

# MOOR PARK HIGH SCHOOL: CURRICULUM

**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)

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

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	<b>Skills covered:</b> weighing and measuring, creaming method, using the grill and oven safely, using the hob, how to drain water away safely		<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)		<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)	
<b>Connections to previous learning</b>	Resources have been provided to Feeder Primary Schools to allow Year 6 teachers to follow at their own pace which uses some of the essential skills that will be needed in Year 7. By doing this, we build on this knowledge and take it further and in more depth. Pupils will recognise key terms and images to allow for them to be more confident in their learning in Year 7	Resources have been provided to Feeder Primary Schools to allow Year 6 teachers to follow at their own pace which uses some of the essential skills that will be needed in Year 7. By doing this, we build on this knowledge and take it further and in more depth. Pupils will recognise key terms and images to allow for them to be more confident in their learning in Year 7	Resources have been provided to Feeder Primary Schools to allow Year 6 teachers to follow at their own pace which uses some of the essential skills that will be needed in Year 7. By doing this, we build on this knowledge and take it further and in more depth. Pupils will recognise key terms and images to allow for them to be more confident in their learning in Year 7	Resources have been provided to Feeder Primary Schools to allow Year 6 teachers to follow at their own pace which uses some of the essential skills that will be needed in Year 7. By doing this, we build on this knowledge and take it further and in more depth. Pupils will recognise key terms and images to allow for them to be more confident in their learning in Year 7	Resources have been provided to Feeder Primary Schools to allow Year 6 teachers to follow at their own pace which uses some of the essential skills that will be needed in Year 7. By doing this, we build on this knowledge and take it further and in more depth. Pupils will recognise key terms and images to allow for them to be more confident in their learning in Year 7	Resources have been provided to Feeder Primary Schools to allow Year 6 teachers to follow at their own pace which uses some of the essential skills that will be needed in Year 7. By doing this, we build on this knowledge and take it further and in more depth. Pupils will recognise key terms and images to allow for them to be more confident in their learning in Year 7
<b>Assessment</b>  <i>(Please note that as pupils will rotate at the start of a new term, they will only complete each assessment once)</i>	<b>Point 1:</b> Pupils will complete a flowchart on how to make fairy cakes. They complete this after watching a demonstration. The purpose is to include all the points in the correct order so that another person could follow their method. <b>PUPILS, THEN USING THEIR FEEDBACK, WILL PRODUCE A NEW FLOWCHART FOR A DIFFERENT PRACTICAL</b>  <b>Point 2:</b> Fairy cake practical. Pupils produce a batch of 10-12 fairy cakes and are assessed on how independent they have been as well as the finished outcome of their product.	<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	<b>Point 1:</b> Pupils will complete a flowchart on how to make fairy cakes. They complete this after watching a demonstration. The purpose is to include all the points in the correct order so that another person could follow their method. <b>PUPILS, THEN USING THEIR FEEDBACK, WILL PRODUCE A NEW FLOWCHART FOR A DIFFERENT PRACTICAL</b>  <b>Point 2:</b> Fairy cake practical. Pupils produce a batch of 10-12 fairy cakes and are assessed on how independent	<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	<b>Point 1:</b> Pupils will complete a flowchart on how to make fairy cakes. They complete this after watching a demonstration. The purpose is to include all the points in the correct order so that another person could follow their method. <b>PUPILS, THEN USING THEIR FEEDBACK, WILL PRODUCE A NEW FLOWCHART FOR A DIFFERENT PRACTICAL</b>  <b>Point 2:</b> Fairy cake practical. Pupils produce a batch of 10-12 fairy cakes and are assessed on how	<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

