

OCL: Lord's Hill: Design Technology/3D Design and Food & Nutrition: Long Term Plan

Brief overview

Year 7: Novice to intermediate

It is highly likely that students will transition into Year 7 with a vast range of D&T experiences, skills and knowledge, and some with none. It is therefore vital that teachers work closely with students to affirm and acknowledge all prior D&T learning (formal – through Primary school experiences, and informal – outside of school e.g., Cubs, clubs, online) and to ensure that those who have previously developed skills and understanding can use them in lesson and are signposted to extracurricular activities, as appropriate.

D&T initially aims to ignite students' curiosity, foster their critical thinking abilities, and nurture their designing and technological skills. In Year 7 Design & Technology a core theme of single material product analysis underpins the carousel. Students will study a balance of the following areas: designing, making, considering wider consequences, developing technical knowledge, experiencing materials and evaluating finished products.

In Food & Nutrition the carousel is a balance of food practical skills and the core knowledge areas of nutrition, food provenance, science, safety, and choice. Recipes are designed to develop basic practical skills, fostering confidence in the kitchen, and are underpinned by local contextual food studies. Students reflect on the sensory properties of their made products in relation to their personal tastes.

10 Week Carousel	Food & Nutrition Carousel	Design & Technology Carousel
Unit title	Year 7 Food & Nutrition	Year 7 DT Bookend Project
Relevant core concepts	Practical Cooking Skills Nutrition & Healthy Eating Food Safety Food Provenance Food Choice Food Science	Wood Materials Designing for Self Considering consequences of D&T Making Evaluating
Indicative knowledge	Nutrition Knowledge The main food groups. The Eatwell Guide and how to use it. The Government 8 Tips for Healthy Lifestyle. Energy Balance and measurement	D&T Knowledge Why designers research and identify the needs and wants of the intended user of the product.

	<p>How excess sugar intake is affecting our health. How excess fat intake is affecting our health.</p> <p>Food Provenance Italian pasta choices.</p> <p>Food Choice Gluten free – coeliac disease</p> <p>Food Safety Personal & Kitchen Hygiene</p> <p>Practical Skills Understand and uphold health, safety & hygiene rules in the kitchen. How to safely & accurately use utensils, knives & equipment in the kitchen. How to safely & accurately follow the stages and processes of a recipe.</p> <p>Food Science The meaning of enzymic browning. The meaning of conduction, convection and radiation. How micro-organisms are used in cooking bread. The meaning of coagulation.</p>	<p>The difference between hard, soft and engineered woods, their uses and characteristics.</p> <p>Why designers research existing products and how this inspires innovative design. How to write a design specification. How to draw a range of 2D design ideas, inspired by your research, with accuracy and precision. How to use templates, measure & mark accurately when transferring your design. How to evaluate your finished product against your specification.</p> <p>D&T Practical Skills Know and uphold health and safety rules in the workshop. Safely & accurately use machines and hand tools in the workshop. How to accurately cut, shape and finish soft wood.</p>
<p>Core declarative knowledge <i>facts or information stored in the memory</i></p>	<p>Gaining knowledge of:</p> <ul style="list-style-type: none"> – core safe and hygienic working practices in the food room – where food comes from and how it is used – the basic tools and equipment used to prepare and process food – the scientific properties of ingredients – the dietary constraints of a food related medical condition 	<p>Gaining knowledge of:</p> <ul style="list-style-type: none"> – core safe and hygienic working practices in the workshop – wood materials and the tools/equipment that are suitable to manipulate them – user centred design techniques (customer: self) – working to a design specification – rapid prototyping principles [to meet design criteria quickly and efficiently]
<p>Core procedural knowledge <i>the knowledge exercised in the performance of a task</i></p>	<p>Getting better at:</p> <ul style="list-style-type: none"> – Using Food Technology tools and equipment – Using a Food Technology vocabulary – Following recipe procedures and judging taste, favour, temperature etc 	<p>Getting better at:</p> <ul style="list-style-type: none"> – using Design Thinking methodologies to analyse products e.g. ACCESSFM – developing techniques to use tools and equipment effectively – the process and value of Design Critique – how to analyse & evaluate the consequence(s) of design decisions whilst prototyping using materials, tools, processes, and techniques

<p>Hinterland knowledge</p> <p><i>the extra contextual knowledge needed to be able to understand key concepts or vocabulary</i></p>	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> – the lifecycle of foods and ingredients – the correlation between biological, chemical & physical science and food studies – the consequences of unsafe or unclean food preparation – the skills and precision used in food preparation using specific equipment 	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> – the vast complexity of even seemingly simple products lifecycles – the needs and wants of the customer: designing for self – the interrelation between design decisions and the downstream environmental and social consequences. – creative prototyping examples occurring post criteria definition / within narrow constraints – the compromises designers must make
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Brief overview

Year 8: Intermediate

The Year 8 curriculum build upon the foundations laid in Year 7 and aims to develop increased mastery in the following areas: designing + making, considering wider consequences, developing technical knowledge, experiencing materials & evaluating made products. They will also start to use a specific D&T vocabulary with confidence and accuracy.

Year 8 is also a great time to start to develop students' decision-making agency, so tasks will start to include an element of ambiguity that students will need to grapple with and make decisions based on their experience of D&T in Year 7 and their work in other subject areas e.g. Maths and Physics. We move toward designing for "others" (as opposed to for "self") which will mean collaborating with others and using "soft-skills" such as asking for and receiving critique and feedback. Product analysis will continue to be a core stand and we will start to explore more complex products, and their impact on both the environment and the economy.

