

Key Stage 3 Long Term Planning (Pupils spend a term with their DT teacher before rotating. They experience 3

different DT mediums throughout the year.)

Year 7 INTENT: Introduction to Food Technology: As this is a new subject for many learners, the intent of this rotation is for pupils to learn about the basic skills that they will need to stay safe in the kitchen. This varies from knife skills to using the oven. Pupils will cover a mixture of theory and practical lessons. Pupils will be expected to participate in all practicals to give them the opportunity to enhance their skills in preparation for Years 8 and 9.

Faculty Area: Art, Performance and Technologies (Food Technology)

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Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	(Rotation 1)		(Rotation 2)		(Rotation 3)	
Knowledge	Pupils will gain knowledge about how to stay safe in a kitchen setting and being aware of their surroundings. Pupils will gather knowledge on how to make a selection of basic products that they can recreate at home or modify to create a different product. Also covered: Knife safety, The Eatwell Guide, Health and Safety in the kitchen (amongst others)	Continuation of Autumn term 1: Please note that practical's may not happen in order due to holidays, teacher presence etc.	Pupils will gain knowledge about how to stay safe in a kitchen setting and being aware of their surroundings. Pupils will gather knowledge on how to make a selection of basic products that they can recreate at home or modify to create a different product. Also covered: Knife safety, The Eatwell Guide, Health and Safety in the kitchen (amongst others)	Continuation of Spring term 1: Please note that practical's may not happen in order due to holidays, teacher presence etc.	Pupils will gain knowledge about how to stay safe in a kitchen setting and being aware of their surroundings. Pupils will gather knowledge on how to make a selection of basic products that they can recreate at home or modify to create a different product. Also covered: Knife safety, The Eatwell Guide, Health and Safety in the kitchen (amongst others)	Continuation of Summer term 1: Please note that practical's may not happen in order due to holidays, teacher presence etc.
Skills	Pupils will develop their knife skills learning two basic knife techniques (Claw grip and bridge hold). Pupils will also learn to become independent and how to follow a method accurately, so that they can produce products of a high quality.	Pupils will continue to practice their knife skills as well as learning to become more independent in practical lessons. Pupils will be able to use their clock reading skills to know when a product needs removing from an oven.	Pupils will develop their knife skills learning two basic knife techniques (Claw grip and bridge hold). Pupils will also learn to become independent and how to follow a method accurately, so that they can produce products of a high quality.	Pupils will continue to practice their knife skills as well as learning to become more independent in practical lessons. Pupils will be able to use their clock reading skills to know when a product needs removing from an oven.	Pupils will develop their knife skills learning two basic knife techniques (Claw grip and bridge hold). Pupils will also learn to become independent and how to follow a method accurately, so that they can produce products of a high quality.	Pupils will continue to practice their knife skills as well as learning to become more independent in practical lessons. Pupils will be able to use their clock reading skills to know when a product needs removing from an oven.