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<b>Homework</b>	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.
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	<b>Watch:</b> <b>‘Junior Bake off’.</b> 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	<b>Attend:</b> 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.	<b>Watch:</b> <b>‘Junior Bake off’.</b> 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	<b>Attend:</b> 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.	<b>Watch:</b> <b>‘Junior Bake off’.</b> 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	<b>Attend:</b> 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.
<b>Numeracy</b>	<b>Weighing and measuring:</b> One lesson will focus on using weighing scales and measuring jugs accurately <b>Weighing and measuring:</b> for practical’s including fairy cakes and chocolate flapjacks	<b>Weighing and measuring</b> for practical’s including fairy cakes and chocolate flapjacks <b>Timing:</b> 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.	<b>Weighing and measuring:</b> One lesson will focus on using weighing scales and measuring jugs accurately <b>Weighing and measuring:</b> for practical’s including fairy cakes and chocolate flapjacks	<b>Weighing and measuring</b> for practical’s including fairy cakes and chocolate flapjacks <b>Timing:</b> 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.	<b>Weighing and measuring:</b> One lesson will focus on using weighing scales and measuring jugs accurately <b>Weighing and measuring:</b> for practical’s including fairy cakes and chocolate flapjacks	<b>Weighing and measuring</b> for practical’s including fairy cakes and chocolate flapjacks <b>Timing:</b> 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.
<b>Literacy</b>	Moor Park symbols to be used and have been added onto PowerPoint, 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 PowerPoint, so pupils are aware of what the focus of the lesson is.	Moor Park symbols to be used and have been added onto PowerPoint, so pupils are aware of what the focus of the lesson is. Definitions	Moor Park symbols to be used and have been added onto PowerPoint, 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 PowerPoint, so pupils are aware of what the focus of the lesson is.	Moor Park symbols to be used and have been added onto PowerPoint, so pupils are aware of what the focus of the lesson is.

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	<p>words such as 'adapted' will be the focus of a lesson on adapted equipment. Pupils will take part in a piece of group work in which they will be expected to discuss their opinions about existing pieces of adapted equipment and feedback to the class. They will be expected to do using formal talk.</p>	<p>Pupils will be expected to use key words in their written work accurately after watching a demonstration to make flapjacks. The key words will be taken from the demonstration and discussed beforehand so pupils understand what each word means and how it could be used to ensure that pupils are able to use them properly. Pupils will take part in group work on healthy eating, in which they will compare two diets and need to decide which diet is healthier. They will do this through a series of activities in which formal talk will be expected.</p>	<p>of new words such as 'adapted' will be the focus of a lesson on adapted equipment. Pupils will take part in a piece of group work in which they will be expected to discuss their opinions about existing pieces of adapted equipment and feedback to the class. They will be expected to do using formal talk.</p>	<p>to use key words in their written work accurately after watching a demonstration to make flapjacks. The key words will be taken from the demonstration and discussed beforehand so pupils understand what each word means and how it could be used to ensure that pupils are able to use them properly. Pupils will take part in group work on healthy eating, in which they will compare two diets and need to decide which diet is healthier. They will do this through a series of activities in which formal talk will be expected.</p>	<p>Definitions of new words such as 'adapted' will be the focus of a lesson on adapted equipment. Pupils will take part in a piece of group work in which they will be expected to discuss their opinions about existing pieces of adapted equipment and feedback to the class. They will be expected to do using formal talk.</p>	<p>Pupils will be expected to use key words in their written work accurately after watching a demonstration to make flapjacks. The key words will be taken from the demonstration and discussed beforehand so pupils understand what each word means and how it could be used to ensure that pupils are able to use them properly. Pupils will take part in group work on healthy eating, in which they will compare two diets and need to decide which diet is healthier. They will do this through a series of activities in which formal talk will be expected.</p>
<b>CIAG</b>	<p>De-Bono's hats (looking at Market Researchers/Product Designer Activity); What is a Market Researcher? What skills does a product researcher need? What do Product Designer's do?</p>	<p>The Eat-Well Plate: What are Dieticians and how do they help keep people healthy?</p>	<p>De-Bono's hats (looking at Market Researchers/Product Designer Activity); What is a Market Researcher? What skills does a product researcher need? What do Product Designer's do?</p>	<p>The Eat-Well Plate: What are Dieticians and how do they help keep people healthy?</p>	<p>De-Bono's hats (looking at Market Researchers/Product Designer Activity); What is a Market Researcher? What skills does a product researcher need? What do Product Designer's do?</p>	<p>The Eat-Well Plate: What are Dieticians and how do they help keep people healthy?</p>