Food and Nutrition in year 8 builds upon the basic key practical skills, adding an additional layer of complexity in technique and process. Students begin to work with high-risk foods to formulate strict food safety principles when working with these commodities. The core principles of Nutrition & Healthy Eating, Food Safety, Provenance, Choice and Food Science continue to underpin the curriculum and directly link to the selected recipes. Students are nurtured to be increasingly more independent in practical work and adapt dishes to suit their preferences or those of their family.

10 Week Carousel	Y8 Food Carousel	Y8 Design & Technology Carousel
Unit title	Year 8 Food & Nutrition	Year 8 DT Memphis Clock Project
Relevant core concepts	Practical Cooking Skill Nutrition & Healthy Eating Food Safety Food Provenance Food Choice Food Science	Plastic Materials Designing for Others Considering consequences of D&T Making Evaluating
Indicative knowledge	Nutrition Knowledge The two types of carbohydrates. The two types of fats. The macronutrients and how they support the healthy body.	D&T Knowledge The history and impact of the Memphis Design Movement and how to use these designers as inspiration for your product. The different types of plastics, their uses and characteristics.

	<p>The micronutrients and how they support the healthy body.</p> <p>Food Provenance Wheat farming & flour production methods. The variety of eggs available.</p> <p>Food Choice Alternative protein sources for vegetarians and the types of vegetarian.</p> <p>Food Safety Food safety including 4'cs and temperature control.</p> <p>Practical Skills Recall and uphold health, safety & hygiene rules in the kitchen. How to safely & accurately use utensils, knives & equipment in the kitchen. How to safely & accurately follow the stages and processes of more complex recipes.</p> <p>Food Science The meaning of fermentation. The meaning of aeration & shortening. The meaning of lamination. The meaning of binding.</p>	<p>How to write a more complex design specification for a chosen individuals needs and wants.</p> <p>How to draw & render a range of 3D design ideas, inspired by the Memphis design movement, with accuracy and precision. How to draft and follow a production plan. How to evaluate the finished product, including reflecting on feedback.</p> <p>D&T Practical Skills Recall and uphold health and safety rules in the workshop. Safely & accurately use machines and hand tools in the workshop. How to accurately cut, shape, bond and finish acrylic.</p>
<p>Core declarative knowledge</p> <p><i>facts or information stored in the memory</i></p>	<p>Gaining knowledge of:</p> <ul style="list-style-type: none"> - nutrition for optimum health - primary and secondary food processing - alternative diet & lifestyle choices - safe and hygienic working practices - the tools and equipment used to prepare and process food, including mechanical devices - food science vocabulary and meaning 	<p>Gaining knowledge of:</p> <ul style="list-style-type: none"> - defining design criteria using product research - principles of User Centred Design - how material properties influence design decisions - the lifecycle and impact of plastic materials - specific material properties (hardness, toughness, ductility, malleability) - techniques, materials and joining methods designers and engineers use to create strength and structural integrity

<p>Core procedural knowledge</p> <p><i>the knowledge exercised in the performance of a task</i></p>	<p>Getting better at:</p> <ul style="list-style-type: none"> - weighing/measuring - cutting/slicing - mixing - forming/shaping - applying heat - checking for readiness - applying food safety principles - using equipment and utensils with precision 	<p>Getting better at:</p> <ul style="list-style-type: none"> - applying procedural knowledge from other subjects in service of a design problem e.g. Computing - how to make reasoned and balanced design decisions - using appropriate design communication techniques - analysing products using analysis frameworks [e.g. ACCESS FM] - identifying materials, components, joining methods etc - making links to wider impacts of design decisions (positive and negative) - measuring with precision, cutting with repetitive accuracy, refining, assembling and testing - manipulating shapes to create forms that solve design problems - how to meet (and test) design constraints
<p>Hinterland knowledge</p> <p><i>the extra contextual knowledge needed to be able to understand key concepts or vocabulary</i></p>	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - the friction between ethical/environmental food production, cost and nutrition - the factors that affect a person's nutritional needs and the wider consequences of not following healthy eating guidance - how dietary restrictions place limitations on choice due to availability - food safety practices in the industry governed by UK legislation 	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - real life, relatable examples of design constraints in action e.g. aeroplane seats, sports equipment, phone chargers - examples of the unique functionality that specific materials can offer, but the issues of areas like availability of ethical sourcing

Year 9: Elements of mastery

Year 9 for some will be the last time they formally study D&T, while for others it will be the springboard towards KS4, 5 and further study of D&T related subjects. For the former group Year 9 is designed to foster an understanding and appreciation of the myriad ways in which humans affect each other and the planet through their actions and choices. For the latter group we will continue to grow confidence and agency in using a design process and develop a mastery approach to using D&T specific tools.

In Year 9 Design & Technology, product analysis will continue to be a signature technique as we explore the form, function and lifecycles of highly complex products made from multiple material types, and their impact on the environment, culture/society and the economy. Consideration for great, historical designers of the past will be given when designing modern products of the future.

Food and Nutrition in year 9 begins to introduce students to the cultural nature of dishes and the migration of new flavours and ideas from the migration of people into the UK. Like Design and Technology, the origin and availability of foods & commodities are explored alongside the modern constraints of economic, social and environmental issues. UK legislation that directly

impacts food production and consumption is discussed in relation to health and wellbeing. Cooking techniques and processes continue to build on the basics of lower key stage 3 learning with increased complexity and refinement of skills to achieve successful outcomes.

