

Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Intent of study year 5	Year 5 students will be taught with the following skills and intents: To introduce students to the basics of designing and making, developing their creativity and imagination. Students will begin to understand how to plan, design, and make products, focusing on practical problem-solving, and they will be introduced to safe handling of tools and materials. Focus will be placed upon exploring simple design ideas and making simple products, learning basic construction techniques and understanding the purpose of materials, and beginning to evaluate their own work and others'.					
Design	Textiles	Food	Food	Construction and Mechanics	Construction and Mechanics	Textiles
	<ul style="list-style-type: none"> Be able to explain what life was like during World War 2. Be able to explain toys, games and decorations from World War 2 and compare to present day. Be able to research products, commenting on their effectiveness. Use research to create designs for own products. Be able to plan products, completing different designs and suggesting ideas for improvements. Know how to sew using different stitching techniques and use these to create a product. To know the benefits of using recycled materials. To be able to select appropriate materials to make products, justifying reasons why they were chosen. Be able to reflect on my work using design criteria stating how well the design fits the needs of the user. To be able to give feedback to other people about their work, making links to the design criteria, stating what went well and what improvements could be made. To be able to use printing techniques to make a product. 	<ul style="list-style-type: none"> Be able to understand the history behind the war stopping for football and peace on Christmas day. Explain how Christmas cake can stay edible for so long and why it does not go mouldy so quickly. Be able to taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing own recipes. Be able to design own Christmas cakes using the research you have gathered to inform the design and ingredients. Be able to plan the design and what will be needed to decorate the cake to look festive. Be able to prepare food products considering the properties of ingredients and sensory characteristics. Select and prepare foods for a particular purpose. Be able to taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. Know how to weigh and measure using scales. Be able to cut and shape ingredients using appropriate tools and equipment Be able to join and combine food ingredients appropriately. Be able to make a Christmas cake, following step by step instructions. Be able to decorate appropriately and understand the aesthetical values of food. Work safely and hygienically Show awareness of bringing a food product to market 	<ul style="list-style-type: none"> Basic food preparation skills (measuring ingredients, simple recipes). Understanding where food comes from and food hygiene. 	<ul style="list-style-type: none"> To be able to explore objects and designs to identify likes and dislikes of the designs To be able to make products, refining the design as work progresses To be able to make products through stages of prototypes, making continual refinements To be able to name the parts of a cable car To be able to explain how a cable car works To be able to explain how a cable car works, including the safety features To be able to locate The Alps on a map To be able to locate The Alps on a map and name the physical features 	<ul style="list-style-type: none"> Understanding the design process: exploring, developing ideas, and evaluating. Creating simple annotated sketches Using ICT (like simple CAD programs) to model and communicate ideas. Working with basic materials (card, wood, fabrics) safely. Learning basic cutting, joining, and finishing techniques (gluing, using scissors, sanding) Introduction to simple mechanisms like levers, pulleys, and linkages. Understanding stability and balance in structures. 	<ul style="list-style-type: none"> Understanding the design process: exploring, developing ideas, and evaluating. Creating simple annotated sketches Using ICT (like simple CAD programs) to model and communicate ideas. Working with basic materials (card, wood, fabrics) safely. Learning basic cutting, joining, and finishing techniques (gluing, using scissors, sanding)

		<ul style="list-style-type: none"> • Be able to design packaging for own cake. • I can identify what does and does not work in the product. • I can make suggestions as how my design could be improved. 				