	Skills covered:				Skills Covered:	
	weighing and		Skills Covered:		Melting method, use	
	measuring, creaming		Melting method, use		of food components,	
	method, using the grill		of food components,		adding liquid as a	
	and oven safely, using		adding liquid as a		binder, using skills	
	the hob, how to drain		binder, using skills		from yrs. 7 and 8	
	water away safely		from yrs. 7 and 8		(including knife	
			(including knife		safety, weighing and	
			safety, weighing and		measuring, sautéing,	
			measuring, sautéing,		reduction)	
			reduction)			
Connections to	Resources have been	Resources have been	Resources have been	Resources have been	Resources have	Resources have been
previous learning	provided to Feeder	provided to Feeder	provided to Feeder	provided to Feeder	been provided to	provided to Feeder
	Primary Schools	Primary Schools	Primary Schools	Primary Schools to allow	Feeder Primary	Primary Schools
	to allow Year 6 teachers	to allow Year 6	to allow Year 6	Year 6 teachers to follow	Schools to allow	to allow Year 6
	to follow at their own	teachers to follow at	teachers to follow at	at their own pace which	Year 6 teachers to	teachers to follow at
	pace which uses some	their own pace which	their own pace which	uses some of the	follow at their own	their own pace
	of the essential skills	uses some of the	uses some of the	essential skills that will	pace which uses	which uses some of
	that will be needed in	essential skills that	essential skills that	be needed in Year 7. By	some of the	the essential skills
	Year 7. By doing this,	will be needed in	will be needed in	doing this, we build on	essential skills that	that will be needed
	we build on this	Year 7. By doing this,	Year 7. By doing this,	this knowledge and take	will be needed in	in Year 7. By doing
	knowledge and take it	we build on this	we build on this	it further and in more	Year 7. By doing this,	this, we build on this
	further and in more	knowledge and take	knowledge and take	depth. Pupils will	we build on this	knowledge and take
	depth. Pupils will	it further and in more	it further and in	recognise key terms and	knowledge and take	it further and in
	recognise key terms and	depth. Pupils will	more depth. Pupils	images to allow for	it further and in	more depth. Pupils
	images to allow for	recognise key terms	will recognise key	them to be more	more depth. Pupils	will recognise key
	them to be more	and images to allow	terms and images to	confident in their	will recognise key	terms and images to
	confident in their	for them to be more	allow for them to be	learning in Year 7	terms and images to	allow for them to be
	learning in Year 7	confident in their	more confident in		allow for them to be	more confident in
		learning in Year 7	their learning in Year		more confident in	their learning in Year
			7		their learning in Year	7
					7	
Assessment	Point 1: Pupils will	Point 1: End of unit test.	Point 1: Pupils will	Point 1: End of unit test.	Point 1: Pupils will	Point 1: End of unit test.
	complete a flowchart on	Exam style questions	complete a flowchart on	Exam style questions (where	complete a flowchart	Exam style questions
(Please note that	how to make fairy cakes.	(where possible) in which	how to make fairy	possible) in which pupils use	on how to make fairy	(where possible) in
as pupils will	They complete this after	pupils use their	cakes. They complete	their knowledge of what we	cakes. They complete	which pupils use their
rotate at the	watching a demonstration.	knowledge of what we	this after watching a	have been learning about in	this after watching a	knowledge of what we
start of a new	The purpose is to include all	have been learning	demonstration. The	this rotation	demonstration. The	have been learning
term, they will	the points in the correct order so that another	about in this rotation	purpose is to include all the points in the correct		purpose is to include all the points in the correct	about in this rotation
only complete each assessment	person could follow their		order so that another		order so that another	
once)	method. PUPILS, THEN		person could follow		person could follow	
oncey	USING THEIR FEEDBACK,		their method. PUPILS,		their method. PUPILS,	
	WILL PRODUCE A NEW		THEN USING THEIR		THEN USING THEIR	
	FLOWCHART FOR A		FEEDBACK, WILL		FEEDBACK, WILL	
	DIFFERENT PRACTICAL		PRODUCE A NEW		PRODUCE A NEW FLOWCHART FOR A	
	Point 2: Fairy cake		FLOWCHART FOR A DIFFERENT PRACTICAL		DIFFERENT PRACTICAL	
	practical. Pupils produce a		D.I. LILINI I NACIICAL		DITERENT FRACTICAL	
	batch of 10-12 fairy cakes		Point 2: Fairy cake		Point 2: Fairy cake	
	and are assessed on how		practical. Pupils produce		practical. Pupils	
	independent they have		a batch of 10-12 fairy		produce a batch of 10-	
	been as well as the finished		cakes and are assessed		12 fairy cakes and are	
	outcome of their product.		on how independent		assessed on how	



			they have been as well as the finished outcome of their product.		independent they have been as well as the finished outcome of	
					their product.	
Homework	Pupils will be asked to write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	Pupils will be asked to write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	Pupils will be asked to write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	Pupils will be asked to write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	Pupils will be asked to write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	Pupils will be asked to write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Watch: 'Junior Bake off'. Pupils can watch programmes like this so that they can see how children in a similar age range to themselves organise their work space and therefore be more organised in a kitchen	Attend: If there is a local food festival then pupils may want to attend it in their own time. Please note note that they may not be on at all.	Watch: 'Junior Bake off'. Pupils can watch programmes like this so that they can see how children in a similar age range to themselves organise their work space and therefore be more organised in a kitchen	Attend: If there is a local food festival then pupils may want to attend it in their own time. Please note note that they may not be on at all.	Watch: 'Junior Bake off'. Pupils can watch programmes like this so that they can see how children in a similar age range to themselves organise their work space and therefore be more organised in a kitchen	Attend: If there is a local food festival then pupils may want to attend it in their own time. Please note note that they may not be on at all.
Numeracy	Weighing and measuring: One lesson will focus on using weighing scales and measuring jugs accurately Weighing and measuring: for practical's including fairy cakes and chocolate flapjacks	Weighing and measuring for practical's including fairy cakes and chocolate flapjacks Timing: Using a clock to time how long their products need to be in the oven for without having to rely on the timer on the oven.	Weighing and measuring: One lesson will focus on using weighing scales and measuring jugs accurately Weighing and measuring: for practical's including fairy cakes and chocolate flapjacks	Weighing and measuring for practical's including fairy cakes and chocolate flapjacks Timing: Using a clock to time how long their products need to be in the oven for without having to rely on the timer on the oven.	Weighing and measuring: One lesson will focus on using weighing scales and measuring jugs accurately Weighing and measuring: for practical's including fairy cakes and chocolate flapjacks	Weighing and measuring for practical's including fairy cakes and chocolate flapjacks Timing: Using a clock to time how long their products need to be in the oven for without having to rely on the timer on the oven.
Literacy	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Definitions of new	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Definitions	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will be expected	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.