10 Week Carousel	Food & Nutrition Carousel	Design & Technology Carousel
Unit Title	Year 9 Food & Nutrition	Year 9 Art Deco Lamp
<p>Relevant core concepts</p>	<p>Practical Cooking Skills Nutrition & Healthy Eating Food Safety Food Provenance Food Choice Food Science</p>	<p>Designing – form and function focus Making Considering consequences of D&T Technical Knowledge Evaluating</p>
<p>Indicative knowledge</p>	<p>Nutrition Knowledge The two types of protein. Nutritional needs of different groups. How vegetarians and vegan gain their protein</p> <p>Food Provenance Look at four different cuisines(Italian, Chinese, Indian & Mexican) The variety of dishes that have migrated into the UK. The meaning of the term 'staple' food.</p> <p>Food Choice Food waste & the environment. Sustainable & ethical food. Food poverty in the UK</p> <p>Food Safety Food safety including 4'cs and temperature control. EHO & grading food establishments</p> <p>Practical Skills Recall and uphold health, safety & hygiene rules in the kitchen. How to safely & accurately use utensils, knives & equipment in the kitchen with more precision and accuracy. How to safely & accurately follow the stages and processes of more complex recipes.</p>	<p>D&T Knowledge The history and impact of the Art Deco Movement and how to use these designers as inspiration for the product. How to analyse existing products in depth using ACCESS FM. How to write a more complex design specification considering environmental impact. How to draw & render a range of 3D design ideas, including a CAD, inspired by the Art Deco design movement, with accuracy and precision. How an electronic circuit is constructed. How to evaluate your finished product, including reflecting on its environmental impact.</p> <p>D&T Practical Skills Recall and uphold health and safety rules in the workshop. Safely & accurately use machines and hand tools in the workshop. How to accurately cut, shape, bond and finish acrylic, electronic components & soft wood.</p>

	Food Science The meaning of dextrinization The meaning of elasticity The meaning of extruding The meaning of tenderise	
Core declarative knowledge <i>facts or information stored in the memory</i>	Gaining knowledge of: <ul style="list-style-type: none"> – nutrition for optimum health of specific groups of people – primary and secondary food processing – alternative diet & lifestyle choices and the factors that influence these, i.e. religion, culture & economics – the risks to human health if one does not follow safe and hygienic working practices – the tools and equipment used to prepare and process food, including electrical devices and more complex mechanical tools. – the practical processes that relate to the food science vocabulary and meanings learnt 	Gaining knowledge of: <ul style="list-style-type: none"> – creative risk taking, including factoring in time. – how to ideate, develop and iterate prototypes – how to select combinations of materials, tools and equipment – how to manipulate the properties and characteristics of materials
Core procedural knowledge <i>the knowledge exercised in the performance of a task</i>	Getting better at: <ul style="list-style-type: none"> – preparing ingredients with greater precision and accuracy – using tools and equipment with greater skilful control – recognising when cooking processes are not working and adjusting as necessary, i.e. turning hob heat down if liquid looks about to boil over – recognising when flavour needs adjustment and beginning to understand the balance of sour, salty, bitter, sweet and umami – recognising when a food product has been presented in an appealing manner 	Getting better at: <ul style="list-style-type: none"> – cutting and joining materials – setting-up and carrying out controlled tests – observing and analysing modes of failure – selecting materials and prototyping / manufacturing techniques – working in and through a design process – confidently making design decisions based on prior knowledge – safely using tools, equipment and materials to develop prototypes.
Hinterland knowledge <i>the extra contextual knowledge needed to be able to understand key concepts or vocabulary</i>	Developing an understanding of: <ul style="list-style-type: none"> – the moral dilemma when purchasing food products from unethical sources – the part individuals & corporations play in sustainable food consciousness – the factors that affect a person's access to food, the impact of the cost of living crisis and food poverty in the UK – the influence of migration on UK food offerings – the role & power of the EHO in monitoring and inspecting eating establishments frequented by students 	Developing an understanding of: <ul style="list-style-type: none"> – the role of prototypes in a commercial design / engineering process – how designers present ideas using a range of media – how designers are inspired by other creatives both past & present – how designers are considering the impact of product lifecycle on the environment – how electronic systems are tested and faults identified

Brief Overview

Year 10 & 11

For students who decide to choose further study in either Food and Cookery or 3D Design, their extended journey begins with a period of reflection, personal assessment and opportunity to hone, refine and develop their technical skills and understanding. Time is dedicated to exploring the structure & learning route through the individual courses, the assessment breakdown and standards. Students will examine previous student work as they explore their own ideas and creativity, clarifying the expectations of each qualification.

For those studying Food and Nutrition, there is a balance of learning between the core theory knowledge required to answer written exam questions with confidence and the real-world catering scenario posed by the Non-Exam Assessment. The heart of the course aims to develop student skills to cook desirable, nutritionally rich, flavourful dishes.

3D Design students will note a shift from designing and making products in resistant materials to an exploration of a wide range of modelling materials which enable them to experiment and refine their own creative intentions. Immersing oneself in the wide variety of outcomes produced by 3D designers and artists, in a broad array of contexts, is the aim of this course, offering students experiences that allow creative endeavours with personal meaning and connection, to emerge.

