

Throughout the teaching and learning opportunities within Design and Technology, students have a clear progressive route to enable them to be fully prepared for a rapidly changing world in which they live. This scheme of work has 3 main strands that are threaded through to enable the development of a range of practical skills with an understanding of aesthetic, social and environmental issues. The strands are:

- To enable our students to run a safe and healthy household.
- To prepare our students for employment within the food and hospitality, textile, horticulture or construction trades.
- To support and develop mental health and well-being opportunities through hobbies, interests and voluntary work.

Autumn Term								
Phase 2						Phase 3		
2	3	4	5	6	7	8	9	
TEXTILES Brief: To design and make a Chinese dragon puppet	FOOD Brief: To design and make Sandwiches and simple snacks.	TEXTILES Brief: To design and make a Christmas tree decoration to give to a family member as a gift.	FOOD Brief: To design and make a party celebration event	CONSTRUCTION Brief: To design and make a wind turbine	CONSTRUCTION Brief: To design and make a moving toy	FOOD Brief: To design and make a seasonal vegetable dish e.g soup.	FOOD Brief: To design and make a carbohydrate product suitable for a savoury meal for an elderly person.	
Planned PFA Links	What is a puppet designer? Explore courses for performing art /drama at South Tyneside College /Newcastle and Gateshead College.	What is the job of a sandwich maker in fast food restaurants. What is a sandwich hand? What is a sandwich artist What key skills would be needed to apply for the above jobs?	Explore Cath Kidston (textile designer) Interview a national trust member of staff in their gift shop. How do you become a volunteer?	What is an event manager? What is a wedding planner?? What is a catering manager? Interview cake decorators-A Watson.	What is a wind farm site manager? How to access apprenticeships with Siemens	To explore a toy designer? How do you become a toy designer How to access creative and digital media apprenticeships	How do you become a catering assistant? How to work in the hospitality trade? To explore NVQ qualification route. Interview a catering manager at NUFC/SAFC	What is the role of SALT?/ What does an OT/dietician do? How to become a fishmonger. Identify college courses and apprenticeship routes/specialist providers To explore jobs with Hospitals/old people's homes

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<p>Planned Cultural Capital Opportunities</p>	<p>Visit from Karl Jeffery, a magical ventriloquist.[child entertainer] Visit Customs House or Theatre Royal to look at puppets</p>	<p>Community Walk in Jarrow –What sandwiches and snacks can be bought in the town? Where food can be bought? visit subway/mcdonalds to identify product specification and hygiene and safety.</p>	<p>Visit to Kielder Winter Wonderland. Visit Wallington Hall or Belsay Dobbies Garden centre Charity Christmas cards St Thomas Church Christmas winter Craft Markets identifying Victorian Christmas influence</p>	<p>Arrange a party for elderly local residents. Visit children's party venues-pirates cove leisure centres, look at costings.</p>	<p>A wind farm visit. Visit The port of Blyth training division. Visit The Blyth Key Trust Visit energy centre North East</p>	<p>Visit BigLittle Toys in Durham Visit toy shops/wholesalers Visit to vintage toys north east Traditional Mr Wolf toy shop in hexham</p>	<p>Visit South Tyneside college /Newcastle College catering department. Visit salad bar Restaurants/cafes school meals service Factories for frozen vegetables. E.g. Birds Eye</p>	<p>Visit to Newcastle farmers market Visit to Grainger indoor market Visit North Shields Fish Quay and smoke houses Family Local Butchers Marks Jarrow Visit to South Tyneside Hospital</p>
<p>Planned Reading Opportunities</p>	<p>Hand Shadows Puppet Planet by John Kennedy. Puppet Mania by John Kennedy Hand puppets (How to make them) by Laura Ross Sock Puppet Madness by Marty Allen.</p>	<p>Sam's sandwich by David Pelham Burger Boy By Alan Durant The giant Jam Sandwich by John Lord book jacket recipe cards Help save our planet</p>	<p>Victorian Christmas celebrations -National Trust. History through the homes-National Trust Who is hiding in the woods? 50 things you should do before you are 11 Christmas tree art The Christmasaurus.</p>	<p>A very hungry caterpillar Birthday. A Curious George Dessert Table A green Eggs and Ham first party The 3 little pigs Birthday Party Party invitations party supplies venue leaflets recipes books and cards labels.