T		words such as 'adapted'	Pupils will be	of new words such as	to use key words in their	Definitions of new	Pupils will be
		will be the focus of a	expected to use key	'adapted' will be the	written work accurately	words such as	expected to use key
		lesson on adapted	words in their written	focus of a lesson on	after watching a	'adapted' will be the	words in their
		equipment.	work accurately after	adapted equipment.	demonstration to make	focus of a lesson on	written work
		Pupils will take part in a	watching a	Pupils will take part	flapjacks. The key words	adapted equipment.	accurately after
		piece of group work in	demonstration to	in a piece of group	will be taken from the	Pupils will take part	watching a
		which they will be	make flapjacks. The	work in which they	demonstration and	in a piece of group	demonstration to
		expected to discuss	key words will be	will be expected to	discussed beforehand so	work in which they	make flapjacks. The
			taken from the	discuss their		,	
		their opinions about existing pieces of	demonstration and		pupils understand what each word means and	will be expected to discuss their	key words will be taken from the
				opinions about			
		adapted equipment and feedback to the class.	discussed beforehand	existing pieces of	how it could be used to	opinions about	demonstration and
			so pupils understand	adapted equipment	ensure that pupils are	existing pieces of	discussed
		They will be expected to	what each word	and feedback to the	able to use them	adapted equipment	beforehand so pupils
		do using formal talk.	means and how it	class. They will be	properly.	and feedback to the	understand what
			could be used to	expected to do using	Pupils will take part in	class. They will be	each word means
			ensure that pupils are	formal talk.	group work on healthy	expected to do using	and how it could be
			able to use them		eating, in which they will	formal talk.	used to ensure that
			properly.		compare two diets and		pupils are able to
			Pupils will take part in		need to decide which		use them properly.
			group work on		diet is healthier. They		Pupils will take part
			healthy eating, in		will do this through a		in group work on
			which they will		series of activities in		healthy eating, in
			compare two diets		which formal talk will be		which they will
			and need to decide		expected.		compare two diets
			which diet is				and need to decide
			healthier. They will				which diet is
			do this through a				healthier. They will
			series of activities in				do this through a
			which formal talk will				series of activities in
			be expected.				which formal talk
							will be expected.
	CIAG	De-Bono's hats (looking	The Eat-Well Plate:	De-Bono's hats	The Eat-Well Plate:	De-Bono's hats	The Eat-Well Plate:
		at Market	What are Dieticians	(looking at Market	What are Dieticians and	(looking at Market	What are Dieticians
		Researchers/Product	and how do they help	Researchers/Product	how do they help keep	Researchers/Product	and how do they
		Designer Activity); What	keep people healthy?	Designer Activity);	people healthy?	Designer Activity);	help keep people
		is a Market Researcher?		What is a Market		What is a Market	healthy?
		What skills does a		Researcher? What		Researcher? What	
		product researcher		skills does a product		skills does a product	
		need? What do Product		researcher need?		researcher need?	
		Designer's do?		What do Product		What do Product	
				Designer's do?		Designer's do?	

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# Key Stage 3 Long Term Planning (Pupils spend a term with their DT teacher before rotating. They experience 3

different DT mediums throughout the year.)

Year 8 INTENT: Science & Food: People generally take food for granted, without thinking of the science behind food and why things happen. The intent of this rotation is for pupils to explore the science of food and answer questions like 'why do cakes go brown when baked?' and 'How do eggs help to set food?' Pupils will complete a mixture of theory and practical work, where the practical's selected will put the theory into action. Pupils will be expected to participate in all practical's to give them the opportunity to build on the skills they have learnt in Year 7.