Term 1	NCFE Level 2 Technical Award in Food & Cookery	AQA GCSE 3D Design
Unit title	Year 10 Nutrition & Health	Year 10 Building Skills
Relevant core concepts	<ul style="list-style-type: none"> – health and safety relating to food and the cooking environment – the main food groups & key nutrients and what is required for a balanced diet <ul style="list-style-type: none"> – applying practical cooking skills and techniques 	<p>AO1 Develop ideas through creative and purposeful investigations</p> <p>AO2 Thoughtfully refine ideas with discrimination.</p> <p>AO3 Record ideas, observations and insights skilfully and rigorously through; drawing, annotation, other appropriate means</p> <p>AO4 Present a personal and meaningful response that realises intentions.</p>
Indicative knowledge	<p>Safe and hygienic working practices relating to the individual and the cooking environment, including equipment.</p> <p>Potential hazards and risks in the cooking environment and how to minimise them.</p> <p>Proportions of the food groups – Eatwell Guide</p> <p>UK government healthy eating tips</p>	<p style="text-align: center;">3D Design Knowledge</p> <p>How to develop and record ideas, both analogue (physical sketchbook) & digitally.</p> <p>How to reflect and respond to ideas as work progresses.</p> <p>How to work with a range of new techniques, mediums and materials.</p> <p>How to refine work as it progresses.</p> <p>How to construct work in 3D.</p> <p>How to communicate ideas through drawing & modelling processes.</p> <p>How to explore construction techniques.</p> <p>How to experiment with layout and composition in sketch books.</p> <p>How to make outcomes personal and meaningful.</p>

	<p>Sources and functions of macronutrients, micronutrients, minerals, fibre & water</p> <p>Nutrient imbalances: deficiencies and excesses</p> <p>Nutritional requirements for different groups of people</p> <p>Food-related health conditions & intolerances or allergies</p> <p>Nutritional information on food labels</p> <p>Key stages and the purpose of a recipe</p> <p>The characteristics and functions of ingredients</p> <p>Practical skills in preparation, cooking techniques & presentation.</p>	<p>How to demonstrate understanding of visual language through outcomes and annotations.</p> <p>3D Design Practical Skills</p> <p>How to draw from observation</p> <p>How to photograph - the basics</p> <p>How to sculpt with clay</p> <p>How to paint with watercolours</p> <p>How to paint with acrylic paints</p> <p>How to sculpt with blue foam</p> <p>How to decoupage and laminate surfaces</p> <p>How to sculpt using modroc or sculptamold</p> <p>How to design and laser cut plywood</p> <p>How to cut, heat bend and finish acrylic</p>
<p>Core declarative knowledge</p> <p><i>facts or information stored in the memory</i></p>	<p>Gaining knowledge of:</p> <ul style="list-style-type: none"> - health and safety in a cooking environment - how to prepare and cook food safely - food groups and the role of key nutrients in maintaining good health 	<p>Gaining knowledge of:</p> <ul style="list-style-type: none"> - how to present work professionally or creatively - like an artist/designer - recognising reliable sources of information online and the value of primary research (direct photos and sketches). - the importance of consistent reflection on work produced in order to inform next steps and show 'flow'. - the methods 3D artists and designers use to generate, record, communicate ideas. - the meaning and significance behind the work of 3D artists and designers. - the importance of meeting the needs and wants of a client when designing a product. - how to show understanding of visual language by considering the formal elements of art & design – what elements make great art or design?

<p>Core procedural knowledge</p> <p><i>the knowledge exercised in the performance of a task</i></p>	<p>Getting better at:</p> <ul style="list-style-type: none"> - applying consistent hygiene and safety procedures - reading and following a recipe method - ingredients preparation with greater precision - applying appropriate and proportionate heat - adapting cooking processes in response to technical errors - taste testing and adjusting as necessary - effective time management 	<p>Getting better at:</p> <ul style="list-style-type: none"> - analysing & evaluating own and others work. - selecting and using tools, skills and processes at one's disposal during creative endeavours. - drawing ideas from research and investigation. - making connections between artists, designers and one's own work. - confident testing, trialling & blending materials and processes as they are learnt.
<p>Hinterland knowledge</p> <p><i>the extra contextual knowledge needed to be able to understand key concepts or vocabulary</i></p>	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - how & why poor hygiene and cleaning standards in the kitchen impact other's health and wellbeing. - The UK government's healthy eating guidelines. - The health of the nation and the services that support it. 	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - how sources relate to historical, contemporary, cultural, social, political, environmental contexts, within which artists and designers respond through their work. - how feelings and emotions can both hinder and enlighten creativity. - how the viewer receives intentional and unintentional messages through creative works and how this is determined by the viewers own life experiences. - how artists and designers take risks in their work by having a flexible, open-minded approach, without fear of, but instead embracing, mistakes and accidents as a valuable part of the process.

Term 2	NCFE Level 2 Technical Award in Food & Cookery	AQA GCSE 3D Design
Unit title	Year 10 Catering for All	Year 10 'When Nature Takes Over'
<p>Relevant core concepts</p>	<ul style="list-style-type: none"> - Factors that affect food choice - Recipe development and how recipes may be adapted - Applying practical cooking skills and techniques - The importance of planning a menu and action planning - Catering for people who have specific dietary requirements 	<p>AO1 RESEARCH – IMAGES & ARTISTS: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 – EXPERIMENTS WITH MEDIA: Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>AO3 – IDEAS, OBSERVATIONAL DRAWINGS & EXPLANATIONS: Record in visual and/or other forms, ideas, observations, and insights relevant to intentions, demonstrating an ability to reflect on work and progress.</p> <p>AO4 – FINAL IDEA & PIECE, LINKS TO RESEARCH: Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other portfolio elements.</p>
<p>Indicative knowledge</p>	<p>Factors affecting choice, Social, Environmental & Seasonality</p> <p>Amending and developing recipes</p> <p>Interpreting a customer brief</p> <p>Menu & action planning</p> <p>Evaluating the planning and outcome of completed dishes against the requirements of a customer brief</p> <p>Catering for different groups of people with:</p> <ul style="list-style-type: none"> • Food-related health conditions <ul style="list-style-type: none"> • Health conditions • Intolerances & Allergies 	<p>3D Design Knowledge</p> <p>Understand the meaning of a diorama, how and where such a creative piece would be used.</p> <p>Understand how to select appropriate & relevant artists or designers to research.</p> <p>Understand how to thoroughly and concisely record research and personal responses to it, in portfolios.</p> <p>Understand where to find reliable information online.</p> <p>3D Design Practical Skills</p> <p>Know how to produce observational drawings and photographs.</p> <p>Know how to experiment with materials, tools and processes, recording and reviewing samples in the portfolio.</p> <p>Know how to use existing and developing practical skills to produce a final outcome with precision and accuracy.</p>

