



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

*'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'*

*We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'*



Food & Nutrition Curriculum Overview

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

Year 7 Design & Technology Curriculum Overview – Subjects taught in rotation over 12 week modules: example

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Food Basic skills in preparation and cooking:</p> <ul style="list-style-type: none"> - Weighing and measuring - Bridge and claw method - Rubbing in method - Safe use of the knife and oven <p>The Eatwell Guide (nutrients and their sources) Sensory Analysis Recipe modification</p>	<p>Graphics</p> <ul style="list-style-type: none"> ● Introduction to colour theory and rendering ● Understanding motions theory ● Developing skills using craft knife and cutting mats safely to create pop up pages ● Understanding how levers and linkages can change direction of movement 	<ul style="list-style-type: none"> ● Understanding how 'modelling' can prove and test ideas ● Resources and materials <p>Card, cutting mat, craft knives, stationary, computers</p> <ul style="list-style-type: none"> ● Health & Safety <p>Safe use of craft knife and cutting mat via demonstration and student practice</p> <ul style="list-style-type: none"> ● Imaginative project to create and illustrate story via moving book 	<p>Product Design</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment <p>Basic hand tools, soldering iron</p> <ul style="list-style-type: none"> ● Health & Safety in the workshop <p>Soldering iron, electronics</p> <ul style="list-style-type: none"> ● Design <p>Target market Hand designs converted onto 2D design</p> <ul style="list-style-type: none"> ● CAD / CAM <p>2D Design. Laser cutter</p> <ul style="list-style-type: none"> ● Materials <p>Electronic components</p> <ul style="list-style-type: none"> ● Construction 	<ul style="list-style-type: none"> ● Evaluation <p>Evaluate final product</p>	<ul style="list-style-type: none"> ● Resources and materials <p>Materials/fabrics, threads, cord</p> <ul style="list-style-type: none"> ● Embellishment <p>Basic hand embroidery stitches with modifications</p> <ul style="list-style-type: none"> ● Design <p>Presentation, use of colour, annotation</p> <ul style="list-style-type: none"> ● Construction <p>Pocket, casing, plain seam</p> <ul style="list-style-type: none"> ● Quality Checks <p>Accuracy: 0.5 cms embroidery stitch length, measurements for casing, seam allowance</p>
					<p>Textiles</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment <p>Small equipment, sewing machine, iron</p> <ul style="list-style-type: none"> ● Health & Safety <p>In the workshop, use of sewing machine & iron</p> <ul style="list-style-type: none"> ● Appreciation of designs from a chosen genre <p>Contemporary embroidery</p>	

Year 8 Design & Technology Curriculum Overview – Subjects taught in rotation over 12 week modules: example

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<p>Food Development of skills in preparation and cooking:</p> <ul style="list-style-type: none"> - Safe use of the oven - Accuracy and precision - Knife skills (dicing) - Variety of cooking methods <p>Nutrient sources and functions Analysing food packaging (for sugar content) Recipe design and modification</p>	<p>Graphics</p> <ul style="list-style-type: none"> ● Logo and trainer graphic designs ● Understanding target audiences and how to meet their needs including those with disabilities, cultural identities and ages <p>Knowledge and understanding trainer performance and the importance of ergonomics and anthropometrics incorporated within designs</p>	<p>Resources and materials Stationary, computers, fine liners and examples</p> <p>Brands and logos Brand pull, images and pricing (including designers)</p> <p>Introduction to digitally supported designing</p> <p>CAD/Word drawing tools, Paint</p>	<p>Product Design</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment <p>Hand equipment Marking tools Belt sander Disc sander</p> <ul style="list-style-type: none"> ● Health & Safety <p>Recap and reinforce in the workshop</p> <ul style="list-style-type: none"> ● Design <p>Specifications Hand design</p> <ul style="list-style-type: none"> ● CAD / CAM <p>2D Design to convert image into vectors</p> <ul style="list-style-type: none"> ● Materials <p>Ply wood</p> <ul style="list-style-type: none"> ● Construction <p>Finger joints Lap joint</p>	<p>Evaluation Final product</p>	<ul style="list-style-type: none"> ● Resources and materials <p>Cotton calico fabric, threads, magic touch heat transfer paper</p> <ul style="list-style-type: none"> ● Modelling & embellishment <p>Heat transfer of design, more complex hand embroidery stitches, machine embroidery.</p> <ul style="list-style-type: none"> ● Design <p>‘In the style of’ Pop Art. Links to Andy Warhol and/or Roy Lichtenstein. Presentation and annotation</p> <ul style="list-style-type: none"> ● Construction <p>Neatened plain seam, facings</p> <ul style="list-style-type: none"> ● Quality checks <p>Links to Pop Art, accuracy and evenness of hand & machine embroidery. 1.5 cms seam allowance, trimmed corners</p>
					<p>Textiles</p> <ul style="list-style-type: none"> ● Revisit tools and equipment <p>Small equipment, computerised use of sewing machine, iron, heat press</p> <ul style="list-style-type: none"> ● Health & Safety <p>In the workshop, use of sewing machine, iron & heat press</p> <ul style="list-style-type: none"> ● Colour theory <p>Colour wheel, primary, secondary, complimentary colours</p> <ul style="list-style-type: none"> ● Research – appreciation of designs from a chosen genre <p>Pop Art:- Artists and characteristics</p>	