#### Faculty Area: Art, Performance and Technologies (Food Technology)

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
-	(Rotation 1)		(Rotation 2)		(Rotation 3)	
Knowledge						
	Pupils will gain	Continuation of Autumn	Pupils will gain	Continuation of Spring	Pupils will gain	Continuation of
	knowledge about	term 1: Please note that	knowledge about	term 1: Please note that	knowledge about	Summer term 1: Please
	different scientific	practical's may not	different scientific	practical's may not	different scientific	note that practical's
	reactions, such as	happen in order due to	reactions, such as	happen in order due to	reactions, such as	may not happen in
	dextrinization and	holidays, teacher	dextrinization and	holidays, teacher	dextrinization and	order due to holidays,
	coagulation. As they	presence etc.	coagulation. As they	presence etc.	coagulation. As they	teacher presence etc.
	looked at		looked at		looked at	
	macronutrients in Year		macronutrients in		macronutrients in	
	7, pupils will learn		Year 7, pupils will		Year 7, pupils will	
	about some of the		learn about some of		learn about some of	
	different micronutrients		the different		the different	
	and the benefits of		micronutrients and		micronutrients and	
	eating them. Pupils will		the benefits of eating		the benefits of	
	expand on this		them. Pupils will		eating them. Pupils	
	knowledge through		expand on this		will expand on this	
	their practical work as		knowledge through		knowledge through	
	each practical will look		their practical work		their practical work	
	at what we have learnt		as each practical will		as each practical will	
	about in the previous		look at what we have		look at what we	
	lesson, so they can see		learnt about in the		have learnt about in	
	it in action		previous lesson, so		the previous lesson,	
	Knowledge covered:		they can see it in		so they can see it in	
	denaturation and		action		action	
	caramelization, the role					
	fats play in food		Knowledge covered:		Knowledge	
			denaturation and		covered:	
			caramelization, the		denaturation and	
			role fats play in food		caramelization, the	
					role fats play in food	
Skills						

	Pupils will improve the skills that they have learnt in Year 7 including knife safety and weighing and measuring. As we cook with raw meat in some of the practical's, pupils will also be able to identify when it has cooked through properly and is therefore safe to eat. <b>Skills covered:</b> knife safety, weighing and measuring, rubbing in, stir-frying, sautéing, reduction, handling and cooking raw meat, chopping an onion	Pupils use their time management skills to ensure they can complete their practical work on time. They will be able to do this using the information/PowerPoint provided on the board.	Pupils will improve the skills that they have learnt in Year 7 including knife safety and weighing and measuring. As we cook with raw meat in some of the practical's, pupils will also be able to identify when it has cooked through properly and is therefore safe to eat. <b>Skills covered:</b> knife safety, weighing and measuring, rubbing in, stir-frying, sautéing, reduction, handling and cooking raw meat, chopping an onion	Pupils use their time management skills to ensure they can complete their practical work on time. They will be able to do this using the information/PowerPoint provided on the board.	Pupils will improve the skills that they have learnt in Year 7 including knife safety and weighing and measuring. As we cook with raw meat in some of the practical's, pupils will also be able to identify when it has cooked through properly and is therefore safe to eat. <b>Skills covered:</b> knife safety, weighing and measuring, rubbing in, stir-frying, sautéing, reduction, handling and cooking raw meat, chopping an onion	Pupils use their time management skills to ensure they can complete their practical work on time. They will be able to do this using the information/PowerPoint provided on the board.
Connections to previous learning	Pupils will use the knowledge that they gained in Year 7 to complete a range of more challenging practical's and incorporating the use of different pieces of equipment within the same practical, rather than focusing on just one piece.	All lessons are catered that the practical lesson supports what they have learnt about in the previous lesson. Sometimes a practical maybe completed first so that pupils have a visual reference to support their learning.	Pupils will use the knowledge that they gained in Year 7 to complete a range of more challenging practical's and incorporating the use of different pieces of equipment within the same practical, rather than focusing on just one piece.	All lessons are catered that the practical lesson supports what they have learnt about in the previous lesson. Sometimes a practical maybe completed first so that pupils have a visual reference to support their learning.	Pupils will use the knowledge that they gained in Year 7 to complete a range of more challenging practical's and incorporating the use of different pieces of equipment within the same practical, rather than focusing on just one piece.	All lessons are catered that the practical lesson supports what they have learnt about in the previous lesson. Sometimes a practical maybe completed first so that pupils have a visual reference to support their learning.
Assessment (Please note that as pupils will rotate at the start of a new term, they will only complete each assessment once)	Point 1: Pupils will complete a practical, where they will make a batch of 10-12 mini quiches using fillings of their choice. They will be assessed on their independence/accuracy and quality of their product Point 2: Pupils will complete an evaluation, where they look at what they did well at in their practical as well as what	Point 1: End of unit test. Exam style questions (where possible) in which pupils use their knowledge of what we have been learning about in this rotation	Point 1: Pupils will complete a practical, where they will make a batch of 10-12 mini quiches using fillings of their choice. They will be assessed on their independence/accuracy and quality of their product Point 2: Pupils will complete an evaluation, where they look at what they did well at in their	<b>Point 1:</b> End of unit test. Exam style questions (where possible) in which pupils use their knowledge of what we have been learning about in this rotation	Point 1: Pupils will complete a practical, where they will make a batch of 10-12 mini quiches using fillings of their choice. They will be assessed on their independence/accurac y and quality of their product Point 2: Pupils will complete an evaluation, where they look at what they did	Point 1: End of unit test. Exam style questions (where possible) in which pupils use their knowledge of what we have been learning about in this rotation

