

St Cuthbert Mayne School Curriculum Map 2023-2024



Department: Design & Technology, Food & Child Development

KS4: Year 11

Department Intent and overview

Design and Technology - KS4

- Design and Technology is an inspiring, rigorous, engaging and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire and use a broad range of subject knowledge, skills, and understanding to prepare them to live and work in the designed and made world. They incorporate knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence and demonstrate safe working practices. They learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens, and develop the skills to critique and refine their own ideas whilst designing and making. They communicate their design ideas

and decisions using different media and techniques and develop decision making skills, including the planning and organisation of time and resources when managing their work. They are encouraged to consider the costs, commercial viability and marketing of products. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. It provides opportunities for students to apply knowledge from other disciplines, including mathematics, science, art & design, computing & humanities. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Food Preparation, Cooking and Nutrition - KS3 and KS4

- Food preparation, cooking and nutrition is an inspiring, rigorous and engaging practical subject where students use a broad range of knowledge, skills, and understanding when buying, storing, preparing and cooking different ingredients to make healthy and nutritious dishes and meals. Students experience exciting and creative lessons which focus on practical cooking skills to ensure students develop a thorough understanding of Nutrition and health, Food science, Food safety, Food choice, Food provenance and the working characteristics of food materials/ingredients. The focus is on nurturing students' practical cookery skills and encourages them to demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. They acquire a knowledge and understanding of the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health and the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices. They demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. They are provided with the opportunity to understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

OCR Child Development - KS4

- Child development is an inspiring, rigorous, engaging and informative subject where students learn the essential knowledge and understanding for Child Development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and childhood safety. They gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all these needs. They acquire a knowledge and understanding of nutrition, hygiene practices and the opportunity to evaluate dietary choices. They are encouraged to gain knowledge of, and skills in, developing activities to observe developmental norms in children up to the age of five years old. They have the opportunity to research, plan, carry out activities with children and observe and review these activities, as well as an understanding of the development norms and benefits of play in child development.

Key Stage 4 Curriculum Summary

Year 11

Eduqas GCSE Design Technology:

- To prepare students to participate confidently and successfully in an increasingly technological world.
- To gain awareness and learn from wider influences on D&T including historical, social, cultural, environmental and economic factors.
- To work creatively when designing and making and applying technical and practical expertise.
- To understand and know core technical and designing and making principles, including a broad range of design processes, materials, techniques and equipment.
- To understand and know specialist technical principles in greater depth

EDUQAS GCSE Food Preparation and Nutrition:

- To know and understand the topics of Nutrition, Health, Food Science, Food safety, Food choice and Food provenance
- To understand the working characteristics, functional and chemical properties of ingredients.
- To gain knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition when making food products and set menus.
- To develop the skills and knowledge to prepare, cook and present a final menu of dishes demonstrating technical skills and the safe and competent use of tools and equipment

OCR Cambridge Nationals Child Development:

- To learn the essential knowledge and understanding for Child Development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and childhood safety
- To gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all these needs.
- To gain knowledge of nutrition and hygiene practices and the opportunity to evaluate dietary choices.
- To gain knowledge of, and skills in, developing activities to observe developmental norms in children up to the age of five years old.
- To research, plan, carry out activities with children and observe and review these activities, as well as an understanding of the development norms and benefits of play in child development.

Autumn Term 2023

Topic/Unit	<i>EDUQAS GCSE Design & Technology</i>	<i>EDUQAS GCSE Design & Technology</i>	<i>EDUQAS GCSE Food Preparation & Nutrition</i>	<i>EDUQAS GCSE Food Preparation & Nutrition</i>	<i>OCR Cambridge Nationals Child Development</i>	<i>OCR Cambridge Nationals Child Development</i>
Knowledge (Content covered)	Safety, Hazard analysis, Risk assessment, PPE, Tools and equipment, Techniques & processes, Practical skills, Specifications, Properties of materials - wood, metal, plastics, paper, card, textiles, New and emerging technologies, Energy generation & storage,	Developments in new materials, Systems & control, Mechanical devices, Components, forces and stresses, Ecological and social footprints, Stock forms, Scales of production, Surface treatments and finishes	Nutrition & healthy eating, Nutrient - sources & functions, Recipes, Food science, cooking & heat transfer, functional and chemical food properties, Safety, hygiene, spoilage and contamination	Food choice, dietary needs & health, meal planning, Food provenance, food choices, British and International cuisines, evaluation, environmental impact and sustainability, processing and production Sensory analysis	Developmental norms and milestones for 0 - five years - Physical - gross motor/fine motor skills, Intellectual -language, reading, writing, number, Social and emotional - communication	behaviour, self esteem, sharing, Types of Play: Manipulative, Co-Operative, Solitary, Physical, Creative Benefits of play: Physical, Intellectual, Social skills, Creativity

Skills	Identifying & investigating design possibilities, Producing a design brief and specification	Generating design ideas Developing design ideas Realising design ideas Analysing & Evaluating	Researching, Recording, Explaining, Investigating, Considering factors/needs, Decision making, Planning	Selecting, Rejecting, Analysing, Skills including veg, meat, fish, fruit prep, boiling, grilling, baking, frying, knife skills, pastry, sauce & cake/dessert making,	Researching, Recording, Explaining, Investigating, Considering factors/needs, Decision making	Selecting, Rejecting, Analysing, Planning, Observing, Reviewing, Evaluating
Assessment	Teacher assessment Self assessment Peer assessment Verbal assessment Testing End of unit assessment 50% Coursework 50% Examination		Teacher assessment Self assessment Peer assessment Verbal assessment Testing End of unit assessment 50% Coursework 50% Examination		Teacher assessment Self assessment Peer assessment Verbal assessment Testing End of unit assessment Unit R018: Examination Unit R020: Coursework	

Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Architect, CAD technician, CAD engineer, Design engineer, Illustrator,App developer, Games designer, Software engineer,	Website designer, Digital media designer, Electronics Engineer, Civil engineer, Electrician,	Agricultural engineer, Hotel & Catering jobs Chef/cook, Restaurant taff/manager, Nutritionist Dietician Microbiologist	Food technologist, Food scientist, Food production, Food journalist, Product developer,	Nursery nurse, Reception teacher, Primary school teacher, Child psychologist, Children's nurse	Midwife, SCBU nurse, Health visitor, Social worker, Family practitioner, Nanny, Childminder

Spring Term 2024						
Topic/Unit	<i>EDUQAS GCSE Design & Technology</i>	<i>EDUQAS GCSE Design & Technology</i>	<i>EDUQAS GCSE Food Preparation & Nutrition</i>	<i>EDUQAS GCSE Food Preparation & Nutrition</i>	OCR Cambridge Nationals Child Development	OCR Cambridge Nationals Child Development
Knowledge (Content covered)	Safety, Hazard analysis, Risk	Developments in new	Feeding the elderly. Healthy	Excess and deficiency	To be able to plan different	Relationships, Finance,

	Peer and Verbal assessment End of unit tests. Assessment: 50% Coursework 50% Examination questions. PPE	Peer and Verbal assessment End of unit test Assessment: 50% Coursework 50% Examination questions. PPE	Peer and Verbal assessment End of unit tests. Assessment: 50% Coursework 50% Examination questions. PPE	Peer and Verbal assessment End of unit tests. Assessment: 50% Coursework 50% Examination questions. PPE	Peer and Verbal assessment End of unit tests. Examination questions. PPE	Peer and Verbal assessment End of unit tests. Examination questions. PPE
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Architect, CAD technician, CAD engineer, Design engineer, Illustrator, App developer, Games designer, Software engineer,	Digital media designer, Electronics engineer, Civil engineer, Electrician, Website designer	Agricultural engineer, Hotel & Catering jobs Chef/cook, Restaurant staff/manager, Nutritionist Dietician	Food technologist, Food scientist, Food production, Food journalist, Product developer, Microbiologist	Early years teacher, Nursery nurse, Reception teacher, Primary school teacher, SEND teacher, SENDCO, Learning support assistant, Learning mentor, Family support worker	Health play specialist, Child psychologist Children's nurse, Midwife, SCBU nurse, Health visitor, Social worker, Family practitioner, Nanny, ChildMinder, Play therapist,
Summer Term 2024						
Topic/Unit	<i>EDUQAS GCSE Design &</i>	<i>EDUQAS GCSE Design &</i>	<i>EDUQAS GCSE Food Preparation &</i>	<i>EDUQAS GCSE Food Preparation &</i>	<i>OCR Cambridge Nationals Child</i>	<i>OCR Cambridge Nationals Child</i>

	<i>Technology</i>	<i>Technology</i>	<i>Nutrition</i>	<i>Nutrition</i>	<i>Development</i>	<i>Development</i>
Knowledge (Content covered)	Safety, Hazard analysis, Risk assessment, PPE, Tools and equipment, Techniques & processes, Practical skills, Specifications, Properties of materials - wood, metal, plastics, paper, card, textiles, New and emerging technologies, Energy generation & storage	Developments in new materials, Systems & control, Mechanical devices, Components, forces and stresses, Ecological and social footprints, Stock forms, Scales of production, Surface treatments and finishes	Feeding the elderly. Healthy Eating. The Eatwell Guide. Coronary heart disease. Osteoporosis. Macronutrients - proteins, fats, carbohydrates. Micronutrients - Calcium, Vitamin A, B12, D,	Excess and deficiency diseases: Coronary heart disease. Osteoporosis. Dietary fibre Nutritional analysis. Food, nutrition and health. Food Science. Food safety. Food choice. Food provenance	To be able to plan different play activities for a chosen development area with a child from birth to five years. Types of observation and play activities.	Relationships, Finance, Parental age, Social/Peer expectations, Pre-conceptual health, diet, exercise, Contraception Parental responsibility, Antenatal care, Birth, Postnatal checks, care, Conditions for development
Skills	Researching, Recording, Explaining, Investigating, Drawing, Modelling, Photography, Measuring, Evaluating	Generating design ideas Developing design ideas Realising design ideas Analysing & Evaluating, Revising, testing, memory recall.	Researching, Recording, Explaining, Investigating, Considering factors/needs, Analysing, Planning, Evaluating	Practical skills including veg, meat, fish prep, boiling, grilling, baking, frying, knife skills, whisking, pastry, sauce & cake making,	Interviewing, observing, planning, decision making, assessing, analysing, comparing, recording, reviewing, justifying,	Researching, Recording, Explaining, Investigating, Considering factors/needs, revising, testing, memory recall

					evaluating	
Assessment	Baseline test Teacher, Self, Peer and Verbal assessment End of unit tests. Assessment: 50% Coursework 50% Examination questions. PPE	Baseline test Teacher, Self, Peer and Verbal assessment End of unit test Assessment: 50% Coursework 50% Examination questions. PPE	Baseline test Teacher, Self, Peer and Verbal assessment End of unit tests. Assessment: 50% Coursework 50% Examination questions. PPE	Baseline test Teacher, Self, Peer and Verbal assessment End of unit tests. Assessment: 50% Coursework 50% Examination questions. PPE	Baseline test Teacher, Self, Peer and Verbal assessment End of unit tests. Examination questions. PPE	Baseline test Teacher, Self, Peer and Verbal assessment End of unit tests. Examination questions. PPE
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