Design and Technology Curriculum Map: Year 7 to Year 11 2025-2026

Key Stage 3- *Taught as a carousel so order may vary*

Year Seven

Half term 6	Half term 5	Half term 4	Half term 3	Half term 2	Half term 1
Unit 4: Food and nutrition: Major nutrient groups and where food comes from	Unit 4: Food and nutrition: Major nutrient groups and where food comes from	Unit 3: Fundamentals of metal (Nature inspired jewellery)	Unit 3: Fundamentals of metal (Nature inspired jewellery)	Unit 2: Textiles	Unit 1: Sustainability in architecture
Assessment week				Assessment week	

Year Eight

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit 1Fundamentals of woods. (manufacture passive amplifier)	Unit 1Fundamentals of woods. (manufacture passive amplifier)	Unit 2: CAD/CAM Using CAD to 3D print pen holder.	Unit 3: Micro bits Learning programming	Unit 4: Food and nutrition: Bread and dough. Commercial and residential hospitality provisions	Unit 4: Food and nutrition: Bread and dough. Commercial and residential hospitality provisions
	Assessment week				Assessment week

Year Nine

Half term 6	Half term 5	Half term 4	Half term 3	Half term 2	Half term 1
Unit 3: Food and nutrition. Planning a menu for other peoples needs.	Unit 3: Food and nutrition. Planning a menu for other peoples needs.	Unit 2: Mechanical systems. Understanding linkages and cam systems.	Unit 2: Mechanical systems. Understanding linkages and cam systems.	Unit 1: Fundamentals of plastics. Manufacturing a desk tidy.	Unit 1: Fundamentals of plastics. Manufacturing a desk tidy.
Assessment week				Assessment week	

Key Stage 4 – GCSE DT

Year Ten

Half term 1	Half term 2	Half term3	Half term 4	Half term 5	Half term 6
Timbers and boards D&T in our world Metals. Understanding user needs, product analysis	Textiles SMART and modern Technical materials Writing briefs and specifications Drawing ideas	Mechanical systems Electronics Development and modelling Modelling in CAD	Papers and boards Plastics- in depth Manufacturing plans Technical drawings	Legislation Stock forms Manufacturing Evaluation	Begin NEA
	Assessment week				Assessment week

Year Eleven

Half term 6	Half term 5	Half term 4	Half term 3	Half term 2	Half term 1
	Revision of theory	Revision of theory NEA Deadline	Revision of theory NEA	Revision of theory NEA	Revision of theory NEA
		Mock exams		Mock exams	

Further Education/Employment

Shaw Education Trust

Hospitality and Catering Curriculum Map: Year 7 to Year 11 2025-2026

Key Stage 3- *Taught as a carousel so order may vary*

Year Seven

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit 1: Sustainability in architecture 	Unit 2: Textiles	Unit 3: Fundamentals of metal (Nature inspired jewellery)	Unit 3: Fundamentals of metal (Nature inspired jewellery) 		Unit 4: Food and nutrition: Major nutrient groups and where food comes from 
	Assessment week			Assessment week	

Year Eight

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit 1Fundamentals of woods. (manufacture passive amplifier) 	Unit 1Fundamentals of woods. (manufacture passive amplifier)	Unit 2: CAD/CAM Using CAD to 3D print pen holder. 	Unit 3: Micro bits Learning programming 	Unit 4: Food and nutrition: Bread and dough. Commercial and residential hospitality provisions 	Unit 4: Food and nutrition: Bread and dough. Commercial and residential hospitality provisions
	Assessment week				Assessment week

Year Nine

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit 1: Fundamentals of plastics. Manufacturing a desk tidy.	Unit 1: Fundamentals of plastics. Manufacturing a desk tidy. 	Unit 2: Mechanical systems. Understanding linkages and cam systems.	Unit 2: Mechanical systems. Understanding linkages and cam systems. 	Unit 3: Food and nutrition. Planning a menu for other peoples needs.	Unit 3: Food and nutrition. Planning a menu for other peoples needs. 
	Assessment week				Assessment week