<p>Core declarative knowledge</p> <p><i>facts or information stored in the memory</i></p>	<p>Gaining knowledge of:</p> <ul style="list-style-type: none"> - factors that impact on food choice (to include health conditions (allergies and intolerances) - how dishes can be adapted - the importance of planning and sequencing when cooking - how to present, decorate, garnish, evaluate and improve 	<p>Gaining knowledge of:</p> <ul style="list-style-type: none"> - Developing ideas in response to research. - Refining ideas following experimentations. - Recording thoughts and insights at appropriate points in the portfolio. - Clearly communicating design or art intentions. - Identifying connections between research, ideas, developments and final outcomes.
<p>Core procedural knowledge</p> <p><i>the knowledge exercised in the performance of a task</i></p>	<p>Getting better at:</p> <ul style="list-style-type: none"> - actively minimising hazards and risks when cooking - reading and interpreting multiple recipes together - dovetailing - ingredients accurate preparation with finesse - applying appropriate and proportionate heat with consideration for conserving energy - adapting cooking processes in response to technical errors - taste testing and adjusting as necessary - effective time management 	<p>Getting better at:</p> <ul style="list-style-type: none"> - Drawing from observation. - Photographing useful observations. - Sculpting, carving, cutting, joining and finishing a range of materials. - Using tools and equipment safely and accurately. - Correcting, mending, adjusting elements of material finish. - Presenting and photographing final outcomes in appropriate settings.
<p>Hinterland knowledge</p> <p><i>the extra contextual knowledge needed to be able to understand key concepts or vocabulary</i></p>	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - the needs and wants of a range of customers influenced by religious, moral, social, cultural or environmental beliefs. - the standards achieved by professional chefs as illustrated by programs such as <i>Masterchef</i> or <i>Great British Menu</i>. - the opportunities presented by catering colleges for KS5 study. - the specialisms within the industry, for example; pâtissier, entremetier, Boucher. 	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - the industry job roles that involve model making, both large and small scale. - digital developments in 3D 'virtual' modelling
Term 3	NCFE Level 2 Technical Award in Food & Cookery	AQA GCSE 3D Design

Unit title	Year 10 The Food Industry	Year 10 Product Design Jewellery/Interior Lighting
Relevant core concepts	<ul style="list-style-type: none"> - Legislation in the food industry - Food provenance 	
Indicative knowledge	<p>The Food Standards Agency (FSA) and food safety legislation</p> <p>Food provenance:</p> <ul style="list-style-type: none"> • Grown • Reared • Caught <p>Food transportation</p> <p>Food processing:</p> <ul style="list-style-type: none"> • Why food is processed • Advantages of processed food • Disadvantages of processed food <p>Food manufacturing:</p> <ul style="list-style-type: none"> • Why food is manufactured • Advantages of manufactured food • Disadvantages of manufactured food 	<p>3D Design Knowledge</p> <p>Understand how to write a design brief that answers a problem for a client. Understand how to research and analyse existing products. Understand how to write a design specification using ACCESS FM. Understand how to create a range of ideas, gain market feedback from stakeholders and develop the most suitable idea.</p> <p>3D Design Practical Skills</p> <p>Know how to create a range of initial ideas annotated to explain design thinking. Know how to create a final design idea, showing multiple view points. Know how to produce a scaled orthographic projection. Know how to model the final idea in card/low cost materials. Know how to plan for final construction, including a materials list. Know how to use modelling insights to inform final construction.</p>
Core declarative knowledge <i>facts or information stored in the memory</i>	<p>Gaining knowledge of:</p> <ul style="list-style-type: none"> - the importance of legislation that governs the food industry - where food is sourced, seasonality and food production processes - the environmental impact of food transportation, processing and manufacture 	<p>Gaining knowledge of:</p> <ul style="list-style-type: none"> - Using the work of others to inspire one's own ideas. - Designing products of worth and value to a specific client needs and wants. - Gaining a balance of form, function and aesthetics in product design.

<p>Core procedural knowledge</p> <p><i>the knowledge exercised in the performance of a task</i></p>	<p>Getting better at:</p> <ul style="list-style-type: none"> - actively minimising hazards and risks when cooking - writing a dovetailed action plan - minimising ingredients wastage - applying appropriate and proportionate heat with consideration for nutritional value - minimising technical errors through advanced preparation, prior knowledge and careful observation - planning for balanced flavours: sour, salty, bitter, sweet & umami - effective & efficient time management 	<p>Getting better at:</p> <ul style="list-style-type: none"> - Critically evaluating existing products in the marketplace. - Using the iterative design cycle to review and refine product development before final production begins. - Allowing yourself time to ruminate on ideas to avoid design fixation and let creativity flow. - Sketching, sampling, modelling and manufacture – including quality control points.
<p>Hinterland knowledge</p> <p><i>the extra contextual knowledge needed to be able to understand key concepts or vocabulary</i></p>	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - the organisations that promote ethical, moral, sustainable food - selecting & purchasing food with a discerning eye - the global food crisis and modern developments in food farming and production, e.g. vertical farming 	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - Recognising the variety of price points in the marketplace from budget to luxury goods. - Understanding the term ‘designed obsolescence’. - Know that manufacturers are increasingly concerned with sustainability in production. - Understand the growing number of environmentally & ethically conscious consumers driving product trends.
<p>Term 1</p>	<p>NCFE Level 2 Technical Award in Food & Cookery</p>	<p>AQA GCSE 3D Design</p>
<p>Unit title</p>	<p>Year 11 NEA</p>	<p>Year 11 Component 1 Personal Sustained Project</p>
<p>Relevant core concepts</p>	<p>The internal, non-exam assessment (NEA) takes the form of an internal synoptic project. It is a formal assessment that require the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation,</p>	<p>Personal sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response,</p>

