

# DESIGN & TECHNOLOGY

<b>Curriculum Intent</b>	A faculty where curious, inquisitive minds are developed into independent, confident, resilient problem solvers not afraid to take risks.
<b>KS3 Curriculum</b>	The curriculum explores the material areas associated with Design and Technology. Knowledge is embedded through theory lessons and skills developed in practical sessions.
<b>KS4 Curriculum</b>	The curriculum covers all aspects of Design and technology from material technologies to employment and developments in technology used in industry. KS3 has now been redesigned to ensure more knowledge needed at KS4 is embedded in to earlier learning.

Year Group		HT1	HT2	HT3	HT4	HT5	HT6
<b>7</b>	Content	<b>Iterative Design Process.</b> <ul style="list-style-type: none"> <li>- Modelling</li> <li>- Sketching</li> <li>- Thinking</li> <li>- Evaluating</li> </ul>		<b>Timbers</b> <ul style="list-style-type: none"> <li>- Origins</li> <li>- Sources</li> <li>- Forms</li> <li>- Skills board 1 &amp; 2</li> </ul>		<b>Polymers</b> <ul style="list-style-type: none"> <li>- Origins</li> <li>- Sources</li> <li>- Forms</li> <li>- Skills board 1 &amp; 2</li> </ul>	
<b>8</b>	Content	<b>Timbers</b> <ul style="list-style-type: none"> <li>- Origins</li> <li>- Sources</li> <li>- Working with timbers</li> <li>- Commercial Manufacturing</li> <li>- Skills board 1 &amp; 2</li> </ul>		<b>Metals</b> <ul style="list-style-type: none"> <li>- Origins</li> <li>- Sources</li> <li>- Working with metals</li> <li>- Commercial manufacturing</li> <li>- Skills board 1, 2</li> </ul>		<b>Mechanisms</b> <ul style="list-style-type: none"> <li>- Lever and linkages</li> <li>- Cams and followers</li> <li>- Gears and pulleys</li> <li>- Mathematical principles</li> </ul>	
<b>9</b>	Content	<b>Polymers</b> <ul style="list-style-type: none"> <li>- Origins</li> <li>- Sources</li> <li>- Forms</li> <li>- Working with polymers</li> <li>- Skills board 1 &amp; 2</li> </ul>		<b>Systems and Control</b> <ul style="list-style-type: none"> <li>- Hydraulic Systems</li> <li>- Electronic Systems</li> </ul>		<b>3D Modelling</b> <ul style="list-style-type: none"> <li>- Basic Tinkercad</li> <li>- Rocket project – Fusion 360</li> <li>- 3D printing and assembling.</li> </ul>	
<b>10</b>	Content	Unit 6 – designing principles Design movement design task.	Unit 3 – Materials Designing for disability	Unit 1 – new and emerging technologies 3D modelling	Unit 5b – timber-based materials Prototyping	Mini NEA	Unit 7 – making Principles NEA – Section A
<b>11</b>	Content	Unit 7 – making Principles Unit 4 – common specialist technical principles NEA – Section A	Unit 4 – common specialist technical principles Unit 2 - Energy, materials, systems and devices	Unit 1 recap – new and emerging technologies Unit 3 recap – materials NEA – Section C & D	Unit 6 recap – designing principles Unit 7 recap – making principles	Exam preparation.	

			NEA – Section B & C		Unit 5b recap - timber-based materials Unit 4 recap – common specialist technical principles NEA Section D and		
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# CONSTRUCTION

<b>Curriculum Intent</b>	A faculty where curious, inquisitive minds are developed into independent, confident, resilient problem solvers not afraid to take risks.
<b>KS3 Curriculum</b>	NA
<b>KS4 Curriculum</b>	The curriculum covers four areas of Construction. 1 – Construction Technology, 2 – Scientific and Mathematical Applications of Construction, 3 - Construction Design, 4 – Carpentry and Joinery.

