

Westbourne Academy Curriculum Planning Document Subject: DT Year:9

Timescale	Autumn		Spring		Summer	
Prior Learning (from KS2/3)	KS3- Cover health, safety & hygiene. Cooking techniques including shaping, bread coating, boiling baking & frying.		KS3 – YR7&8 practical units		KS3 – YR7&8 units	
Unit Title	1. Food, Nutrition & Catering- Hospitality & Catering		2. Practical Skills – Skills Board		3. Specialist – Practical Lamp	
Key knowledge (5-10 points)	1. Identify and understand the factors of food related ill health 2. Explain the difference between hospitality & catering 3. Explain the difference between a commercial and noncommercial business 4. Give examples of different professional cooking equipment 5. Describe the differences between domestic and professional kitchens 6. Describe their experiences of different cooking methods 7. Experience of handling a variety of commodities	8. Identify a range of careers in the catering & food industry 9. Describe the role of marketing in H&C 10. Use language to persuade through the use of a press release 11. Identify menu types 12. Identify a range of provisions within a hospitality or catering establishment 13. Describe their experiences of different cooking methods 14. Experience of handling a variety of commodities	1. Identify the processes of plastic forming 2. Explain the difference between the plastic forming processes. 3. Identify the process of CAD/CAM 4. Explain the difference between the processes. 5. Identify different types of timber joints. 6. Understand how to mark and cut out different joints.	7. Identify different processes of manipulating metal. 8. Explain the different ways of working with metal and why as well as cutting and joining metal. 9. Understand the term modelling and the benefits of doing this. 10. Wood turning and the process of this. 11. Environmental impact of material	1. Identify the different materials timber, metals and polymers. 2. Analysis of existing products. 3. Create 3-4 design ideas – rendered and annotated. 4. Model final design through physical and virtual (paper and CAD). 5. Preparing material by marking and cutting out according to their design.	6. Using their knowledge of previous years and skills taught in unit 3 – students will apply this to their design idea and start manipulating material to create their prototype. 7. Apply knowledge of previously learned skills to address any issues/complications during manufacturing.
Key skills (optional)	Use bridge hold and claw grip safely to prepare food Be able to knead, leaven, and bake bread Be able to shape and form ingredients Be able to reduce a sauce in a simmer Be able to use starch as a thickening agent	Use bridge hold and claw grip safely to prepare food Be able to stuff, breadcrumb and bake Be able to prepare pastry and shape food consistently with cutters Be able to shape, form ingredients and present dishes well.	The ability to use the correct tools and machines to manipulate the material safely, correctly and competently. Line bending, plastic forming and vacuum forming. Laser cutter & 2D design Marking and cutting out timber joints.	Sawing, bending and pop riveting metal as well as drilling and countersinking. The ability to use the correct tool and machines to manipulate the material safely and correctly. Wood turning – lathe Pillar drill Sawing	Ability to select material through knowledge of properties for their lamps. Communication through drawing, rendering and annotating design ideas. Model and test ideas and make improvements where necessary.	Apply previously learned skills from Unit 3 and the last 2 years to create the prototype (their design of the lamp). Multi material project — so learning how to design products as a whole and the individual components needed.
Key terminology	Mould, yeast, chemical, metals, fermentation, poisonous plants, Commercial, non-commercial, residential, business, profit, Large Equipment, Mechanical equipment, Hand-held utensils and equipment, professional,	Careers, front of house, kitchen, chef, waiting, environmental health, recipe developer, further education, university, Marketing, Press Release, Single, cycle, fixed, à la carte, table d'hôte, Provision, establishment, catering,	Vacuum forming, mould, plastic forming, strip heater, plastic forming oven,, CAD, CAM, laser cutter, timber, mitre, dowel, housing, combing, tenon saw, marking gauge, chisel, clamp	Hacksaw, flat file, scribe, centre punch, hammer, pillar drill, screws, pop rivet, rivet gun, model, craft knife, cutting board/mat, scalpel, maun safety rule, lathe, wood turning, chisel.	Timber & examples, metals & examples, polymers & examples, aesthetics, customer, function, materials, size, environmental impact, render, annotate, model, cutting board/mat, scalpel	Materials, processes, various tools and equipment — independent as students will use different tools and machines in the workshop based on their own design.



		NONDERT				
	domestic ,rise, bake, knead, simmer,	accommodation, bake, glaze, rest,				
Assessment (methods to assess)	Peer assessment of the presentation of meatballs. Verbal/whole class feedback on cooking.	End of unit assessment /30	Whole class feedback on one of the processes that they are learning.	End of unit assessment /30	Peer assessment of design ideas.	Individual feedback in relation to their practical and the progress they are making – in line with GCSE DT & 3D.
Links to other units in KS3/4.	Links to medium & high level cooking and presentation skills required for unit 2 Preparing core knowledge of hygiene, safety and healthy meal planning.	Links to medium & high level cooking and presentation skills required for unit 2 Preparing core knowledge of hygiene, safety and healthy meal planning.	Links to core knowledge needed at KS4 Links to specialist knowledge at KS4.	Links to core knowledge needed at KS4 Links to specialist knowledge at KS4.	 Links to core knowledge needed at KS4 Links to specialist knowledge at KS4. Starts preparing them for creating design ideas, rendering and annotating at KS4. 	Links to core knowledge needed at KS4 Links to specialist knowledge at KS4.