

Year 7 Food/Textiles

All year 7 pupils spend Term 1 on the same topic, after this half of the pupils work in Food and half in Textiles spending two and half terms in each and then swap

Term	1	2	3	4	5	6
Topic Title	Baseline assessment- Design task	Food & Nutrition: Food Hygiene and Safety	Food & Nutrition: Food Preparation skills Nutrients	Food & Nutrition: Preparation skills Nutrients & Sew/Guide Textiles: Create and construct a fabric book	Textiles: Create and construct a fabric book	Textiles: Create and construct a fabric book
Rationale	This is to establish prior knowledge and skills upon entry as Technology is delivered in different amounts at feeder schools	So that pupils are introduced to working safely and hygienically in the Food area and to begin working with specialist tools, techniques, processes, equipment. Pupils learn the claw and bridge and use each part of the cooker so that they can move onto more complex dishes in year 8. Pupils first prepare a uncooked salad as introduction to working safely and hygienically in a school environment. They then use these skills further to create a simple hot dish. Claw and bridge are then developed further to prepare a range of vegetables in a simple Ragout sauce which also helps them acquire skills needed to make the Bolognese sauce in year 8. From the simple Ragout pupils move onto the Savoury Rice again expanding the range of ingredients used and their regions. Pupils prepare Mini Corn Cakes, which helps them to develop the alt. in one method and use the oven.	So that pupils are introduced to the principles of nutrition which underpins the Healthy Eating Guidelines. Pupils extend the range of equipment / processes used to produce simple savoury dishes.	Food So that pupils understand and apply the principles of nutrition. Pupils extend the range of equipment / processes used to produce a range of simple savoury dishes. Textiles: So that pupils can be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making Pupils are introduced to traditional hand sewing techniques first as the basic skills are needed such as threading a needle, pinning, tacking etc, before using the sewing machine	Working through the design Process that was introduced in term 1 and applying it to different context / materials. Basic Cross stitch technique is taught first along with pinning, tacking, cutting, etc to gain the skills required to prepare the work for the sewing machine. Ideas are designed in pencil crayons first to allow a 2D draft version of the work to be carried out. This means that materials are not wasted.	Working through the design Process that was introduced in term 1 and applying it to different context / materials. Once pupils have designed their idea in 2D then pupils progress to create their ideas on fabric and using fabric paints and pens. Pupils are introduced to the sewing machine. This prepares pupils further and extended use of the sewing machine in year 8
Prior knowledge	Pupils should have some degree of presentation / design / drawing / colouring skills	Dependent upon feeder schools pupils may have carried out limited practical food work	To begin to build upon knowledge and skills, gained in term 2 and to apply these to develop confidence and use of skills	Knowledge and food preparation skills gained in term 3. Most pupils may have some hand sewing skills, very few will have any experience of using the sewing machine	Working through the design Process that was introduced in term 1. Apply and develop further any sewing skills learnt at KS2	Working through the design Process that was introduced in term 1 using and applying hand sewing and machine skills learnt in terms 4 and 5
Key knowledge/skills development	The Design Process/presentation research skills/drawing/presentation and making of ideas in 3D	Weighing and Measuring, Hygiene and safety use of claw and bridge, peeling, grating, saws, simmering, boiling, baking, use of grill hob and oven.	Food Hygiene and Safety, use of claw and bridge, cooker, grill and hob/oven, small equipment Preparation of mainly simple savoury dishes. Nutrition/Function and sources.	Preparation of mainly savoury dishes, making a Rice based meal, using the alt in one method The Eatwell Guide - Government Guidelines for Healthy Eating Textiles: use research and exploration to identify and understand user needs, develop specification design and communicate design ideas using annotated sketches	Traditional sewing methods, basic sewing machine, ICT, designing/drawing/development, text, evaluate and refine their ideas and products against a specification.	Traditional sewing methods, basic sewing machine, ICT, designing/drawing/development, text, evaluate and refine their ideas and products against a specification
National Curriculum/specification links	DBT KS3 POS pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.	DBT Subject Content: MAKE select from and use specialist tools, techniques, processes, equipment and machinery precisely, working in the domestic context of Home and industrial context of Food.	DBT KS3 Cooking and Nutrition understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet	DBT KS3 Cooking and Nutrition understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Textiles: DBT KS3 POS pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.	DBT KS3 POS pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. DBT Subject Content: MAKE select from and use specialist tools, techniques, processes, equipment and machinery precisely, working in the domestic context of Home, Leisure	DBT KS3 POS pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. DBT Subject Content: MAKE select from and use specialist tools, techniques, processes, equipment and machinery precisely, working in the domestic context of Home, Leisure
Library	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using library e.g. pupil workbook, power points, existing products, lettering style warnings, definitions of lettering styles, using a mnemonic help them to write a specification a typography task, writing an evaluation. Pupils are assessed on their knowledge of the Key Terms used.	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using library e.g. pupil workbook, power points, reading recipes and instructions, writing an evaluation.	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using library e.g. pupil workbook, power points, reading recipes and instructions, writing an evaluation.	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using library e.g. pupil workbook, power points, reading recipes and instructions, writing an evaluation. Pupils are assessed on their knowledge of the Key Terms used.	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using library e.g. pupil workbook, power points, writing a specification, annotating design ideas.	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using library e.g. pupil workbook, writing a specification, writing an evaluation. Pupils are assessed on their knowledge of the Key Terms used.