Year Group		HT1	HT2	HT3	HT4	HT5	HT6
<b>10</b>	<b>Content</b>	<ul style="list-style-type: none"> <li>• Performance Requirements</li> <li>• Pre-construction</li> <li>• Foundations</li> <li>• Ground floors</li> <li>• Walls</li> </ul>	<ul style="list-style-type: none"> <li>• Walls</li> <li>• Floors</li> <li>• Roofs</li> <li>• Exam preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Exam – January 7<sup>th</sup></li> <li>• Tools and equipment</li> <li>• Safe handling</li> <li>• Risk assessments</li> <li>• Unit 5 – assignment 1</li> <li>• Timber frame</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 - Assignment 2</li> <li>• Unit 2</li> <li>• Nature of forces</li> <li>• Effect of forces</li> </ul>	<ul style="list-style-type: none"> <li>• Hooke's Law</li> <li>• Changes in temperature</li> <li>• Heat storage</li> <li>• Heat capacity</li> <li>• Thermal conductivity</li> <li>• how changes in loading and temperature affect construction materials</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 – LA-A assessment</li> <li>• Rearranging formulae</li> <li>• Substituting values into and evaluating formulae</li> <li>• Solving equations</li> <li>• Cartesian coordinates</li> <li>• Gradient and intercept.</li> </ul>
<b>11</b>	<b>Content</b>	<ul style="list-style-type: none"> <li>• Areas and volume</li> <li>• Trigonometry</li> <li>• LA-B Assessment</li> <li>• Stress, Strain and Modulus of Elasticity</li> <li>• Coefficient of Thermal Expansion</li> </ul>	<ul style="list-style-type: none"> <li>• LA- A – assessment</li> <li>• Hand tools and storage</li> <li>• Risk assessments</li> <li>• LA- A &amp; B assessments</li> </ul>				

# HOSPITALITY & CATERING

<b>Curriculum Intent</b>	A faculty where curious, inquisitive minds are developed into independent, confident, resilient problem solvers not afraid to take risks.
<b>KS3 Curriculum</b>	The curriculum explores Food Preparation and cooking skills associated with Hospitality and Catering. Knowledge is embedded through practical lessons in order to expand subject knowledge
<b>KS4 Curriculum</b>	The curriculum covers all aspects of the Hospitality and catering industry from Skills to employment both in the Catering and Hospitality establishments. Students will also be learning life skills which will help them live a healthy lifestyle in the future

Year Group	HT1	HT2	HT3	HT4	HT5	HT6	
<b>7</b>	Content	<b>Healthy Lunch Box</b> <ul style="list-style-type: none"> <li>• Health and safety. intro</li> <li>• Eatwell plate</li> <li>• Knives skills and salsa</li> <li>• Quesadillas</li> <li>• Sausage rolls</li> <li>• Tomato soup</li> <li>• Christmas practical ( truffles)</li> <li>• Savoury muffins pasta salad</li> </ul>			<b>Great Salford bake off</b> <ul style="list-style-type: none"> <li>• flapjack</li> <li>• Easter practical (scotch egg)</li> <li>• Scone</li> <li>• Carrot cake</li> <li>• Apple crumble</li> <li>• Victoria Sponge</li> <li>• Triffin</li> </ul>		
<b>8</b>	Content	<b>Food miles</b> <ul style="list-style-type: none"> <li>- Health and safety. intro</li> <li>- Food miles</li> <li>- Mac cheese</li> <li>- Fajitas</li> <li>- Thai butternut squash</li> <li>- Fried rice</li> <li>- Christmas practical (mince pies)</li> <li>- Curry</li> <li>- pizza</li> </ul>			<b>Sensory analysis</b> <ul style="list-style-type: none"> <li>- Cheese and onion pasties</li> <li>- Easter practical (egg nests)</li> <li>- Kofta</li> <li>- Paella</li> <li>- Tiramisu</li> <li>- Chicken kebabs</li> <li>- Cinnamon rolls</li> </ul>		
<b>9</b>	Content	<b>Health and safety. 4 C's</b> <ul style="list-style-type: none"> <li>- Food poisoning</li> <li>- Vegetable minestrone soup</li> <li>- Burrito + guacamole</li> <li>- Chow mien</li> <li>- Mushroom risotto</li> <li>- Christmas practical (chocolate log)</li> <li>- Chickpea &amp; spinach Curry</li> <li>- Meatball Sub</li> </ul>			<b>Kitchen brigade</b> <ul style="list-style-type: none"> <li>- Cottage pie</li> <li>- Easter practical (crème egg brownie)</li> <li>- Fish and chips</li> <li>- Steamed dumplings</li> <li>- Bread crumb chicken burger</li> <li>- Roasted peri peri chicken couscous salad</li> <li>- Breakfast wrap</li> <li>- Pastel de nata</li> </ul>		