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

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	<p>Pupils will improve the skills that they have learnt in Year 7 including knife safety and weighing and measuring.</p> <p>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.</p> <p><b>Skills covered:</b> knife safety, weighing and measuring, rubbing in, stir-frying, sautéing, reduction, handling and cooking raw meat, chopping an onion</p>	<p>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.</p>	<p>Pupils will improve the skills that they have learnt in Year 7 including knife safety and weighing and measuring.</p> <p>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.</p> <p><b>Skills covered:</b> knife safety, weighing and measuring, rubbing in, stir-frying, sautéing, reduction, handling and cooking raw meat, chopping an onion</p>	<p>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.</p>	<p>Pupils will improve the skills that they have learnt in Year 7 including knife safety and weighing and measuring.</p> <p>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.</p> <p><b>Skills covered:</b> knife safety, weighing and measuring, rubbing in, stir-frying, sautéing, reduction, handling and cooking raw meat, chopping an onion</p>	<p>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.</p>
<b>Connections to previous learning</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>Assessment</b>  <i>(Please note that as pupils will rotate at the start of a new term, they will only complete each assessment once)</i>	<p><b>Point 1:</b> 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</p> <p><b>Point 2:</b> Pupils will complete an evaluation, where they look at what they did well at in their practical as well as what</p>	<p><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</p>	<p><b>Point 1:</b> 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</p> <p><b>Point 2:</b> Pupils will complete an evaluation, where they look at what they did well at in their</p>	<p><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</p>	<p><b>Point 1:</b> 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</p> <p><b>Point 2:</b> Pupils will complete an evaluation, where they look at what they did</p>	<p><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</p>

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	<i>they can improve. They will then make suggestions for improvement and how they would change their product and explain why.</i>		<i>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.</i>		<i>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.</i>	
<b>Homework</b>	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.
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	<b>Watch:</b> Pupils can watch Masterchef and see how amatuer chefs use their presentation skills to make their products look more attractive.	<b>Attend:</b> If there is a local food festival then pupils may want to attend it in their own time. <b>Please note note that they may not be on at all.</b>	<b>Watch:</b> Pupils can watch Masterchef and see how amatuer chefs use their presentation skills to make their products look more attractive.	<b>Attend:</b> If there is a local food festival then pupils may want to attend it in their own time. <b>Please note note that they may not be on at all.</b>	<b>Watch:</b> Pupils can watch Masterchef and see how amatuer chefs use their presentation skills to make their products look more attractive.	<b>Attend:</b> If there is a local food festival then pupils may want to attend it in their own time. <b>Please note note that they may not be on at all.</b>
<b>Numeracy</b>	<b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. <b>Timing:</b> 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. <b>Quantities:</b>	<b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. <b>Timing:</b> 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. <b>Quantities:</b>	<b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. <b>Timing:</b> 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	<b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. <b>Timing:</b> 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. <b>Quantities:</b>	<b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. <b>Timing:</b> 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	<b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. <b>Timing:</b> 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



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	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. <b>Quantities:</b> 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. <b>Quantities:</b> 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.
<b>Literacy</b>	<p>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.</p> <p>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.</p> <p>Pupils will be expected to read through methods for practical lessons and follow instructions so that they become more independent learners</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>Pupils will be expected to read through methods for practical lessons and follow instructions so that they become more independent</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>Pupils will be expected to read through methods for practical lessons and follow instructions so that they become more</p>	<p>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..</p>



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			learners		independent learners	
<b>CIAG</b>	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?

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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 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 (Rotation 1)	Autumn 2	Spring 1 (Rotation 2)	Spring 2	Summer 1 (Rotation 3)	Summer 2
<b>Knowledge</b>	<p>In this rotation, pupils will gain knowledge about how to set out a GCSE project on a smaller scale. Pupils will learn to time manage themselves so that they can become more independent learners. Pupils will also learn about how different research-based tasks can help them in the design of a final product.</p> <p><b>Knowledge covered:</b> Task analysis and key words, ACCESS FM, Packaging materials and labelling laws, Sensory Analysis</p>	<p>Continuation of Autumn term 1: Please note that practical's may not happen in order due to holidays, teacher presence etc.</p>	<p>In this rotation, pupils will gain knowledge about how to set out a GCSE project on a smaller scale. Pupils will learn to time manage themselves so that they can become more independent learners. Pupils will also learn about how different research-based tasks can help them in the design of a final product</p> <p><b>Knowledge covered:</b> Task analysis and key words, ACCESS FM, Packaging materials and labelling laws, Sensory Analysis</p>	<p>Continuation of Spring term 1: Please note that practical's may not happen in order due to holidays, teacher presence etc.</p>	<p>In this rotation, pupils will gain knowledge about how to set out a GCSE project on a smaller scale. Pupils will learn to time manage themselves so that they can become more independent learners. Pupils will also learn about how different research-based tasks can help them in the design of a final product</p> <p><b>Knowledge covered:</b> Task analysis and key words, ACCESS FM, Packaging materials and labelling laws, Sensory Analysis</p>	<p>Continuation of Summer term 1: Please note that practical's may not happen in order due to holidays, teacher presence etc</p>
<b>Skills</b>	The aim of this project is to make pupils more independent and develop these skills in	The aim of this project is to make pupils more independent and	The aim of this project is to make pupils more independent and	The aim of this project is to make pupils more independent and develop these skills in	The aim of this project is to make pupils more independent and	The aim of this project is to make pupils more independent and