Numeracy	Use of ICT to research potential images for theme. Use of ICT to design an initial idea. Using a net to transpose their ideas on. Consideration of cost of materials.	Weighing, measuring, use of temperature, time, units of measurement	Weighing, measuring, use of temperature, time, units of measurement	Weighing, measuring, use of temperature, time, units of measurement, portion and dividing.	Using ICT to research potential images connected to the theme, to create a design idea, cross stitch pattern	Using Counted Cross Stitch to personalise the book, measurement of seam allowance
STEM	Communication- Nets are produced with a laser cutter, research into it's use could take place. Analytical-Consideration of impact of use of materials/end of life on the environment, recycling, sustainable resources, packaging.	Analytical-Hygiene -Bacteria -Biology, safety- electrical items - physics- Create a poster which informs others about the dangers of poor food hygiene or a powerpoint which informs others about the Hazards in the kitchen- Creativity and communication skills used.	Creativity and Communication skills - Create a poster to inform others about the Eatwell Guide	Problem Solving - Calculate the amount of energy they used yesterday. Reflectively Evaluate the dishes you have made.	Communication - Create an image board connected to your theme.	Rationality- Explain the reasons for the safety rules when using the sewing machine. Reflectively - Write a final evaluation of your work.
Cross curricular links	Art-Term 1, ICT, English-Term 1-writing	Maths weighing and measuring, Chemistry-Term 5 Safety	Maths Timing, weighing and measuring Science-Biology-Term 5-Microbes	English Term 1-Text and writing, Art-Term 1-2.	Chemistry-Term 1-Practical skills and safety, Art-Term 2,3,4 & Term 5-collage CDT-Term 3	History, Chemistry-Term 3-practical skills and safety, English -Term 3, ICT & Art-Term 3,2,3.
Key vocabulary	Target Group, Research - Theme, Specification, Typography, Initial Ideas, Evaluation, Designing with ICT, Final Solution, ACCESS PM	Bridge, Claw, mixing, weighing, measuring, Peeling, Grating, Slicing, Spreading, grilling	Saute, mixing, measuring, Simmering, Dicing, Boiling	Baking, alt in one method, Dividing, Questionnaire, theme, image board, added, counted cross stitch, embroidery threads, design ideas.	Sewing machine, Health and safety Contract, pinning, tacking, personalisation,	Straight stitch, zig zag stitch, Quilting, construction of seams, embellishment

Term	1	2	3	4	5	6
Topic Title	Food and Nutrition	Food and Nutrition	Food and Nutrition	Textiles: Personal container	Y8 Examination/Task Textiles: Personal container	Textiles: Personal container
Rationale	Food: So that pupils can understand, develop and apply the principles of nutrition and learn how to cook and become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways). Development of rubbing- in method used in year 7 to progress to this skill to make a dough for scones in year 8. Under Covid restrictions all year 8 pupils at Upper school are completing the Textiles module. There is currently no year 8 Food work going on owing to priority use of Food room DTs for Year 9 and year 10 Food Work. Two year 8 groups are currently based in HU3 and are completing Food Theory work	So that pupils become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways). Developing the skills used in year 7 to make tomato ragu sauce to make more complex meat sauce in year 8. This helps to prepare pupils for year 9 to make a Lasagne.	So that become more competent in a range of cooking techniques and using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; and to adapt the recipe. Pupils also prepare an all-in-one white sauce which prepares pupils for year 9 to make a lasagne.	So that pupils can develop and apply more advanced sewing machine skills, build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products. Working through the design process that was introduced in Year 7 terms 1, 4, 5, 6 and applying it to different context / materials. Pupils demonstrate quilting and construction of seams and embellish their work: these skills prepare them for the demands of using the machine for a variety of construction/ decoration techniques in year 9.	To assess pupils research, analytical, creative and evaluative skills. Textiles: so that pupils can develop and apply more advanced sewing machine skills, build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products. use a variety of approaches (for example, biomimicry and user-centred design), to generate creative ideas and avoid stereotypical responses	So that pupils can develop and apply more advanced sewing machine skills, build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products. use a variety of approaches (for example, biomimicry and user-centred design), to generate creative ideas and avoid stereotypical responses