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Homework	they can improve. They will then make suggestions for improvement and how they would change their product and explain why.	Pupils will be asked to	practical as well as what they can improve. They will then make suggestions for improvement and how they would change their product and explain why. Pupils will be asked	Pupils will be asked to	well at in their practical as well as what they can improve. They will then make suggestions for improvement and how they would change their product and explain why. Pupils will be asked	Pupils will be asked to	
	write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	to write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	to write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	write down their ingredients for their practical lessons so they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Watch: Pupils can watch Masterchef and see how amatuer chefs use their presentation skills to make their products look more attractive.	Attend: If there is a local food festival then pupils may want to attend it in their own time. Please note note that they may not be on at all.	Watch: Pupils can watch Masterchef and see how amatuer chefs use their presentation skills to make their products look more attractive.	Attend: If there is a local food festival then pupils may want to attend it in their own time. Please note note that they may not be on at all.	Watch: Pupils can watch Masterchef and see how amatuer chefs use their presentation skills to make their products look more attractive.	Attend: If there is a local food festival then pupils may want to attend it in their own time. Please note note that they may not be on at all.	
Numeracy	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has simmered for the correct length of time etc.	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has simmered for the correct length of time etc.	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has simmered for the correct length of time etc.	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has simmered for the correct length of time etc.	
	Quantities:	Quantities:	simmered for the	Quantities:	simmered for the	Quantities:	



	When we look at micronutrients, pupils will see that they are measured in micrograms instead of grams and why.	When we look at micronutrients, pupils will see that they are measured in micrograms instead of grams and why.	correct length of time etc. Quantities: When we look at micronutrients, pupils will see that they are measured in micrograms instead of grams and why.	When we look at micronutrients, pupils will see that they are measured in micrograms instead of grams and why.	correct length of time etc. Quantities: When we look at micronutrients, pupils will see that they are measured in micrograms instead of grams and why.	When we look at micronutrients, pupils will see that they are measured in micrograms instead of grams and why.
Literacy	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will learn new words e.g. caramelization and coagulation. Pupils will be asked to complete practical activities and using the knowledge gained during the practical and after a class discussion, pupils will be able to explain what these words mean. Pupils will take part in group work and produce a poster about a given 'smart food' in which they will carry out a research task about it and then teach the rest of the class about what they have learnt. This will be completed using formal language. Pupils will Pupils will be expected to read through methods for practical lessons and follow instructions so that they become more	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will be provided with a model answer for their evaluation where they will be asked to write about what went well during their practical and what they could improve on.	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will learn new words e.g. caramelization and coagulation. Pupils will be asked to complete practical activities and using the knowledge gained during the practical and after a class discussion, pupils will be able to explain what these words mean. Pupils will take part in group work and produce a poster about a given 'smart food' in which they will carry out a research task about it and then teach the rest of the class about what they have learnt. This will be completed using formal language. Pupils will be expected to read through methods for	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will be provided with a model answer for their evaluation where they will be asked to write about what went well during their practical and what they could improve on.	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will learn new words e.g. caramelization and coagulation. Pupils will be asked to complete practical activities and using the knowledge gained during the practical and after a class discussion, pupils will be able to explain what these words mean. Pupils will take part in group work and produce a poster about a given 'smart food' in which they will carry out a research task about it and then teach the rest of the class about what they have learnt. This will be completed using formal language. Pupils will be expected to read through methods	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will be provided with a model answer for their evaluation where they will be asked to write about what went well during their practical and what they could improve on
	independent learners		practical lessons and follow instructions so that they become more independent		for practical lessons and follow instructions so that they become more	