Key Stage 4 – Level 1/2 Hospitality and Catering

Year Ten

Half term 1	Half term 2	Half term3	Half term 4	Half term 5	Half term 6
Health and safety Food safety Hospitality providers Knife skills	Nutrients and client needs Producing a time plan	Effects on cooking methods Building high level skills	Front of house Back of House Planning a suitable menu	Role of EHO Mock NEA	Revision of theory Mock NEA deadline
	Assessment week				Assessment week

Year Eleven

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Revision of theory Begin NEA	Revision of theory NEA	Revision of theory NEA Dealine	Revision of theory	Revision of theory	
	Mock exams		Mock exams		

Further Education/Employment

Shaw Education Trust

Curriculum 2025 – 2026

Rationale

Design and Technology at Westleigh aims to inspire creativity, problem solving, and innovation. It equips students with practical and technical skills that prepare them for future learning, employment, and participation in an ever-changing technological world.

Intent

Our curriculum is designed to engage students in a wide variety of activities that develop problem-solving abilities, deepen their knowledge, and build proficiency in commercial manufacturing methods and technical skills. Design and Technology provides a rigorous combination of theoretical understanding and hands-on practice, ensuring students gain experience that is relevant and applicable to real-world needs, wants, and values.
Through a focus on core concepts, students develop a strong foundation in materials, processes, and their applications across diverse contexts. The curriculum emphasizes technical understanding alongside designing, modelling, manufacturing, testing, and evaluating — all aimed at producing effective and meaningful solutions for a broad range of users.
Design and Technology lessons help students build a broad base of knowledge that can be applied to solving authentic problems across multiple disciplines. Learners gain confidence in performing practical skills and become reflective, critical thinkers who can prototype, test, and refine their ideas effectively. By integrating both technical and creative expertise, the curriculum empowers students to become independent, capable learners with transferable skills that prepare them for pathways into post-16 education and apprenticeships as well as future careers in industry.

Implementation

At Westleigh, Design and Technology is delivered through a carefully sequenced and practical curriculum that develops students' knowledge, skills, and understanding progressively from Key Stage 3 onwards. Learning is structured around the iterative design process — **researching, designing, modelling, making, testing, and evaluating** — enabling students to become confident, independent, and reflective learners.
Students engage in a variety of creative and technical activities across disciplines such as drawing, CAD/CAM, modelling, manufacturing and Hospitality & Catering. Each project builds on prior learning, allowing pupils to apply and refine their technical expertise while solving real-world design challenges for specific users and contexts.
Lessons encourage exploration, problem solving and practical skills. Knowledge of materials, tools, equipment, and manufacturing techniques is taught explicitly and applied through both written and hands-on making tasks. This ensures students develop both technical competence and creative confidence.
In **Food and Nutrition**, pupils learn essential life skills such as cooking and applying the principles of healthy eating and nutrition. This strand of the curriculum promotes independence, creativity, and an understanding of how to make healthy, affordable choices both now and in later life.
Assessment is ongoing throughout each unit, focusing on students' ability to apply design principles, use technical language accurately, and evaluate the effectiveness of their outcomes. Regular reflection and feedback help students understand how to improve and develop their work further.
Enrichment opportunities — such as clubs, competitions, and links with local industry — deepen engagement and expose students to real-world applications of design, technology, and engineering.

Impact

The impact of our Design and Technology curriculum is seen in students who are confident, creative, and capable problem solvers. They leave Westleigh with a broad set of transferable skills — including critical thinking, collaboration, and technical competence — that prepare them for further education, apprenticeships, and future careers in design, engineering, manufacturing, and hospitality industries.
Students are able to apply their knowledge of materials, processes, and design principles to develop high-quality outcomes that meet real-world needs. They demonstrate independence and resilience through the iterative process of designing, making, and evaluating, showing pride in their practical achievements and an awareness of sustainability and ethical design considerations.
In Food and Nutrition, pupils gain essential life skills and an appreciation of healthy eating, enabling them to make informed, affordable, and balanced food choices throughout their lives.
By the end of their learning journey, students understand the importance of design and technology in shaping the world around them. They become thoughtful, innovative, and responsible individuals who can use their creativity and technical understanding to make a positive contribution to society and the future world of work.