--	--	--	--	--	--	--

Year 9 Design & Technology Curriculum Overview – Subjects taught in rotation over 12 week modules: example

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<p>Food Development of more complex skills in preparation, cooking and presentation:</p> <ul style="list-style-type: none"> - Accuracy and precision - Garnishing - Variety of knife and cooking methods - Complex techniques <p>Food provenance (grains and cereals) Diet analysis Sensory analysis Recipe design and modification</p>	<p>Graphics Introduction to Photoshop Rendering previously in drawn designs digitally with colour Computer Aided Design</p> <p>Existing Playing cards How playing cards have evolved historically</p> <p>Skills workshops linked to designers (Summer Term) Technical drawing, illustration, printed Graphics</p>	<p>Resources Computers with Photoshop, fine liners, Playing cards</p> <p>(Summer term) Water colours, pen and ink, craft knives, cutting mats</p> <p>Health & Safety Reinforce safe use of craft knives and cutting mats</p> <p>Research History timeline of the 'playing card'</p>	<p>Product Design</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment ● Health & Safety in the workshop ● Design ● CAD / CAM ● Materials ● Construction 	<ul style="list-style-type: none"> ● Quality checks ● Evaluation 	<ul style="list-style-type: none"> ● Resources and material <p>Greater range of threads, printing techniques and range of fabrics</p> <ul style="list-style-type: none"> ● Modelling and embellishment <p>Curved stitching, block embroidery, printing, paper pattern making</p> <ul style="list-style-type: none"> ● Design <p>One-line drawings, modifying portraits & photos, repeat patterns</p> <ul style="list-style-type: none"> ● Construction <p>Embroidered stretched canvas portrait. Circular travel bag, with casing</p> <ul style="list-style-type: none"> ● Quality Control <p>Accuracy of curved stitching and block</p>
					<p>Textiles</p> <ul style="list-style-type: none"> ● Tools and equipment ● Health and safety ● Research-appreciation of designs from chosen genre <p>Independent use of equipment</p> <p>In the workshop, use of dyes and printing inks</p> <p>Contemporary embroidery - <i>Maurizio Anzeri & Victoria Villasana</i></p>	

						embroidery. Repeat patterns, even casing.
--	--	--	--	--	--	---

Year 10 Food Preparation & Nutrition Curriculum Overview (Year 10 2024 2025)

Year 10	Term 1 <u>Unit 1- Nutrition</u>	Term 2 <u>Unit 1- Food Science</u>	Term 3 <u>Unit 1- Food Science cont'd</u>	Term 4 <u>Unit 1- Food Provenance</u>	Term 5 <u>Unit 1- Food choice</u>	Term 6 <u>Unit 2- Food Skills and NEA 1 Prep</u>
---------	------------------------------------	---------------------------------------	--	--	--------------------------------------	---