</p>	<p>The boy who harnessed the wind by William Kamkwamba Not for me,please! I chose to act green by Maria Godsey. Renewal Energy The power of the Wind DKfind out about the wind</p>	<p>woodworking for Kids-less wood publishing Wood Shop-Margaret Larson Making Toys-Sam Martin Animated Animal Toys in Wood-David Wakefield Making Mad Toys and Mechanical Marvels in Wood-Rodney Frost</p>	<p>Recipe reading in books and online Grow fruit and vegetables in Pots Eating The Alphabet Grow your own food Allotment by months Vegetable gardeners Nutrition information on packaging. Seed instructions.</p>	<p>Good food recipes for kids. by Angela Nilson and Jeni Wright. Complete Children's cookbook by DK The whole fish cook book Fish and Shellfish The everyday fish cookbook How to make pasta Foods from different cultures Food labels and packaging Breads from around the world</p>

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<p>Planned Key Vocabulary (subject specific)</p>	<p>designing user, list, label, drawing, ideas, mock-up, choose, decide, evaluate, try out ideas, standard unit</p> <p>making plan, template, fabric, cutting out, sewing, needle, running stitch, gluing, adding</p> <p>knowledge and understanding, character, puppet, seam, stitch, thread, strong, quality, features, strengthen, reflective symmetry, position, to, towards</p>	<p>designing eg texture, taste, appearance, healthy, preference, criteria, cost, questionnaire, data, frequency diagram making eg cut, mix, spread, slice, blend, grate, chop, chopping board, knife, grater knowledge and understanding eg sandwich, filling, ingredients, fridge, food groups, hygiene, high risk, healthy eating, 'balanced plate', thick, thin sensory eg sweet, sour, bitter, salty sandwich filler</p>	<p>designing eg discuss, choose, try out ideas, adapt, design, experiment, evaluate, decide, mock-up, predict, expensive making eg pin, pattern, join, cut, shape, measure, fabric, template, needle, thread, ruler, tape measure knowledge and understanding eg outline, background, coat, strengthen, stitch, quality, pattern repeat, seam, centre, side, line, flat, symmetry, turn</p>	<p>Design discuss select make choices investigate explore</p> <p>cutting out, mixing, snipping).(e.g. cutting out, snipping, mixing, spooning, spreading).</p> <p>eatwell guide</p> <p>fruit vegetable starches dairy fat washing drying routine germs bacteria safety hygiene</p> <p>evaluate modifications sensory analysis tasting testing texture</p>	<p>Design press switch, toggle or rocker switch, slide switch, push-to-make switch, push-to-break switch, reed switch and magnet, tilt switch (non mercury), micro switch buzzer lamp, lamp holder batteries, battery holder, battery clipwood, card, coloured paper, fabrics adhesives suitable control programs or programmable chip</p> <p>simple control interface</p> <p>Evaluate Make strength weakness</p>	<p>designing eg <i>sequence, annotated diagram, sketch, decision, choice, prototype, model, communicate</i></p> <p>making eg <i>shape, assemble, accurate, saw, mark out</i></p> <p>knowledge and understanding eg <i>cam, mechanism, movement, linear motion, rotary motion, pivot, off-centre, axle, force, framework, follower, guide, offset, shaft</i></p>	<p>designing eg choosing, investigating, tasting, arranging, experimenting, popular, sort,</p> <p>block graph, pictogram</p> <p>making eg washing, cleaning, peeling, cutting, slicing, grating</p> <p>knowledge and understanding eg salad, fruit, vegetables, peel, flesh, skin, grater, chopping board, peeler, seeds, pips, stalk, juice, root, leaf, stone, bunch</p> <p>sensory eg crisp, sharp, juicy, sweet, sour, sticky, squashy, smooth, crunchy, scented, waxy</p> <p>protein vitamins minerals fats starches sugars</p> <p>sensory analysis taste texture appearance</p>	<p>Design make evaluate Costing Nutritional value Kcals diet: carbohydrates, fats and oils, proteins, vitamins, minerals, dietary fibre and water, and Energy rubbing whisking melting all in one soft even moist sticky crunchy heavy sweet smooth glossy bread knead prove ferment pour mix starch yeast multiple finishing techniques glaze bake grind mill</p> <p>Sustainable development: disposal of some materials/ingredients on the natural environment and human health. world wide food sources rice pasta hydration</p>
	<p>To consider and explore different types of puppets.</p>	<p>To understand that there are a variety of sandwiches.</p>	<p>To design and use research to support a design idea..</p>	<p>To be able to give examples of occasions when 'party food' would be eaten and name</p>	<p>To incorporate a circuit with a bulb or buzzer into a model.</p>	<p>To identify the design brief</p>	<p>To recognise, name and locate the equipment in the food room.</p>	<p>To list and explain the main nutrients provided by the diet.</p> <p>To explain the importance of hydration.</p>