10	Content	Unit 1 LO 1 :Understand the environment in which hospitality and catering providers operate.  Practical skills for Unit 2 LO 3 Produce dishes to be served on a range of different menus	Unit 1 LO 1 :Understand the environment in which hospitality and catering providers operate.  Practical skills for Unit 2 LO 3 Produce dishes to be served on a range of different menus	Unit 1 LO2 Understand how Hospitality and catering providers operate  Practical skills for Unit 2 LO3 Produce dishes to be served on a range of different menus	Unit 1 LO3 Understand how Hospitality and catering provision meets health and safety requirements.  Practical skills for Unit 2 LO3 Produce dishes to be served on a range of different menus	Unit 1 LO4 Know how food can cause ill health.  Practical skills for Unit 2 LO4 Produce dishes to be served on a range of different menus	Revision Exam
11	Content	Unit 2 LO2: Understand menu planning and LO3 Produce dishes to be served on a range of different menus	<b>Controlled assessment and practical exam</b>  Unit 2 LO1. Understand the importance of nutrition when planning meals. LO2: Understand menu planning, LO3 Produce dishes to be served on a range of different menus				

# CHILDCARE

<b>Curriculum Intent</b>	A faculty where curious, inquisitive minds are developed into independent, confident, resilient problem solvers not afraid to take risks.
<b>KS3 Curriculum</b>	NA
<b>KS4 Curriculum</b>	The curriculum covers - Unit 1 – An Introduction to working with children, Unit 2 – The Developing Child 0-5 years. Unit 3 - Written exam encapsulating all learning in Unit 1 & 2.

Year Group		HT1	HT2	HT3	HT4	HT5	HT6
<b>10</b>	Content	<ul style="list-style-type: none"> <li>Personal development –</li> <li>Human growth &amp; development</li> <li>Food &amp; nutrition</li> <li>Health &amp; safety</li> </ul>	<ul style="list-style-type: none"> <li>Care of the child</li> <li>Play &amp; practical activities</li> <li>Virtual baby programme</li> </ul>	<u>UNIT 1</u> <ul style="list-style-type: none"> <li>Settings &amp; Provisions</li> <li>Key issues &amp; preparing for placement</li> </ul>	<ul style="list-style-type: none"> <li>Responsibilities of a key worker</li> <li>Individual needs of the child</li> <li>Inclusion and Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Learning styles</li> <li>Study skills</li> <li>Bibliography &amp; References</li> <li>The importance of following key responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Reflection of an early-years worker</li> <li>Evaluation of everyday experiences that promote holistic development</li> <li>Introduction to exam questions</li> </ul>
<b>11</b>	Content	<b>Exam practice questions</b> <ul style="list-style-type: none"> <li>Sit written (external) exam</li> </ul>	<u>Unit 2</u> <ul style="list-style-type: none"> <li>Physical, Intellectual, emotional and social &amp; language development</li> <li>Suitable methods of observations</li> <li>Advantages and Disadvantages of different observations</li> </ul>	<ul style="list-style-type: none"> <li>Factors effecting a child's holistic development</li> <li>Everyday activities that promote independence, well-being &amp; health and safety of the child</li> </ul>	<ul style="list-style-type: none"> <li>Different transitions &amp; the possible effects on the child</li> <li><b>Understanding patterns of holistic development</b></li> </ul>	Evaluation of how everyday experiences of the child promotes holistic development  COURSE END	