	<p>Current guidelines for health:</p> <ul style="list-style-type: none"> - Eatwell Guide - Life stages - Diet related diseases <p>Macronutrients:</p> <ul style="list-style-type: none"> - Proteins (HBV, LBV, complementation) - Carbohydrates (starch, sugar, fibre) - Fats (saturated, unsaturated) <p>Micronutrients:</p> <ul style="list-style-type: none"> - Vitamins (fat soluble, water soluble) - Minerals and water <p>Possible practicals:</p> <ul style="list-style-type: none"> - Team skills challenge - Apple crumble - Custard - Focaccia art - Meringues - Lemon curd - Shortcrust pastry - Quiche 	<p>Functional and chemical properties of food:</p> <ul style="list-style-type: none"> - Carbohydrates (Gelatinisation, Caramelisation, Dextrinisation) - Protein (denaturation, coagulation, foams) - Fats (shortening, aeration, emulsification) - Raising agents (yeast) - Fruit and veg (Enzymic browning, oxidisation) <p>Possible practicals:</p> <ul style="list-style-type: none"> - Custard/ Bakewell tarts - Rough puff pastry - Sausage rolls - Choux pastry - Panna cotta - Christmas cakes 	<p>Why food is cooked?:</p> <ul style="list-style-type: none"> - Heat transfer (conduction, convection, radiation) - Selecting appropriate cooking methods - Food safety <p>Unit 1- Food Safety</p> <ul style="list-style-type: none"> - Microorganisms (bacteria, yeast, moulds) - Bacterial contamination - Food storage, food spoilage - Food poisoning (symptoms, causes and prevention) <p>Possible practicals:</p> <ul style="list-style-type: none"> - Mayonnaise - Chunky chips - Burgers - Decorated cupcakes team challenge - Meatballs and ragu sauce 	<ul style="list-style-type: none"> - Food sources (grown, reared and caught). - Seasonal foods - Sustainability - Food miles - Food processing and production - Nutritional modification <p>Possible practicals:</p> <ul style="list-style-type: none"> - Set dessert - Easter biscuits - Hot Cross Buns - Team pasta challenge - Muffins - Fish cakes 	<ul style="list-style-type: none"> - Food labelling and marketing influences - Religion, culture, ethical, moral and medical. - Allergies - Intolerances - Religion - Sensory analysis - International cuisine <p>Possible practicals:</p> <ul style="list-style-type: none"> - Jointing a chicken - Katsu curry - Naan breads - Sticky Korean wings - Fajitas - Chocolate mousse - Spun sugar 	<p>Practice NEA 1 Experiments:</p> <ul style="list-style-type: none"> - Egg foams - Bread flours - Cooking vegetables <p>Sensory evaluation and sensory analysis</p> <p>Nutritional analysis</p> <p>Practice NEA 2- plan, prepare and present 3 dishes.</p>
--	--	--	---	---	---	--

	Term 1 <u>NEA 1</u>	Term 2 <u>NEA 1</u>	Term 3 <u>NEA 2</u>	Term 4 <u>NEA 2</u>	Term 5 <u>Unit 1 Revision</u>	Term 6
Year 11	<p>Introduction of official investigation task (NEA 1):</p> <ul style="list-style-type: none"> Food science recap Principles of how to conduct NEA 1. Mark scheme <p>Success criteria:</p> <ul style="list-style-type: none"> Research methods Hypothesis setting Plan of action, writing up experiments Analysis of results Drawing conclusions Referencing sources <p>Section A research (NEA 1):</p> <ul style="list-style-type: none"> Chemical and functional properties of ingredients. <p><u>Possible practicals:</u></p> <ul style="list-style-type: none"> Practical trials 	<p>Section B experiment (NEA 1):</p> <ul style="list-style-type: none"> Use of brief to follow recipe to complete practical trials Identification of chemical and functional properties Analysis of trials Modification of experiments/ recipes <p>Section C Analysis (NEA 1):</p> <ul style="list-style-type: none"> Summary of trials Conclusion and data analysis Evaluation <p>NEA 1 Deadline</p> <p>Introduction of NEA 2</p> <p>Section A research (NEA 2)</p> <p><u>Possible practicals:</u></p> <ul style="list-style-type: none"> Practical trials 	<p>Section A research (NEA 2):</p> <ul style="list-style-type: none"> Investigating and planning the task Analysis of the brief Research ideas Primary research Secondary research Selection of final dishes with justifications <p>Section B practical trials (NEA 2):</p> <ul style="list-style-type: none"> Preparation Cooking Presentation Health and safety Time management Analysis of trials <p><u>Possible practicals:</u></p> <ul style="list-style-type: none"> Practical trials 	<p>Section C timeplan (NEA 2):</p> <ul style="list-style-type: none"> Ingredient and equipment list Dovetailed methods including: Health and safety Preparation Cooking Presentation <p>Section D practical exam (NEA 2)</p> <p>Section E evaluation (NEA 2):</p> <ul style="list-style-type: none"> Reflect on own performance Evaluate suitability to the brief Suggest constructive improvements <p>NEA 2 Deadline</p> <p><u>Possible practicals:</u></p> <ul style="list-style-type: none"> Practical trials Practical exam 	Unit 1 Revision	