	<p>to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.</p> <p>AO1 Recall knowledge and show understanding: The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.</p> <p>AO2 Apply knowledge and understanding: The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.</p> <p>AO3 Analyse and evaluate knowledge and understanding: The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p> <p>AO4 Demonstrate and apply relevant technical skills, techniques, and processes: The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools, and techniques</p> <p>AO5 Analyse and evaluate the demonstration of relevant skills and techniques, and processes: The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector.</p>	<p>their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. Students can choose one or more of the areas of study:</p> <ul style="list-style-type: none"> • architectural design • sculpture • ceramics • product design • jewellery and body adornment • interior design • environmental/landscape/garden design • exhibition design • 3D digital design • designs for theatre, film and television.
<p>Indicative knowledge</p>	<p style="text-align: center;">Task 1: Amending a recipe</p> <p>Content areas assessed: 3. Food groups, key nutrients and a balanced diet 6. Recipe development</p> <p style="text-align: center;">Task 2 (a): Preparing and cooking an amended recipe</p> <p>Content areas assessed: 1. Health and safety relating to food, nutrition and the environment 5. Preparation and cooking skills</p> <p style="text-align: center;">Task 2 (b): Evaluating an amended recipe</p>	<p style="text-align: center;">3D Design Knowledge</p> <p>how sources relate to historical, contemporary, cultural, social, environmental and creative contexts</p> <p>how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.</p> <p style="text-align: center;">3D Design Practical Skills</p>

	<p>Content areas assessed:</p> <ol style="list-style-type: none"> 2. Food legislation and food provenance 3. Food groups, key nutrients and a balanced diet 5. Preparation and cooking skills 6. Recipe development <p>Task 3 (a): Menu and action planning for a two-course meal</p> <p>Content areas assessed:</p> <ol style="list-style-type: none"> 1. Health and safety relating to food, nutrition and the environment 3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 7. Menu and action planning for completed dishes <p>Task 3 (b): Preparing and cooking a two-course menu</p> <p>Content areas assessed:</p> <ol style="list-style-type: none"> 1. Health and safety relating to food, nutrition and the environment 5. Preparation and cooking skills <p>Task 3 (c) Evaluating a two-course meal</p> <p>Content areas assessed:</p> <ol style="list-style-type: none"> 1. Health and safety relating to food, nutrition and the cooking environment 2. Food legislation and food provenance 3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 5. Food preparation and cooking skills 7. Menu and action planning for completed dishes <p>Task 4 (a): Preparing and cooking a dish suitable for someone with a food-health related condition.</p> <p>Content areas assessed:</p> <ol style="list-style-type: none"> 1. Health and safety relating to food, nutrition and the cooking environment 3. Food groups, key nutrients and a balanced diet 	<p>use 3D techniques and processes, appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> • model making • constructing • surface treatment • assembling • modelling
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	<p>5. Preparation and cooking skills</p> <p>Task 4 (b): Evaluating a dish suitable for someone with a food-related health condition</p> <p>Content areas assessed:</p> <p>3. Food groups, key nutrients and a balanced diet</p> <p>4. Factors affecting food choice</p> <p>7. Menu and action planning for completed dishes</p>	
<p>Core declarative knowledge</p> <p><i>facts or information stored in the memory</i></p>	<p>Gaining knowledge of:</p> <p>AO3</p> <ul style="list-style-type: none"> - analysis and evaluation of the nutritional content of the dish and its suitability for someone with a food related health condition - analysis and evaluation of the completed dish, against the requirements of the brief - analysis and evaluation of food groups, key nutrients, a balanced diet and recipe amendment - making justifications for the decisions taken for the amended recipe <p>AO5</p> <ul style="list-style-type: none"> - analysis and evaluation of own preparation and cooking skills used to create the two-course dishes - analysis and evaluation of own planning processes used to create the two-course dishes 	<p>Gaining knowledge of:</p> <p>creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <p>taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> <p>safe working practices in art, craft and design.</p>
<p>Core procedural knowledge</p> <p><i>the knowledge exercised in the performance of a task</i></p>	<p>Getting better at:</p> <p>AO1</p> <ul style="list-style-type: none"> - recall of knowledge and understanding of menu and action planning - recall of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment 	<p>Getting better at:</p> <p>developing creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <p>developing critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p>

	<p>AO2</p> <ul style="list-style-type: none"> - application of knowledge and understanding of action planning to create a two-course action plan - knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment - application of knowledge and understanding of menu planning to create a two-course menu <p>AO4</p> <ul style="list-style-type: none"> - demonstration and application of technical skills (preparation, cooking techniques and methods, presentation) - demonstration and application of a wide range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) 	<p>developing and refining ideas and proposals, personal outcomes or solutions with increasing independence</p> <p>develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p>
<p>Hinterland knowledge</p> <p><i>the extra contextual knowledge needed to be able to understand key concepts or vocabulary</i></p>	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - how chefs plan menus for specific groups of people and the legislation that governs this. - how and why catering businesses need to adapt and develop their menus (in response to social, cultural and environmental trends) 	<p>Developing an understanding of:</p> <p>the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</p> <p>the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work</p>
Term 2	NCFE Level 2 Technical Award in Food & Cookery	AQA GCSE 3D Design
Unit title	Year 11 NEA Continued...	Year 11 Component 2 ESA
Relevant core concepts	<p>The internal, non-exam assessment (NEA) takes the form of an internal synoptic project. It is a formal assessment that require the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and</p>	<p>AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.</p> <p>The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding</p>