Prior knowledge	Eastwell Guide recommendations in Year 7, Nutrients in Year 7, looked at activity in relation to energy in Year 7. Use of oven, hob and grill and small equipment in year 7	Use of hob and grill in year 7, Developing a ragu sauce made in year 7 into a meat sauce,	Use of hob, grill and oven in Terms 1 and 2, macronutrients, consumer information in term 1 & 2, made 2 different sauces previously in terms 1 and 2	Textiles: The Design process in Year 7 baseline assessment and Year 7 Textiles, Additional hand sewing methods, basic sewing machine skills and safety,	Textiles: The Design process in Year 7 baseline assessment and Year 7 Textiles, Additional hand sewing methods, basic sewing machine skills and safety, new machine skills from term 3	Textiles: The Design process in Year 7 baseline assessment and Year 7 Textiles, Additional hand sewing methods, basic sewing machine skills and safety, new machine skills from terms 3 and 4
Key knowledge/skills development	Eastwell Guide, Macronutrients, Energy needs, Skills: Rubbing-in, Development of rubbing- in method to make a dough, shaping, rolling out, safe use of oven, weighing and measuring	Changing nutritional needs, Food Labelling, Skills: developing a ragu sauce into a meat sauce, saute, boiling, Making an all-in-one sauce, draining, use of alternative protein foods, safe use of hob.	Micronutrients, Factors affecting Food Choice, Skills: Meat preparation, saute Making a roux sauce, boiling, combining and layering components, safe use of hob, grill and oven	create a container to transport a small object. Skills: Advanced sewing machine skills, ICT, tie dye. The design process/development, evaluate and refine their ideas and products against a specification	create a container to transport a small object. Skills: Advanced sewing machine skills, ICT, tie dye. The design process/development, evaluate and refine their ideas and products against a specification	create a container to transport a small object. Skills: Advanced sewing machine skills, ICT, tie dye. The design process/development, evaluate and refine their ideas and products against a specification
National Curriculum/specification links	D&T KS3 Cooking and Nutrition understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet D&T Subject Content : MAKE :select from and use specialist tools, techniques, processes, equipment and machinery precisely, working in the domestic context of Home and industrial context of Food.	D&T KS3 Cooking and Nutrition understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet D&T Subject Content : MAKE :select from and use specialist tools, techniques, processes, equipment and machinery precisely, working in the domestic context of Home and industrial context of Food	D&T KS3 Cooking and Nutrition understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet D&T Subject Content : MAKE :select from and use specialist tools, techniques, processes, equipment and machinery precisely, working in the domestic context of Home and industrial context of Food	D&T KS3 POS pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. D&T Subject Content : MAKE :select from and use specialist tools, techniques, processes, equipment and machinery precisely, working in the domestic context of Home, Leisure	D&T KS3 POS pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. D&T Subject Content : MAKE :select from and use specialist tools, techniques, processes, equipment and machinery precisely, working in the domestic context of Home, Leisure	D&T KS3 POS pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. D&T Subject Content : MAKE :select from and use specialist tools, techniques, processes, equipment and machinery precisely, working in the domestic context of Home, Leisure
Literacy	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using literacy e.g. pupil workbook, power points, reading recipes and instructions writing responses to questions, writing an evaluation	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using literacy e.g. pupil workbook, power points, reading recipes and instructions writing responses to questions, writing an evaluation	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using literacy e.g. pupil workbook, power points, reading recipes and instructions writing responses to questions, writing an evaluation. Pupils are assessed on the use of Key Terms.	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using literacy e.g. pupil workbook, power points, writing a specification, annotating design ideas, responses to questions about the sewing machine.	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using literacy e.g. Naming of equipment, describing its uses, labelling the parts of the sewing machine.	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using literacy e.g. Writing a flow chart, writing an evaluation. Pupils are assessed on Key Terms Used.
Numeracy	Weighing, measuring, use of temperature, time, units of measurement, portioning, dividing, addition, division, percentages when working on food labels	Weighing, measuring, use of temperature, time, units of measurement,	Weighing, measuring, use of temperature, time, units of measurement,	Measurement of paper pattern, measurement of seam allowance	Measurement of seam allowances, placement of fasteners, tape for drawing container	Measurement of seam allowances, placement of fasteners, tape for drawing container.