			learners		independent learners	
CIAG	The role of Protein, fat and carbohydrates in food (Food Scientist activity); What is a food scientist and what do they do? How do they ensure the quality of food? Why is it important that they do this?	The role of nutrients in food (Chef activity); What is the difference between a Chef and a Food Scientist? Why do they need to know the science behind the food?	The role of Protein, fat and carbohydrates in food (Food Scientist activity); What is a food scientist and what do they do? How do they ensure the quality of food? Why is it important that they do this?	The role of nutrients in food (Chef activity); What is the difference between a Chef and a Food Scientist? Why do they need to know the science behind the food?	The role of Protein, fat and carbohydrates in food (Food Scientist activity); What is a food scientist and what do they do? How do they ensure the quality of food? Why is it important that they do this?	The role of nutrients in food (Chef activity); What is the difference between a Chef and a Food Scientist? Why do they need to know the science behind the food?



Key Stage 3 Long Term Planning (Pupils spend a term with their DT teacher before rotating. They experience 3

different DT mediums throughout the year.)

Year 9 INTENT: GCSE Mini Project (Hobby Kits): In Year 9, pupils take their options with Design Technology being a popular choice and in which pupils are expected to complete a portfolio of work at the end of their course. The intent of this rotation is for pupils to complete a miniature version of a project, to help them recognise the demands that will be placed on them at GCSE. Pupils will complete a mixture of research tasks, practical work and evaluation to complete this. In their practical work, pupils will be expected to time manage themselves more, so that they can become more independent learners, which is one of the many demands at GCSE.

#### Faculty Area: Art, Performance and Technologies (Food Technology)

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	(Rotation 1)		(Rotation 2)		(Rotation 3)	
Knowledge						
	In this rotation, pupils	Continuation of	In this rotation,	Continuation of Spring	In this rotation,	Continuation of
	will gain knowledge	Autumn term 1:	pupils will gain	term 1: Please note that	pupils will gain	Summer term 1:
	about how to set out a	Please note that	knowledge about	practical's may not	knowledge about	Please note that
	GCSE project on a	practical's may not	how to set out a	happen in order due to	how to set out a	practical's may no
	smaller scale. Pupils will	happen in order due	GCSE project on a	holidays, teacher	GCSE project on a	happen in order du
	learn to time manage	to holidays, teacher	smaller scale. Pupils	presence etc.	smaller scale. Pupils	to holidays, teache
	themselves so that they	presence etc.	will learn to time		will learn to time	presence etc
	can become more		manage themselves		manage themselves	
	independent learners.		so that they can		so that they can	
	Pupils will also learn		become more		become more	
	about how different		independent		independent	
	research-based tasks		learners. Pupils will		learners. Pupils will	
	can help them in the		also learn about how		also learn about	
	design of a final		different research-		how different	
	product.		based tasks can help		research-based	
			them in the design of		tasks can help them	
	Knowledge covered:		a final product		in the design of a	
	Task analysis and key				final product	
	words, ACCESS FM,		Knowledge covered:			
	Packaging materials and		Task analysis and key		Knowledge	
	labelling laws, Sensory		words, ACCESS FM,		covered:	
	Analysis		Packaging materials		Task analysis and	
			and labelling laws,		key words, ACCESS	
			Sensory Analysis		FM, Packaging	
					materials and	
					labelling laws,	
					Sensory Analysis	
Skills						
	The aim of this project	The aim of this	The aim of this	The aim of this project is	The aim of this	The aim of this
	is to make pupils more	project is to make	project is to make	to make pupils more	project is to make	project is to make
	independent and	pupils more	pupils more	independent and	pupils more	pupils more
	develop these skills in	independent and	independent and	develop these skills in	independent and	independent and

