Assessed piece of work. Feedback should use a two star and wish model.</p>	<p>Key Assessed piece of work. The assessment will be marked out of 50 and developmental approaches used to improve students' knowledge and understanding. Feedback should use a two star and wish model.</p> <p>Key assessment task: Food Production mixed short and extended questions (linked to various food production areas) - marked and fed back as part of a Key Assessed piece of work.</p>
	<p>Home learning task 1: Materials processing from origin – Pupils will be assessed on their knowledge from the previous lessons focusing on consolidating learning based on metals, their origin and the environmental impact. This home learning should also include challenging learning about processing using the blast furnace.</p> <p>Home learning task 2: Materials properties and their uses quiz – Pupils will be assessed on their knowledge from the previous lessons focusing on the properties of metals and where they are used. This will require pupils to retrieve their learning from their lessons and/or completed some extra reading using BBC bitesize or Technology student. CGP online information may also be used to support pupil learning at this stage.</p>		<p>Home learning task 1: Knowledge recall quiz challenge – Pupils will be assessed on their knowledge from previous learning focusing on a knowledge recall of their food and nutrition topics from years 7 & 8.</p> <p>Home learning task 2: Microorganisms and enzymes – Pupils will be assessed on their knowledge from the previous lessons focusing on their understanding of microorganisms, the 4 C's and how to work with high-risk foods.</p> <p>Home learning task 3: Religion: Food investigation – Pupils will be assessed on their knowledge from the previous lessons focusing on dietary requirements/needs, food choices and how religious traditions and restrictions impact food choices.</p>			

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<p>Home learning task 3: Finishing technique, tools & equipment quiz – Pupils will be assessed on their knowledge from the previous lessons focusing on manufacturing using metals and the different types of finishing techniques that can be used. Pupils should also be quizzed on tools & equipment used in the workshop to manufacture their product as well as any health & safety regulations/signage that may be required when working with metals and cutting tools. Questions used should also link to GCSE standard questions to challenge pupils further.</p> <p>Home learning task 4: CAD/CAM quiz – Pupils will be assessed on their knowledge from the previous lessons focusing on CAD/CAM and its use in industry. Pupils should be able to retrieve knowledge learnt in lesson but may also require the use of knowledge organisers or extra reading around this topic to support them.</p> <p>Home learning task 5: Tinkercad tutorials – Pupils will be assessed on their knowledge from the previous lessons focusing on CAD/CAM and how to use specific software programmes such as Tinkercad. Pupils should be directed to the Tinkercad website (this will require staff to pre-plan and set up their classes on Tinkercad so that they have access & their progress can be monitored). Pupils should be expected to complete the 10 tutorials to successfully understand how to use Tinkercad correctly.</p> <p>Home learning task 6: Tinkercad design task – Pupils will be assessed on their knowledge from the previous lessons focusing on their developed skill using 3D software. Pupils should be given a challenge to complete using Tinkercad to design a product in 3D.</p> <p>Home learning task 7 & 8: Recall study using summary revision cards – Pupils will be assessed on their knowledge from the previous lessons focusing on consolidating their learning from across the lessons in this project. Pupils will use summary revision cards as this will link to the whole school revision strategy for progress test 1.</p>	<p>Home learning task 4: Dietary related diseases case study and meal plan – Pupils will be assessed on their knowledge from the previous lessons focusing on nutrition, healthy eating and dietary diseases. They will be expected to interact with a case study given to them and create a meal plan based on their learning in lessons.</p> <p>Home learning task 5: Recall quiz – Pupils will be assessed on their knowledge from the previous lessons focusing on their knowledge and understanding of the topics covered so far this year in food preparation and nutrition. This will support pupils in removing any misconceptions and developing their understanding about essential areas they have covered in lessons.</p> <p>Home learning task 6: Protein – Pupils will be assessed on their knowledge from the previous lessons focusing on macronutrients and specifically, protein. Pupils will be expected to develop their knowledge from their learning in lessons based on the functions of protein.</p> <p>Home learning task 7: Carbohydrates – Pupils will be assessed on their knowledge from the previous lessons focusing on macronutrients and specifically, carbohydrates. Pupils will be expected to develop their knowledge from their learning in lessons based on the functions of carbohydrates.</p> <p>Home learning task 8 & 9: Recall study and summary recall quiz – Pupils will be assessed on their knowledge from all previous lessons focusing on each of the topics covered. Pupils will be expected to use summary revision cards to support their completion of retrieval home learning at this time as this is part of the Y9 curriculum revision strategy in preparation for progress tests. Pupils will also be given a recall quiz to complete during these home learning tasks. This will cover 2 sets of home learning to prepare for progress tests.</p>
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