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<p>To develop understanding that puppets are made up of different parts.</p> <p>To choose a shape for my puppet</p> <p>To choose items that can be added to my puppet to decorate it and make it individual</p> <p>To experiment with how to join decorative materials to fabric.</p> <p>To use pre punched holes to learn how to sew using running stitch and over stitch.</p> <p>To say what I like and do not like about items that I have made</p>	<p>To appreciate that people have different preferences.</p> <p>To understand how to create a survey, and what the purpose is.</p> <p>To recognise that food can be divided into different groups.</p> <p>To understand that sandwiches can form part of a healthy diet.</p> <p>To explore different combinations of ingredients and how they can affect the taste and texture of the product.</p> <p>To explore sandwich fillers taste/cost and packaging.</p> <p>To use appropriate</p>	<p>To follow a design criteria.</p> <p>To design an innovative product.</p> <p>To design a product which is fit for purpose and , appeal to a specific group</p> <p>To generate and develop and generate ideas.</p> <p>To create plans, sketches and model and communicate their ideas through discussion,</p> <p>To produce annotated sketches and exploded diagrams,</p> <p>To make simple prototypes.</p> <p>To select from and use a wider</p>	<p>different types of party food.</p> <p>To describe the skills used to make a dish (e.g. <i>cutting out, mixing, snipping</i>).</p> <p>To recall and explain the 'getting ready to cook' steps in relation to personal hygiene.</p> <p>To be able to: get ready to cook, with some support (e.g. <i>tying of an apron</i>).</p> <p>To perform basic making and cooking skills as instructed</p> <p>To weigh with growing independence.</p> <p>To follow safety and hygiene rules</p> <p>To recall where the ingredients in</p>	<p>To create a shell or frame structure from any relevant material of choice.</p> <p>To understand how to strengthen frames or structures with diagonal struts</p> <p>To develop knowledge of how to make structures more stable.</p> <p>To explore prototype frame and shell structures out of a cheaper material and evaluate its success.</p> <p>To measure, mark and prepare a range of materials accurately</p> <p>To safely use a cool melt glue gun with close supervision.</p>	<p>To recognise who the user is and the needs of the user.</p> <p>To develop research skills in existing products</p> <p>To evaluate existing products</p> <p>To conduct relevant market research</p> <p>To recognise the movement of a mechanism within a toy or model.</p> <p>To understand that a cam will change rotary motion into linear motion</p> <p>To understand that different shaped cams produce different movements</p> <p>To understand about the relationship between a cam and a follower</p> <p>To identify the cam within a mechanism and</p>	<p>To explain and apply health and safety practices used.</p> <p>To practice safe and effective use of knives.</p> <p>To compare and evaluate existing products.</p> <p>To prepare and cook a dish using vegetables, salad vegetables and a dressing, such as couscous, potato or slaw.</p> <p>To demonstrate the safe use of sharp knives.</p> <p>To investigate types of dressing, how they are made and why they are used.</p> <p>To apply the principles of food safety and hygiene when cooking.</p> <p>To describe the principles of <i>The Eatwell Guide</i> and relate this to their own diet.</p> <p>To name the main nutrients provided by</p>	<p>To prepare and cook a main meal dish that demonstrates the use of starchy foods, such as savoury rice, pasta primavera.</p> <p>To demonstrate the safe use of the hob, sharp knives and other small equipment.</p> <p>To carry out an evaluation of a range of prepared rice or pasta products.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To define energy and explain why it is needed.</p> <p>To identify sources of energy in the diet.</p> <p>To describe how energy needs change throughout life.</p> <p>To define energy balance and relate the</p>