	preparation of them commencing with their GCSE courses. <b>Skills Covered:</b> Melting method, use of food components, adding liquid as a binder, using skills from yrs. 7 and 8 (including knife safety, weighing and measuring, sautéing, reduction)	develop these skills in preparation of them commencing with their GCSE courses.	develop these skills in preparation of them commencing with their GCSE courses. Skills Covered: Melting method, use of food components, adding liquid as a binder, using skills from yrs. 7 and 8 (including knife safety, weighing and measuring, sautéing, reduction)	preparation of them commencing with their GCSE courses.	develop these skills in preparation of them commencing with their GCSE courses. Skills Covered: Melting method, use of food components, adding liquid as a binder, using skills from yrs. 7 and 8 (including knife safety, weighing and measuring, sautéing, reduction)	develop these skills in preparation of them commencing with their GCSE courses.
Connections to previous learning	Pupils will use all the skills that they have learnt in the previous 2 years.	Pupils will develop their skills in terms of completing s mini project like that of a GCSE DT project. This will hopefully help them to complete their portfolio at KS4	Pupils will use all the skills that they have learnt in the previous 2 years.	Pupils will develop their skills in terms of completing s mini project like that of a GCSE DT project. This will hopefully help them to complete their portfolio at KS4	Pupils will use all the skills that they have learnt in the previous 2 years.	Pupils will develop their skills in terms of completing s mini project like that of a GCSE DT project. This will hopefully help them to complete their portfolio at KS4
Assessment (Please note that as pupils will rotate at the start of a new term, they will only complete each assessment once)	Point 1: Pupils will complete a practical, where they will make a batch of 10 fruit scones. They will be assessed on their independence/accuracy and quality of their product Point 2: Pupils will complete an evaluation, where they look at what they did well at in their practical as well as what they can improve. They will then make suggestions for improvement and how they would change their product and explain why.	Point 1: End of unit test. Exam style questions (where possible) in which pupils use their knowledge of what we have been learning about in this rotation	Point 1: Pupils will complete a practical, where they will make a batch of 10 fruit scones. They will be assessed on their independence/accuracy and quality of their product Point 2: Pupils will complete an evaluation, where they look at what they did well at in their practical as well as what they did well at in their practical as well as what they can improve. They will then make suggestions for improvement and how they would change their product and explain why.	Point 1: End of unit test. Exam style questions (where possible) in which pupils use their knowledge of what we have been learning about in this rotation	Point 1: Pupils will complete a practical, where they will make a batch of 10 fruit scones. They will be assessed on their independence/accurac y and quality of their product Point 2: Pupils will complete an evaluation, where they look at what they did well at in their practical as well as what they can improve. They will then make suggestions for improvement and how they would change their product and explain why.	<b>Point 1:</b> End of unit test. Exam style questions (where possible) in which pupils use their knowledge of what we have been learning about in this rotation
Homework	Pupils will be asked to write down their ingredients for their practical lessons so they	Pupils will be asked to write down their ingredients for their practical lessons so	Pupils will be asked to write down their ingredients for their practical lessons so	Pupils will be asked to write down their ingredients for their practical lessons so they	Pupils will be asked to write down their ingredients for their practical lessons so	Pupils will be asked to write down their ingredients for their practical lessons so