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Intent of study year 6	<p>In Year 6, we will seek to build on the foundation of Year 5, encouraging students to develop more complex design ideas and use a wider range of tools and materials. Students will enhance their ability to think critically and solve practical problems, and there will be a greater emphasis on safety, accuracy, and teamwork in practical tasks. Focus will be placed upon designing products with a user in mind, giving an introduction to mechanisms, structures, and simple electronics, and teaching on evaluating their work in a more structured way, reflecting on what worked and what didn't.</p>					
6	Textiles	Textiles	Food	Construction and Mechanics	Food	Construction and Mechanics
	<ul style="list-style-type: none"> • Develop an understanding of food eaten within Greek culture. • Develop an understanding of food and kitchen safety. • Pupils will develop independence skills within the kitchen. • Learn about food eaten in different cultures and compare this to food from their own culture. • Express their thoughts, feelings and opinions about different foods they have tasted. • Develop design process skills including research, planning, making and evaluating. • Develop skills to complete research online safely. • Develop resilience, self-assessment and reflection skills. 	<ul style="list-style-type: none"> • To research crests and the meaning of these • To generate ideas for a product that represents you as an individual. • To create quick sketches to support designing process of a product. • To design a product to fit a design brief, labelling features and materials to be used. • To develop stitching techniques. • To make templates to use to make a product. • To select appropriate tools and materials to make a product. • To evaluate a product against design brief. 	<ul style="list-style-type: none"> • Recognise the safety measures when cooking. • Identify the ingredients of Guacamole and follow a recipe to make it. • To be able to prepare ingredients • To be able to measure and prepare ingredients • To be able to use a printed template to draw a chocolate design and label with words to describe your chocolate bar • To be able to select ingredients to make chocolate bar based on my design • write a recipe that can be used to recreate my chocolate bar. • Create an advert for your chocolate bar 	<ul style="list-style-type: none"> • I can investigate free standing structures. • I can explain the term free standing structure. • I can explore existing free standing structures and explain what gives them strength, reinforcement and stability. • I can apply my understanding of structures. • I can use my understanding to help me build free standing structures from construction kits. • I can use my understanding to help me strengthen, reinforce and stabilise a tall structure. • I can use a wider range of tools and equipment to perform practical tasks accurately. 	<ul style="list-style-type: none"> • More complex recipes with a focus on healthy eating and nutrition. • Measuring ingredients accurately, learning about portion sizes. 	<ul style="list-style-type: none"> • More advanced sketching techniques, introducing 2D and 3D drawings. • Greater focus on evaluating and iterating on designs based on feedback. • Working with a wider range of materials (plastic, more complex textiles). • Introduction to using tools like saws, drills, and files under supervision. • Designing simple mechanical systems, such as gears, cams, and axles. • Basic introduction to electrical circuits (e.g., incorporating a light or motor into a model)

	<ul style="list-style-type: none"> • Develop food preparation skills that they can apply to their own lives. • Develop confidence when using utensils and appliances within the kitchen. • Develop reflection skills through evaluating and assessing their own products. • Develop confidence to share their thoughts and feelings about different foods. • Develop research skills using IT equipment safely. 			<ul style="list-style-type: none"> • I can explain different techniques used to join card to other materials. • I can apply these methods when making a marble run bridge. • I can select appropriate tools and equipment to help me create an accurate and precise finish. • I can evaluate the different joining methods thinking about strength, functionality and aesthetics. • I can develop a range of practical skills to create bends. • I can explore how to create bends. • I can develop practical skills to help me make bends in a marble run. • I can select and use tools and equipment to help me create bends. • I can test the bend to make sure a marble runs smoothly through it. • I can investigate existing products. • I can investigate how components fit together to create different marbles runs. • I can focus on components that help to increase the run time of the marble. • I can create a marble run from existing products that takes the longest possible run time for the marble from start to finish. • I can select from and use materials and components to make a marble run. • I can select materials and components that work well functionally to make a marble run. • I can select materials and components according to their aesthetic qualities. • I can aim to be creative and imaginative with my design. • "I can evaluate the materials and • components I used." 		