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<p>and attempt to say why.</p> <p>To talk about my designs as they develop and identify good and bad points</p> <p>To talk about any changes made during the making process</p> <p>To explain how closely my finished products meet my design criteria</p> <p>To make observe and make simple drawings and label part and features</p> <p>To practice basic joining and sewing techniques and to make a template.</p>	<p>language related to food products.</p> <p>To have an understanding of what a sandwich is and how to make one.</p> <p>To record their opinions on a table commenting on taste, appearance, smell and texture.</p> <p>To identify the different food groups in the eatwell guide.'</p> <p>To develop a knowledge of appropriate terms used in food preparation and food products.</p> <p>To identify a purpose for their sandwich <i>eg for a summer picnic</i> and establish criteria for a</p>	<p>range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>To select from and use a wider range of textiles according to their functional properties and aesthetic qualities To evaluate a christmas toy against a criteria.</p> <p>To investigate and analyse a range of existing products on the market.</p> <p>To evaluate their ideas and products against their own design criteria.</p> <p>To survey other people's views on their product</p>	<p>the dish come from.</p> <p>To be able to: recognise <i>The eatwell guide</i> and know that it shows us how to eat healthily.</p> <p>To sort a selection of foods into the five main food groups and understand their function on the body.</p> <p>To make healthy meal planning choices to reflect a balanced diet.</p> <p>To design and make products that reflect food intolerances and cultural food.</p> <p>To sketch and label ideas.</p> <p>To design an event menu.</p> <p>To write a shopping list and purchase</p>	<p>To identify the strengths and weaknesses of my design ideas</p> <p>To select a design idea to develop.</p> <p>To consider and explain how the finished product could be improved</p> <p>To discuss how well the finished product meets the design criteria and how well it meets the needs of the user.</p> <p>To explore how these skills could be used within the home.</p> <p>To recognise that ma skills are transferable household tasks e.g. making toys, shelf building.</p>	<p>explain how it changes movement</p> <p>To use a construction kit To model a cam mechanism</p> <p>To understand how cams produce movement</p> <p>To measure and mark out accurately</p> <p>To use tools for cutting safely and effectively</p> <p>To use a drill to make an off-centre hole in a wheel</p> <p>To consider the characteristics of the cam mechanism when designing the moving part of their toy</p> <p>To test out their design ideas before proceeding</p> <p>To cut and join with accuracy to ensure a good-quality finish to the prod</p>	<p><i>The Eatwell Guide</i> food groups.</p> <p>To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size.</p> <p>To explain where fruit and vegetables come from and how seasonality affects price and availability.</p> <p>To compare and evaluate existing products.</p> <p>To prepare and cook a seasonal, fresh vegetable dish, such as ratatouille or soup.</p> <p>To demonstrate the safe use of the hob, sharp knives and to measure liquids accurately.</p> <p>To investigate and evaluate the effects of cooking vegetables.</p> <p>To apply the principles of food safety and hygiene when cooking.</p>	<p>consequences of imbalance.</p> <p>To prepare and cook a dish which demonstrates the role of carbohydrate in the diet, such as mini carrot cakes, apple cakes or berry cakes; demonstrate the safe use of the oven, weighing, mixing and dividing.</p> <p>To demonstrate cake making methods.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To calculate the nutritional content and create a food label for a dish.</p> <p>To explain the sources, types and functions of carbohydrates.</p>
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<p>To apply skills practiced to make a puppet.</p> <p>To observe and discuss the features of a range of puppets</p> <p>To discuss and explore the different materials puppets are made from and the features of those materials</p> <p>To discuss how the puppets are assembled</p> <p>To draw one of the puppets and label the different features.</p> <p>To use basic gluing and sewing techniques.</p> <p>To consider and explore different types of puppets.</p> <p>To develop understanding</p>	<p>successful product.</p> <p>To select a product to design.</p> <p>To plan the order of their work before starting the task.</p> <p>To follow instructions.</p> <p>To read a basic recipe.</p> <p>To make healthy eating choices from an understanding of a balanced diet.</p> <p>To work safely and hygienically.</p> <p>To measure and weigh ingredients accurately.</p> <p>To recognise sensory vocabulary and knowledge using taste and smell</p>	<p>and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p> <p>To identify a market to sell the product.</p> <p>To calculate costs of the production.</p> <p>To explore ways to market a product.</p>	<p>ingredients required.</p> <p>To cost the different dishes.