Moor Park

Excellence in Al



Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy. Watch: Masterchef: The Professionals Trip: Please note that this is just an idea and may not take place. Permission will be needed and careful planning woul be needed too. A selection of pupils could attend Cadbury's world in Birmingham to see the workings of a real factory, which could help with their homework. There is also a packaging	they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy. Watch: Documentaries on current food affairs e.g. 'Inside The Factory'	they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy. Watch: Masterchef: The Professionals Trip: Please note that this is just an idea and may not take place. Permission will be needed and careful planning woul be needed too. A selection of pupils could attend Cadbury's world in Birmingham to see the workings of a real factory, which could help with their homework. There is	can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy. Watch: Documentaries on current food affairs e.g. 'Inside The Factory'	they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy. Watch: Masterchef: The Professionals Trip: Please note that this is just an idea and may not take place. Permission will be needed too. A selection of pupils could attend Cadbury's world in Birmingham to see the workings of a real factory, which could help with their homework.	they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy. <b>Watch:</b> Documentaries on current food affairs e.g. 'Inside The Factory'
	workshop that we could attend.		also a packaging workshop that we		There is also a packaging workshop	
			could attend.		that we could attend.	
Numeracy					attenu.	
rumeracy	Weighing and	Weighing and	Weighing and	Weighing and	Weighing and	Weighing and
	Measuring:	Measuring:	Measuring:	Measuring:	Measuring:	Measuring:
	Pupils will use the	Pupils will use the	Pupils will use the	Pupils will use the	Pupils will use the	Pupils will use the
	kitchen scales to help	kitchen scales to help	kitchen scales to help	kitchen scales to help	kitchen scales to	kitchen scales to
	them produce their products and ensure	them produce their	them produce their products and ensure	them produce their	help them produce	help them produce
	that they are accurately	products and ensure that they are	that they are	products and ensure that they are accurately	their products and ensure that they are	their products and ensure that they are
	measured.	accurately measured.	accurately	measured.	accurately	accurately
	Timing:	Timing:	measured.	Timing:	measured.	measured.
	Again, pupils will need	Again, pupils will	Timing:	Again, pupils will need	Timing:	Timing:
	to be able to say when	need to be able to	Again, pupils will	to be able to say when	Again, pupils will	Again, pupils will
	their product has been in the oven for the	say when their product has been in	need to be able to say when their	their product has been in the oven for the	need to be able to say when their	need to be able to say when their
	correct amount of time	the oven for the	product has been in	correct amount of time	product has been in	product has been in
	or to say if something	correct amount of	the oven for the	or to say if something	the oven for the	the oven for the
	has simmered for the	time or to say if	correct amount of	has simmered for the	correct amount of	correct amount of
	correct length of time	something has	time or to say if	correct length of time	time or to say if	time or to say if
	Graphs:	simmered for the	something has	Graphs:	something has	something has
	Pupils will draw graphs	correct length of time	simmered for the	Pupils will draw graphs	simmered for the	simmered for the



	to show the results of a questionnaire about public opinion on hobby kits.	Graphs: Pupils will draw graphs to show the results of a questionnaire about public opinion on hobby kits.	correct length of time <b>Graphs:</b> Pupils will draw graphs to show the results of a questionnaire about public opinion on hobby kits.	to show the results of a questionnaire about public opinion on hobby kits.	correct length of time <b>Graphs:</b> Pupils will draw graphs to show the results of a questionnaire about public opinion on hobby kits.	correct length of time <b>Graphs:</b> Pupils will draw graphs to show the results of a questionnaire about public opinion on hobby kits.
Literacy	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will be expected to read through methods and identify key points in the method so that they become more independent learners and produce practical work that is both of good quality and completed with little to no help. Pupils will carry out a sensory analysis on existing products, so that they can describe and evaluate products using more subject specific language rather than using subjective language.	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will be provided with a model answer for their evaluation where they will be asked to write about what went well during their practical and what they could improve on	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will be expected to read through methods and identify key points in the method so that they become more independent learners and produce practical work that is both of good quality and completed with little to no help. Pupils will carry out a sensory analysis on existing products, so that they can describe and evaluate products using more subject specific language rather than using subjective language.	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will be provided with a model answer for their evaluation where they will be asked to write about what went well during their practical and what they could improve on	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will be expected to read through methods and identify key points in the method so that they become more independent learners and produce practical work that is both of good quality and completed with little to no help. Pupils will carry out a sensory analysis on existing products, so that they can describe and evaluate products using more subject specific language rather than using subjective language.	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Pupils will be provided with a model answer for their evaluation where they will be asked to write about what went well during their practical and what they could improve on
CIAG	Questionnaires (Market Research activity); What are the advantages and disadvantages of using a questionnaire as a form of research? Why do they use them?	Packaging Designs(Graphic Designer activity); What is a graphic Designer and what do they do? Discussion point: What points do Food Technologist's have to consider when	Questionnaires (Market Research activity); What are the advantages and disadvantages of using a questionnaire as a form of research? Why do they use them?	Packaging Designs(Graphic Designer activity); What is a graphic Designer and what do they do? Discussion point: What points do Food Technologist's have to consider when they are designing a Hobby Kit?	Questionnaires (Market Research activity); What are the advantages and disadvantages of using a questionnaire as a form of research? Why do they use them?	Packaging Designs(Graphic Designer activity); What is a graphic Designer and what do they do? Discussion point: What points do Food Technologist's have to consider when



Hobby Kit?	part in NCW Design	Hobby Kit?
	Technology lessons:	
	Where can Design	
	Technology take you?	