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Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Intent of study year 7	<p>In Year 7, students will be transitioned from Key Stage 2 to Key Stage 3, and this will give emphasis to developing new skills such as introducing them to the full design process, from initial idea to final product. Students will gain a deeper understanding of how design and technology impact the world, and they will start to apply more advanced tools and techniques and explore a broader range of materials. Focus in Year 7 will look at creating more detailed and technical designs using sketches and CAD software (where appropriate and possible), working with more challenging materials (wood, metal, plastic) and learning new making skills. There will be an emphasis on understanding mechanical systems and electronics.</p>					
7	Textiles	Textiles	Construction and Mechanics	Construction and Mechanics	Food	Food
	<ul style="list-style-type: none"> To sew using cross stitch, back stitch... Understand how to use sewing tools appropriately Listen and follow verbal and written instructions - To follow health and safety guides Self-evaluate the final product against QA standards Peer evaluate others work To create a mood board Sketch designs for your final product using shading techniques Sample a variety of textile techniques using different materials. To create a mood board for a cushion design. To create designs for our own creation of a cushion 	<ul style="list-style-type: none"> To practice using running stitch. To practice using cross stitch. To practice using stippling To begin using your design to create your cushion To continue creating the design on your cushion select appropriate material and begin to sew your design using the stitches learnt complete your cushion by using the appropriate tools, stitches learnt and the right amount of stuffing evaluate your work using a template evaluate your work and a partners work in writing using a template 	<ul style="list-style-type: none"> drawing skills 3d drawing Basic use of tools to make a design Basic Design communication skills 3D sketching Annotating designs created Research types of lanterns Research various valentine cards 2D and 3D – using a range of research methods Use research skills to find which animal the new year is linked to. Identify the meaning behind the animal The year of the “Snake” Create the animal linked to the new year Chinese lantern using different materials Valentine cards 2D and 3D to have made a functioning lantern Correct animal made in relation to the new year Create a useable cards using a variety of materials 	<ul style="list-style-type: none"> To find out about vegetable gardens and begin to plan our vegetable garden. To research and make a list of vegetables we can grow. To be able to use gardening tools appropriately with adult support. To be able to measure out the area and use gardening tools appropriately with support. To be able to measure out the area and use gardening tools appropriately. To sow seeds and understand the process. To be able to create an observation table and begin to fill it in using bullet points To be able to create an observation table and begin to fill it in using sentences To be able to plant your vegetables into the vegetable garden and label what is planted where. To be able to plant your vegetables into the vegetable garden, organise into rows and label what is planted where. 	<ul style="list-style-type: none"> Developing more complex cooking techniques and knowledge of dietary requirements. Designing balanced meals and understanding the science behind food (e.g., fermentation, chemical reactions in cooking). 	<ul style="list-style-type: none"> Developing more complex cooking techniques and knowledge of dietary requirements. Designing balanced meals and understanding the science behind food (e.g., fermentation, chemical reactions in cooking).

Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Intent of study year 8	Year will build upon the skills from Year 7 through a further development of students' design thinking and making skills, preparing them to solve more complex real-world problems. Students will explore more advanced technical skills and tools, including computer-aided design and machinery. They will be encouraged to think about the sustainability of materials and products, and to consider the environmental and societal impact of their designs. Focus in Year 8 looks at designing with end-users and specific needs in mind, more complex mechanical and electronic systems, integrating multiple components, and the advantage of prototyping and testing to refine designs.					
8	Textiles	Textiles	Food	Food	Construction and Mechanics	Construction and Mechanics
	<ul style="list-style-type: none"> Identifying and Modifying Material using natural Products Identifying different fibres that make up fabrics Look at the future of textiles and the technology that is already available Design using appropriate skills. To identify different types of materials used in everyday life Follow verbal and written instructions Follow health and safety guides self-evaluate the final product against QA standards Peer evaluate others work Understand the impact of fashion on the world Modifying materials 	<ul style="list-style-type: none"> To understand the safety and basics of cooking To understand the importance of measurements and timings when cooking To understand the nutritional intake of different foods and the importance of this on your health To understand the different micro-nutrients (vitamins and minerals) in a range of food To understand the risks of food safety To understand how to use the grill safely To choose and research a recipe of your choice To use to recipe to create your own food 	<ul style="list-style-type: none"> Explore micronutrients and why they are needed in the diet – what happens without them. Sources, types and functions of vitamins A, D, B-group (Thiamin, Riboflavin and Niacin) % C. Sources, types and functions of calcium, iron, and sodium. The process of gelatinisation in sauce making. What is Denaturing and Coagulation and how do we use it in cooking chilled lemon Flan investigation into practical denaturing – practical experience on individual versions. Reason for labelling of food goods as by law Traffic lighting analysis – when was it introduced and why. Can 	<ul style="list-style-type: none"> To understand the impact of bicarbonate of soda To prepare and make scones To summarise the effect of the different raising agents with support To summarise the effect of the different raising agents with some support To summarise the effect of the different raising agents independently To research and write a recipe for a certain bread To make naan bread using a recipe and use the traffic light system To make garlic bread using a recipe and use the traffic light system 	<ul style="list-style-type: none"> Greater focus on research, user needs, and testing. Creating detailed design plans and using CAD for prototyping where appropriate Mastery of workshop tools and machines, including laser cutters and 3D printers. Focus on precision in making and finishing products. Designing more complex electronic systems with multiple components (motors, sensors). Understanding programmable systems (microcontrollers and robotics). 	<ul style="list-style-type: none"> Greater focus on research, user needs, and testing. Creating detailed design plans and using CAD for prototyping where appropriate Mastery of workshop tools and machines, including laser cutters and 3D printers. Focus on precision in making and finishing products. Designing more complex electronic systems with multiple components (motors, sensors).