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	<p>preparation of them commencing with their GCSE courses.</p> <p><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)</p>	<p>develop these skills in preparation of them commencing with their GCSE courses.</p>	<p>develop these skills in preparation of them commencing with their GCSE courses.</p> <p><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)</p>	<p>preparation of them commencing with their GCSE courses.</p>	<p>develop these skills in preparation of them commencing with their GCSE courses.</p> <p><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)</p>	<p>develop these skills in preparation of them commencing with their GCSE courses.</p>
<b>Connections to previous learning</b>	<p>Pupils will use all the skills that they have learnt in the previous 2 years.</p>	<p>Pupils will develop their skills in terms of completing a mini project like that of a GCSE DT project. This will hopefully help them to complete their portfolio at KS4</p>	<p>Pupils will use all the skills that they have learnt in the previous 2 years.</p>	<p>Pupils will develop their skills in terms of completing a mini project like that of a GCSE DT project. This will hopefully help them to complete their portfolio at KS4</p>	<p>Pupils will use all the skills that they have learnt in the previous 2 years.</p>	<p>Pupils will develop their skills in terms of completing a mini project like that of a GCSE DT project. This will hopefully help them to complete their portfolio at KS4</p>
<b>Assessment</b>  <i>(Please note that as pupils will rotate at the start of a new term, they will only complete each assessment once)</i>	<p><b>Point 1:</b> 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</p> <p><b>Point 2:</b> 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.</p>	<p><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</p>	<p><b>Point 1:</b> 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</p> <p><b>Point 2:</b> 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.</p>	<p><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</p>	<p><b>Point 1:</b> 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</p> <p><b>Point 2:</b> 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.</p>	<p><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</p>
<b>Homework</b>	<p>Pupils will be asked to write down their ingredients for their practical lessons so they</p>	<p>Pupils will be asked to write down their ingredients for their practical lessons so</p>	<p>Pupils will be asked to write down their ingredients for their practical lessons so</p>	<p>Pupils will be asked to write down their ingredients for their practical lessons so they</p>	<p>Pupils will be asked to write down their ingredients for their practical lessons so</p>	<p>Pupils will be asked to write down their ingredients for their practical lessons so</p>

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	can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.	they can organize themselves more efficiently for lessons. Pupils will also Be given homework once a fortnight as per the school homework policy.
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	<p><b>Watch:</b> Masterchef: The Professionals</p> <p><b>Trip:</b> <i>Please note that this is just an idea and may not take place. Permission will be needed and careful planning would be needed too.</i> 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 workshop that we could attend.</p>	<p><b>Watch:</b> Documentaries on current food affairs e.g. 'Inside The Factory'</p>	<p><b>Watch:</b> Masterchef: The Professionals</p> <p><b>Trip:</b> <i>Please note that this is just an idea and may not take place. Permission will be needed and careful planning would be needed too.</i> 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 workshop that we could attend.</p>	<p><b>Watch:</b> Documentaries on current food affairs e.g. 'Inside The Factory'</p>	<p><b>Watch:</b> Masterchef: The Professionals</p> <p><b>Trip:</b> <i>Please note that this is just an idea and may not take place. Permission will be needed and careful planning would be needed too.</i> 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 workshop that we could attend.</p>	<p><b>Watch:</b> Documentaries on current food affairs e.g. 'Inside The Factory'</p>
<b>Numeracy</b>	<p><b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p><b>Timing:</b> 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</p> <p><b>Graphs:</b> Pupils will draw graphs</p>	<p><b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p><b>Timing:</b> 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</p>	<p><b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p><b>Timing:</b> 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</p>	<p><b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p><b>Timing:</b> 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</p> <p><b>Graphs:</b> Pupils will draw graphs</p>	<p><b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p><b>Timing:</b> 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</p>	<p><b>Weighing and Measuring:</b> Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p><b>Timing:</b> 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</p>

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	to show the results of a questionnaire about public opinion on hobby kits.	<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.	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.
<b>Literacy</b>	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
<b>CIAG</b>	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	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? <b>(Key Stage 3): to take</b>	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

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