</p> <p>To explain the significance of shopping at a supermarket to small traders on cost, freshness and environment.</p> <p>To sort ingredients from a dish into the five main food groups and comment on its contribution to healthy eating</p> <p>To explain some of the reasons people may not consume certain food or drinks.</p> <p>To understand the importance of taste ingredients and discuss their suitability for a dish using sensory vocabulary.</p>			<p>To test the mechanisms and make adjustments where necessary</p> <p>To evaluate their product against a criteria .</p> <p>To develop skills of comparison between 2 products</p> <p>To make a prototype to test out their design idea</p> <p>To produce step-by-step plans for making their design which include the materials and tools needed</p> <p>To draw up an evaluation to be carried out by others</p> <p>To evaluate my final product against the design brief</p>	<p>To prepare and cook a savoury dish with a topping made from starchy food, such as vegetable cobbler or savoury crumble.</p> <p>To demonstrate weighing and measuring, rubbing-in, preparation of fillings, e.g. peeling, slicing, layering ingredients, using the oven (baking).</p> <p>To apply the principles of food safety and hygiene when cooking.</p> <p>To design a product to meet a specific technical purpose, choosing appropriate ingredients, by applying the knowledge, skills and understanding they developed during the product evaluation and practical tasks</p> <p>To select information that informs and clarifies the design</p> <p>To draw on their understanding of products, including</p>	<p>To explain the sources and functions of fibre in the diet.</p> <p>To describe the dietary recommendations for carbohydrate (including fibre) and how it relates to their diet.</p> <p>To identify varieties of bread and bread products available to the consumer.</p> <p>To investigate the functions of ingredients used in bread making.</p> <p>To prepare and cook a dish using yeast dough, such as flavoured bread rolls, pizza wheels.</p> <p>To demonstrate the skills of preparing, kneading, shaping and finishing yeast dough.</p> <p>To compare and evaluate a range of bread based products.</p> <p>To design, make and evaluate a prototype.</p>
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<p>that puppets are made up of different parts.</p> <p>To make observations and make simple drawings and label part and features</p> <p>To apply skills practiced to make a puppet.</p> <p>To discuss how the puppets are put together.</p> <p>To draw one of the puppets and label the different features</p> <p>To use a template for marking out</p> <p>To explain advantages and disadvantages of different joining techniques.</p> <p>To use a range of appropriate language to describe components ,</p>	<p>To understand that they can modify their designs by evaluating as they are making</p> <p>To recognise the importance of quality and how it is dependent on their skills, accuracy and care.</p> <p>To evaluate their product against design criteria.</p> <p>To explain how the finished product meets the design criteria and needs of the user.</p>			<p>To suggest ways to adapt a dish to make it suitable for the needs of others (e.g. allergies, religion, culture, choice).</p> <p>To be able to plan a range of party dishes with consideration for the needs of others (e.g. a vegetarian or gluten free.</p> <p>To identify the plant or animal origin of all the ingredients used to make the final dishes.</p> <p>To set a table or venue and eat socially with others demonstrating good manners.</p> <p>To develop sensory vocabulary and knowledge using smell, taste, texture and mouthfeel.</p>			<p>how, where and why they are used</p> <p>To design a set of criteria in a specification</p> <p>To select ingredients according to their working characteristics and availability</p> <p>To express ideas in a 2-D design</p> <p>To suggest an ordered sequence for managing the task</p> <p>To use equipment and techniques with precision</p> <p>To discuss whether their design meets the purpose.</p> <p>To identify how to improve their design.</p> <p>To identify and explain any environmental factors.</p> <p>To examine, describe and evaluate similar products. consider the properties of materials/ingredients</p> <p>To explore ingredients with different</p>	<p>To draw upon their understanding of familiar products</p> <p>To discuss design ideas.</p> <p>To present ideas as plans</p> <p>To suggest alternative approaches if first attempts fail</p> <p>To evaluate their products against the criteria and suggest design improvements.</p> <p>To identify the risks and hazards involved in preparing, handling, storing, transporting and selling food, and explain basic rules for safety</p> <p>To work hygienically when preparing food in the classroom</p>