			<p>you traffic light a dish you are going to make</p> <ul style="list-style-type: none"> • Explore energy and explain why it is needed. • To identify sources of energy in the diet and the effects they can have. • Learn about how energy needs change throughout life and energy balance and imbalances. • Continue to develop and demonstrate the principles of food hygiene and safety, focusing on handling eggs, using small pieces of electrical equipment and the hob/oven. • To calculate the nutritional content information for a recipe and create a food label for a dish. • To understand the safety and basics of cooking • To understand the importance of measurements and timings when cooking • To understand the nutritional intake of different foods and the importance of this on your health 	<ul style="list-style-type: none"> • To make banana bread using a recipe and use the traffic light system 		<ul style="list-style-type: none"> • Understanding programmable systems (microcontrollers and robotics).
Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Intent of study year 9	<p>Year 9 seeks to further students knowledge on Year 8 by consolidating students' design and technology knowledge and skills, preparing them for further study or practical application. Students will be expected to work more independently, using their creativity and technical expertise to produce innovative, functional designs, and there will be a greater emphasis on critical evaluation, real-world applications, and how design can influence society and solve problems. Focus here is centred around mastering the design process and advanced making techniques, including the use of digital tools like CAD and CNC machines (where appropriate and possible), creating products that solve real-world problems or meet specific user needs, and evaluating not just the product but also its impact on the environment and society.</p>					
9	Textiles	Textiles	Food	Food	Construction and Mechanics	Construction and Mechanics
	<ul style="list-style-type: none"> • Develop awareness of the impact fast fashion has and the importance of sustainable and recycled materials. • Develop understanding of the design process and use this to research, design, make and evaluate a product. • Develop understanding of features and materials used in clothing and apply these to their own product. • Select and use appropriate materials to design and make a product using recycled materials. • Develop an understanding of the impact fast fashion and materials have on the world. • Develop skills to research online independently. 	<ul style="list-style-type: none"> • To develop skills to use a range of stitching techniques. • To begin making a product by creating templates to use and outlining on fabric. • To make a product based on a design brief, selecting appropriate materials and applying stitching techniques. • To showcase my product through participating in a fashion show. • To evaluate final product against design criteria and make comparisons to a zero waste fashion designer. 	<ul style="list-style-type: none"> • To explore where bacteria comes from, why food might be contaminated and how bacteria can be used to create foods. • To study the function and production of different fats. • To be able to identify the function of aeration • To follow a written recipe for a pasta dish accurately and complete a sensory evaluation using faces to rate each criteria. • To be able to follow step by step instructions to prepare a range of vegetables needed and cook them as part of a recipe. • To cook a dish for someone with a dietary need and create 	<ul style="list-style-type: none"> • Pupils will be able to identify risks relating to food preparation and storage and how these can be minimised. • Pupils will be able to explain the properties of fats and oils. • Pupils will be able to identify the impact ingredients have on the flavour of foods. • Pupils will be able to develop an understanding of the scientific process of food techniques. • Pupils will be able to use a wide range of food techniques to prepare food. • Pupils will be able to evaluate their own and other people's food, 	<ul style="list-style-type: none"> • Focus on innovation, product analysis, and solving real-world problems. • Using professional CAD software (e.g., Autodesk Fusion 360) for 3D modelling where appropriate • Mastery of both hand tools and machinery (CNC machines, laser cutters). • Prototyping and testing to create functional, high-quality products. • . 	<ul style="list-style-type: none"> • Focus on innovation, product analysis, and solving real-world problems. • Using professional CAD software (e.g., Autodesk Fusion 360) for 3D modelling where appropriate • Mastery of both hand tools and machinery (CNC machines, laser cutters). • Prototyping and testing to create functional, high-quality products. • .

	<ul style="list-style-type: none"> Develop awareness of different clothing designers and features used within clothing. Develop skills relating to the design process such as research, design, make and evaluate. Develop communication skills through sharing ideas and feedback with peers. Reflect on their own lives and fashion choices, the impact this has and any changes they can make. Develop confidence to share their thoughts, feelings and ideas with others. 		<ul style="list-style-type: none"> allergen and nutritional information for the consumer. 	<ul style="list-style-type: none"> showing awareness of emotions. 		
Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Intent of study year 10	<p>Food Technology seeks to build on the skills that have been developed from Key Stage 3 and to develop them ready for students to study an examination course. This seeks to build on the preparation, cooking and evaluation skills already learned and studied.</p> <p>Students are to gain knowledge and understanding alongside confidence to cook meals at home, to use cooking skills to make homecooked food that does not use pre prepared, ready cooked food, to understand the benefits of learning home cooking Ability to transfer skills learnt to different recipes and understand how to pass on recipes learnt to others and the value of passing on information about home cooking.</p> <p>BTEC Level one and level two home cooking skills has been developed in partnership with Jamie Oliver LTD underpinning his initiatives for inspiring children to be able to develop their cooking skills, planning and producing nutritious meals with fresh food. Students begin by planning and sourcing local ingredients whilst prepping this dish with a hygienic approach including food safety. The students will discover the different parts of a meal and how to serve the ingredients as part of a meal. Students will discover ways to economize when planning a meal to discover how to deliver a tasty nutritious meal for the whole family at a low cost. The end goal of this course is for the young learners to be able to prepare, cook, present their dish and can evaluate their dishes being able to suggest what they'd do different next time. These young learners will develop their skills and confidence to gain enjoyment for cooking at home with family members embedding the skills they've developed to build on these skills during their lifetime.</p>					
10	Introduction to Cooking	Importance of Healthy eating	Food Choice and Dietary Needs	Food Provenance – Farm to Fork	Food Miles; Growing your Own and Seasonality	Home Made or Take Away
	<ul style="list-style-type: none"> To understand the safety and basics of cooking To understand the importance of measurements and timings when cooking To understand the nutritional intake of different foods and 	<ul style="list-style-type: none"> Understanding the eat well guide building on prior knowledge (KS3) Adapting recipes to make them healthier or more balanced Understanding food labels and the importance of the 	<ul style="list-style-type: none"> Factors that affect food choice e. g religion, culture, health, allergies and age Adapt and select ingredients to suit different dietary needs Identify ways to pass on information about home cooking 	<ul style="list-style-type: none"> Where food comes from- grown, caught, reared and gathered Fresh, frozen, organic, free range, local and seasonal ingredients. Food preparation- regional and cultural meals/snacks 	<ul style="list-style-type: none"> Staples and Vegetables What foods are best at different times of the year Food provenance – where does your food come from? 	<ul style="list-style-type: none"> Comparison of take away and home cooked foods inc. ready meals. Looking at different ingredients and salt/sugar content. Adapting meals to make them more balanced

	<p>the importance of this on your health</p> <ul style="list-style-type: none"> • Food storage • Store cupboard ingredients • Rules of the kitchen/Food tech room • Recap on different kitchen equipment and there uses and how to use them safely • Food preparation skills- introduction to eggs and different methods for cooking eggs e.g. poaching, scrambling. • Recap on knife techniques. • Evaluation skills e.g identifying good and bad things about the product also skills and how this can be improved 	<p>information found on a food label</p> <ul style="list-style-type: none"> • Importance of breakfast • Food preparation skills- Cereals e.g. porridge, doughs, batter etc • Evaluation skills e. g identifying good and bad things about the product also skills and how this can be improved 	<ul style="list-style-type: none"> • Food preparation- fillings and toppings for sandwiches, pastry and jacket potatoes • Evaluation skills e. g identifying good and bad things about the product also skills and how this can be improved 	<p>e.g. smoothies, fruit crumble, sausage roll, kebabs and muffins</p> <ul style="list-style-type: none"> • Evaluation skills e.g identifying good and bad things about the product also skills and how this can be improved 	<ul style="list-style-type: none"> • Buying local and what the benefits of this are on costs and personal choice. • Writing plans taking time and safety into consideration • Food preparation skills- stir fries, salads, frying, roasting and boiling • Presentation techniques • pass on information about cooking meals at home from scratch • Evaluation skills e.g. identifying good and bad things about the product also skills and how this can be improved 	<ul style="list-style-type: none"> • Writing simple time plans • Food preparation- one pot meals/layered dessert
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