STEM	Communication: Design a poster(s) or powerpoint which demonstrates how the Eastwell Guide can be used to encourage healthy eating, how you can ensure that nutrients required are gained in the diet and how hydration can be maintained in the diet Problem Solving: For each nutrient in scones or Rock cakes calculate the % of an adults reference intake.	Reflectivity: Create a Knowledge triangle about using the cooker skillfully and safely.	Communication: Explain the process of gelatinisation in saute making using notes and diagrams.	Collaboration: Collect responses to a questionnaire about small containers.	Rationalise: Explain the reasons for the safety rules when using the sewing machines.	Communication/ problem solving: Create a flowchart to show the order of making the small container.
Cross curricular links	Biology -Term 1 Health and lifestyle, Physics Term 3 - Energy and Food, Maths - yr 7 Term 4 -Decimals and percentages, Maths -yr8 Term 1 Decimals	Maths-Term 4 Ratio and proportion, Percentages, Biology -Term 1 Health and Lifestyle	Biology -Term 1 Health and lifestyle, RE Term 4 Way of life Practices, yr7 -Term 1, 3 Beliefs and Faiths	Chemistry- colour dyes, Maths- Term 2 Measures & ICT-Term 2- planning and creating logo	Examination Task English Term 2 -Non-fiction writing -Introductions and conclusions, topic sentences, Maths- yr7 Term 5: Constructions: 2d and 3d shapes Textiles: Chemistry- colour dyes, Maths- Term 2 Measures & ICT-Term 2- planning and creating logo	Chemistry- colour dyes, Maths- Term 2 Measures & ICT-Term 2- planning and creating logo
Key vocabulary	Weighing, Coring, Claw, bridge, Sifting, rubbing-in, grating, Combining, Forming a dough, Shaping, Dividing, Rolling out, cutting, glazing, Baking	Weighing, measuring, sauteing, claw, bridge, saute, draining, boiling, hob.	Weighing, measuring, Boiling, grating, Bridge, claw, whisking, all in one sauce, Simmering, draining, grilling.	Accessories, Tie dye, batik, Sewing machine, Presser foot, presser foot lever, take up lever, balance wheel, needle, feed dogs, stitch width	Threading up, target market, fair trade, Fishing, interlocking, reversing, spool ease, spool	machining, Quick un pic, tailors chalk, fabric shears, embellishment,

All year 9 pupils spend Terms 1,2,3 on either Food or Textiles, and then swap over for Terms 4,5 and 6

Term	1	2	3	4	5	6
Year Group 9 Food/Textiles						
Topic Title	Food and Nutrition	Food and Nutrition	Examination Task/ Food and Nutrition.	Textiles: Bottle coat, Create a bottle coat to keep drinks cool/insulated.	Textiles: Bottle coat, Create a bottle coat to keep drinks cool/insulated.	Textiles: Bottle coat, Create a bottle coat to keep drinks cool/insulated.
Rationale	Pupils will have developed a knowledge of healthy eating and practical skills and will be able to make informed choices when choosing ingredients and cooking dishes. Pupils recap the use of preparation of claw, bridge and use of hob to make a Risotto, these skills are extended further to make more complex dishes, preparing sauces, and more than one component in year 9. Pupils experience working with a range of ingredients and techniques which will hopefully foster interest to develop the skill further in GCSE food.	Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Its important that pupils know how to access and use the information available to them so that they make informed choices	So that pupils can extend the range of practical techniques and processes and use a wider range of equipment such as microwaver cookes, mixers, food processors etc. and a wider range of ingredients, including those popular in other countries and cures	So that pupils can apply the hand sewing and advanced machine skills, and decorate techniques using ICT to design and make a product which is a creative and individual response to a design brief. Pupils need to have experienced the taught machine skills in year 8 in order for them to work independently and be able to choose how they develop their product.	So that pupils can apply the hand sewing and advanced machine skills, and decorate techniques using ICT to design and make a product which is a creative and individual response to a design brief.	So that pupils can apply the hand sewing and advanced machine skills, and decorate techniques using ICT to design and make a product which is a creative and individual response to a design brief.