	<p>coherence between the different elements of the qualification.</p> <p>AO1 Recall knowledge and show understanding: The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.</p> <p>AO2 Apply knowledge and understanding: The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.</p> <p>AO3 Analyse and evaluate knowledge and understanding: The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p> <p>AO4 Demonstrate and apply relevant technical skills, techniques, and processes: The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools, and techniques</p> <p>AO5 Analyse and evaluate the demonstration of relevant skills and techniques, and processes: The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector.</p>	<p>in response to their selected starting point.</p>
<p>Indicative knowledge</p>	<p>Task 1: Amending a recipe Content areas assessed: 3. Food groups, key nutrients and a balanced diet 6. Recipe development</p> <p>Task 2 (a): Preparing and cooking an amended recipe Content areas assessed: 1. Health and safety relating to food, nutrition and the environment 5. Preparation and cooking skills</p> <p>Task 2 (b): Evaluating an amended recipe Content areas assessed: 2. Food legislation and food provenance</p>	<p>3D Design Knowledge how sources relate to historical, contemporary, cultural, social, environmental and creative contexts</p> <p>how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.</p> <p>3D Design Practical Skills use 3D techniques and processes, appropriate to students' personal</p>

	<p>3. Food groups, key nutrients and a balanced diet 5. Preparation and cooking skills 6. Recipe development</p> <p>Task 3 (a): Menu and action planning for a two-course meal Content areas assessed:</p> <p>1. Health and safety relating to food, nutrition and the environment 3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 7. Menu and action planning for completed dishes</p> <p>Task 3 (b): Preparing and cooking a two-course menu Content areas assessed:</p> <p>1. Health and safety relating to food, nutrition and the environment 5. Preparation and cooking skills</p> <p>Task 3 (c) Evaluating a two-course meal Content areas assessed:</p> <p>2. Health and safety relating to food, nutrition and the cooking environment 2. Food legislation and food provenance 3. Food groups, key nutrients and a balanced diet 4. Factors affecting food choice 5. Food preparation and cooking skills 7. Menu and action planning for completed dishes</p> <p>Task 4 (a): Preparing and cooking a dish suitable for someone with a food-health related condition. Content areas assessed:</p> <p>1. Health and safety relating to food, nutrition and the cooking environment 3. Food groups, key nutrients and a balanced diet 5. Preparation and cooking skills</p>	<p>intentions, for example:</p> <ul style="list-style-type: none"> • model making • constructing • surface treatment • assembling • modelling
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	<p>Task 4 (b): Evaluating a dish suitable for someone with a food-related health condition</p> <p>Content areas assessed:</p> <p>3. Food groups, key nutrients and a balanced diet</p> <p>4. Factors affecting food choice</p> <p>7. Menu and action planning for completed dishes</p>	
<p>Core declarative knowledge</p> <p><i>facts or information stored in the memory</i></p>	<p>Gaining knowledge of:</p> <p>AO3</p> <ul style="list-style-type: none"> - analysis and evaluation of the nutritional content of the dish and its suitability for someone with a food related health condition - analysis and evaluation of the completed dish, against the requirements of the brief - analysis and evaluation of food groups, key nutrients, a balanced diet and recipe amendment - making justifications for the decisions taken for the amended recipe <p>AO5</p> <ul style="list-style-type: none"> - analysis and evaluation of own preparation and cooking skills used to create the two-course dishes - analysis and evaluation of own planning processes used to create the two-course dishes 	<p>Gaining knowledge of:</p> <p>creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <p>taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> <p>safe working practices in art, craft and design.</p>
<p>Core procedural knowledge</p> <p><i>the knowledge exercised in the performance of a task</i></p>	<p>Getting better at:</p> <p>AO1</p> <ul style="list-style-type: none"> - recall of knowledge and understanding of menu and action planning - recall of knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment <p>AO2</p> <ul style="list-style-type: none"> - application of knowledge and understanding of action planning to create a two-course action plan 	<p>Getting better at:</p> <p>developing creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <p>developing critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p>developing and refining ideas and proposals, personal outcomes or solutions with increasing independence</p> <p>develop knowledge and understanding of art, craft and design in</p>

	<ul style="list-style-type: none"> - knowledge and understanding of food groups, key nutrients, a balanced diet and recipe amendment - application of knowledge and understanding of menu planning to create a two-course menu <p>AO4</p> <ul style="list-style-type: none"> - demonstration and application of technical skills (preparation, cooking techniques and methods, presentation) - demonstration and application of a wide range of safe and hygienic working practices (including for the self, cooking environment and equipment / utensils) 	historical and contemporary contexts, societies and cultures
<p>Hinterland knowledge</p> <p><i>the extra contextual knowledge needed to be able to understand key concepts or vocabulary</i></p>	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - how chefs plan menus for specific groups of people and the legislation that governs this. - how and why catering businesses need to adapt and develop their menus (in response to social, cultural and environmental trends) 	<p>Developing an understanding of:</p> <p>the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</p> <p>the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work</p>
Term 3	NCFE Level 2 Technical Award in Food & Cookery	AQA GCSE 3D Design
Unit title	Year 11 Written Exam Revision	Year 11 Completion of ESA & Final Assessment
Relevant core concepts	<p>Health and safety relating to food, nutrition and the cooking environment</p> <p>Food legislation and food provenance</p> <p>Food groups, key nutrients and a balanced diet</p> <p>Factors affecting food choice</p> <p>Food preparation, cooking skills and techniques</p> <p>Recipe amendment, development and evaluation</p> <p>Menu and action planning for completed dishes</p>	<p>AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.</p> <p>The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.</p>