Prior knowledge	Pupils should have already mastered safe use of the hob, grill and oven, pupils are able to prepare and cook a variety of ingredients and simple dishes e.g in year 9 pupils made a meat sauce and two types of white sauce together these skills can be combined to make a more complex dish such as Lasagne .	Pupils have investigated food labelling and Food Choices in year 8	Pupils have investigated food labelling and Food Choices in year 8	Hand and machine skills, sublimation printing and ICT skills in year 8	Hand and machine skills, sublimation printing and ICT skills in year 8 and in Term 4 year 9	Hand and machine skills, sublimation printing and ICT skills in year 8 and in Terms 4 & 5 in year 9
Key knowledge/skills development	Diet related health issues. Skills : Develop claw and bridge, temperature control e.g. Risotto , developing the use of a range of ingredients.	Investigate and compare homemade and commercial products, Costing. Skills-Develop and cook a savoury meal suitable for those with special dietary need e.g. vegetarian.	Special Dietary needs. Skills: Demonstrate creaming method, use of mixer and surface decoration	Create a bottle coat to keep drinks cool/insulated. Skills: Advanced sewing machine skills, ICT, research, developmnet of specification, communication skills, design & development, modelling, sublimation printing, use of heat press	Create a bottle coat to keep drinks cool/insulated. Skills: Advanced sewing machine skills, ICT, research design & development	Create a bottle coat to keep drinks cool/insulated. Skills: Advanced sewing machine skills, ICT, research, design & development
National Curriculum/specification links	KS3 Cooking and Nutrition become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways, using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] □ understand the source, seasonality and characteristics of a broad range of ingredients	KS3 Cooking and Nutrition become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways, using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] □ understand the source, seasonality and characteristics of a broad range of ingredients	KS3 Cooking and Nutrition become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] □ understand the source, seasonality and characteristics of a broad range of ingredients	KS3 D&Tuse research and exploration, identify and solve their own design problems,develop specifications,develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling,select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture,test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested group	KS3 D&Tuse research and exploration, identify and solve their own design problems,develop specifications,develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling,select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture,test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested group	KS3 D&Tuse research and exploration, identify and solve their own design problems,develop specifications,develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling,select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture,test, evaluate and refine their ideas and products against a specification, taking into account the
Literacy	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using literacy e.g. pupil workbook, power points, reading recipes and Instructions writing resposes to questions, writing an evaluation	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using literacy e.g. pupil workbook, power points, reading recipes and Instructions writing resposes to questions, writing an evaluation	Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using literacy e.g. pupil workbook, power points, reading recipes and Instructions writing resposes to questions, writing an evaluation	Pupils will access a range of reading materials and activities using literacy e.g. pupil workbook: analysing existing products, writing a specification, annotating design ideas, responses to questions about the sewing machine.	Pupils will access a range of reading materials and activities using literacy e.g. pupil workbook: Labelling the machine parts, writing a manufacturing specification, identifying equipment.	Pupils will access a range of reading materials and activities using literacy e.g. pupil workbook:describe quality control checks, writing an evaluation
Numeracy	Weighing, measuring, use of temperature, time, units of measurement, Division to calculate BMI	Weighing, measuring, use of temperature, time, units of measurement, fractions ( when dividing sauce into layers for lasagne)	Weighing, measuring, use of temperature, time, units of measurement,	laying out of pattern on fabric with as little waste as possible.Measurement of paper pattern, measurement of seam allowance	measurement of seam allowance	measurement of seam allowance, placement of fasteners.
STEM	Problem solving: Can you calculate your BMI	Rationalise: Explain why different amounts and types of nutrients are required at different life stages		Analytical/ critical thinking : Carry out a Product Analysis of an existing Bottle coat product	Problem Solving: work out what materials and components you will need to make the bottle coat	
Cross curricular links	Biology Term 1 Health and Lifestyle , Chemistry - Term 1 -Change of state - gelatinisation , denaturation, Maths- term 5 -percentage , ratio and proportion	RE yr 8- Term 4,5 Way of Life - practices, Maths -Term 1 calculations, Term 5 ratio	RE yr 8- Term 4,5 Way of Life - practices..	Food yr8 Biology Yr8 Health and lifestyle, Chemistry properties of materials Maths-measurement & ICT creation of images for sublimation fabric printing	Food yr8 Biology Yr8 Health and lifestyle, Chemistry properties of materials Maths-measurement & ICT creation of images for sublimation fabric printing	Food yr8 Biology Yr8 Health and lifestyle, Chemistry properties of materials Maths-measurement & ICT creation of images for sublimation fabric printing
Key vocabulary	weighing, measuring, Peeling, Bridge, Claw, grating, Saute, Absorb, Simmering, boiling,	Grating, browning, all-in-one sauce,gelatinisation, whisking, Baking, assembling, layering	Creaming, whisking, sifting, folding, Glazing, coring, baking,	Product analysis, Innovative, recyclable, thermal, cooling,3D images, Pattern, Mock up	Attaching, making up Cutting out, Fastenings, Sublimation printing, embellishment	Components, Quality control checks,linings, fastenings, insulation