<p>Indicative knowledge</p>	<p style="text-align: center;">Health and safety relating to food, nutrition and the cooking environment</p> <p>Safe and hygienic working practices relating to the individual and the cooking environment</p> <p>Potential hazards and risks in the cooking environment</p> <p>Hazard Analysis and Critical Control Point (HACCP)</p> <p>Minimising risk in the cooking environment</p> <p>Safe and hygienic working practices when using cooking equipment and utensils</p> <p style="text-align: center;">Food legislation and food provenance</p> <p>The Food Standards Agency (FSA) and food safety legislation</p> <p>Food provenance Grown Reared Caught</p> <p>Food transportation</p> <p>Food processing</p> <p>Why food is processed</p> <p>Advantages of processed food</p> <p>Disadvantages of processed food</p> <p>Food manufacturing</p> <p>Why food is manufactured</p> <p>Advantages of manufactured food</p> <p>Disadvantages of manufactured food</p> <p style="text-align: center;">Food groups, key nutrients and a balanced diet</p> <p>Food groups</p> <p>The components of a balanced diet</p> <p>Proportions of the food groups</p> <p>UK government healthy eating tips</p> <p style="text-align: center;">Nutrients</p> <p>Sources and functions of macronutrients</p> <p>Sources and functions of micronutrients</p> <p>Sources and functions of minerals</p> <p>Sources and functions of water</p> <p>Nutrient imbalances</p> <p>Fibre</p> <p>Nutritional requirements for different groups of people</p>	<p style="text-align: center;">3D Design Knowledge</p> <p>how sources relate to historical, contemporary, cultural, social, environmental and creative contexts</p> <p>how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.</p> <p style="text-align: center;">3D Design Practical Skills</p> <p>use 3D techniques and processes, appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> • model making • constructing • surface treatment • assembling • modelling
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	<p>Food related health conditions Health conditions Intolerances Allergies</p> <p>Nutritional information on food labels</p> <p>Factors affecting food choice</p> <p>Social factors Environmental factors Seasonality</p> <p>Food preparation, cooking skills and techniques</p> <p>Key stages and the purpose of a recipe The characteristics and function of ingredients Preparation skills Cooking techniques Cooking methods Presentation skills</p> <p>Recipe amendment, development, and evaluation</p> <p>Interpreting a customer brief Menu planning Action planning</p> <p>Evaluating the planning and outcome of completed dishes against the requirements of a customer brief</p>	
<p>Core declarative knowledge</p> <p><i>facts or information stored in the memory</i></p>	<p>Gaining knowledge of:</p> <p>Health and safety relating to food, nutrition and the cooking environment</p> <p>Hazard Analysis and Critical Control Point (HACCP)</p> <p>Food legislation and food provenance</p> <p>The Food Standards Agency (FSA) and food safety legislation Food provenance (Grown Reared Caught) Food transportation Food processing Why food is processed Advantages of processed food</p>	<p>Gaining knowledge of:</p> <p>creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <p>taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> <p>safe working practices in art, craft and design.</p>

	<p>Disadvantages of processed food</p> <p>Food manufacturing</p> <p>Why food is manufactured</p> <p>Advantages of manufactured food</p> <p>Disadvantages of manufactured food</p> <p>Food groups, key nutrients and a balanced diet</p> <p>Food groups</p> <p>The components of a balanced diet</p> <p>Proportions of the food groups</p> <p>UK government healthy eating tips</p> <p>Nutrients</p> <p>Sources and functions of macronutrients</p> <p>Sources and functions of micronutrients</p> <p>Sources and functions of minerals</p> <p>Sources and functions of water</p> <p>Nutrient imbalances</p> <p>Fibre</p> <p>Nutritional requirements for different groups of people</p> <p>Food related health conditions Health conditions</p> <p>Intolerances Allergies</p> <p>Nutritional information on food labels</p> <p>Factors affecting food choice</p> <p>Social factors</p> <p>Environmental factors</p> <p>Seasonality</p>	
<p>Core procedural knowledge</p> <p><i>the knowledge exercised in the performance of a task</i></p>	<p>Getting better at:</p> <p>Health and safety relating to food, nutrition and the cooking environment</p> <p>Safe and hygienic working practices relating to the individual and the cooking environment</p> <p>Potential hazards and risks in the cooking environment</p> <p>Minimising risk in the cooking environment</p>	<p>Getting better at:</p> <p>developing creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <p>developing critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p>developing and refining ideas and proposals, personal outcomes or solutions with increasing independence</p>

	<p>Safe and hygienic working practices when using cooking equipment and utensils</p> <p>Food preparation, cooking skills and techniques</p> <p>Key stages and the purpose of a recipe</p> <p>The characteristics and function of ingredients</p> <p>Preparation skills</p> <p>Cooking techniques</p> <p>Cooking methods</p> <p>Presentation skills</p> <p>Recipe amendment, development, and evaluation</p> <p>Interpreting a customer brief</p> <p>Menu planning</p> <p>Action planning</p> <p>Evaluating the planning and outcome of completed dishes against the requirements of a customer brief</p>	<p>develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p>
<p>Hinterland knowledge</p> <p><i>the extra contextual knowledge needed to be able to understand key concepts or vocabulary</i></p>	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - opportunities in the Hospitality & Catering Sector. - careers associated with nutrition & food science. 	<p>Developing an understanding of:</p> <ul style="list-style-type: none"> - the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries - the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
<p>Progression to KS5 Study or Apprenticeship</p>		