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	<p>materials and processes</p> <p>To develop ideas for their own designs can be developed by looking at a selection of puppets</p> <p>To identify simple design criteria</p> <p>To model their ideas by making a paper mock-up</p> <p>To mark out, cut and join fabric pieces to make the main part of their puppet</p> <p>To use appropriate finishing techniques</p> <p>To evaluate against design criteria</p> <p>To evaluate the puppets and how well it relates to its purpose</p>						<p>properties by mixing, forming, cutting and heating them, to find out about their working characteristics</p> <p>To measure and consider the effects of varying ingredients, <i>eg proportion and ratio</i></p> <p>To carry out fair tests, including sensory tests for evaluation purposes</p> <p>To consider the nutritional aspects, and develop their knowledge of healthy eating guidelines.</p> <p>To use highlighting, skimming and scanning to identify key points and to develop research</p>	
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Spring Term								
Phase 2						Phase 3		
2	3	4	5	6	7	8	9	
FOOD Brief: To design and make a fresh fruit salad	CONSTRUCTION Brief: To design and make a lifeboat	FOOD Brief: To design and make a healthy breakfast	CONSTRUCTION Brief: To design and make a mini beast.	TEXTILES Brief: To design and make a tote bag	TEXTILES Brief: To design a creative response around the theme of Human Rights	FOOD Brief: Design and Make a fish dish.	FOOD Brief: To Design and Make a protein product suitable for adults.	
Planned PFA Links	What is a chef? What is a market gardener? How do chefs prepare food?	What is a shipwright? What is a lighthouse Keeper? How to apply to be a volunteer ?Role of the RNLI-jobs of the coxswain, fundraisers, lifeguards	What is a food developer? What is a food technologist? How to access the Food Manufacturing Apprenticeships Scheme.	What is a product developer within the whole of toys? What is a zoologist? How to be a volunteer at Kirkley Hall Northumberland How to access an Internship How to access student work experiences.	Apprenticeship in leather manufacturing. What is a bag manufacturer? Mulberry jobs-customer service,marketing, manufacturing, quality control and retail.	Link with refugees and charity work. Explain how to volunteer with asylum seekers. Explore human rights in health and human rights. What are pupils legal rights and equality rights Explore equality in the workplace.	What is a fishmonger? What is a butcher? What is a dairy farmer? Apprenticeship in butchery. College courses in being a fishmonger Private training providers for fishmongers	What is a school nurse? What is a dietician? What is a beef farmer? What is an organic farmer What is a pig farmer
Planned Cultural Capital Opportunities	Visit a fruit farm. Visit allotment/school garden local fruit and vegetables shops Brocksbushes pumpkin farms	Visit Grace Darling Museum Visit Bamburgh to see where the story took place Longstone lighthouse Visit St Mary's lighthouse. Souter Lighthouse	Visit a local dairy farm to see how milk is produced and processed. Hospitality-Hotels hospital Kitchen Visit to greggs Visit to morrisons for breakfast/jarrow cafes The Hive Bede's World	Visit Kirkley Hall Zoological Gardens. Visit Hancock Museum Visit Plessey Woods Visit Rising Sun Country Park Woodland walk.	Visit local shops to research types of bags used. Visit national trust shops to see the market range. Meeting with cancer volunteers to discuss fundraising opportunities of tote bags.	Visit human rights art -a living tradition at Path Head Water Mill, Blaydon Visit Newcastle University Peace and Human rights exhibition Visit Discovery museum an exhibition of oil	Visit the fish Quay Interview a fisherman/fishmonger Interview a fisherman and explore how the industry has changed.	Visit from a fairtrade organisation. Visit from a butcher Talk from a vegetarian Visit a battery hen factory and compare with school free range chickens

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			The Little Haven Restaurant			paintings by Paul Piercy		Debate ethical issues related to farming
Planned Reading Opportunities	Eating the alphabet-L.Ehlert Oliver's vegetables The vegetables-Gail Gibbons Oliver's Fruit Salad-V.French The apple farmer-M.Wellington We are going to the farmers market-S.Page Reading recipes Fruit labels and packaging	The story of Grace Darling-Helen Cresswell The life of Grace Darling-John Harper The Lifeboat Riders of the Storm Lifeboat rescue	Reading informations from breakfast cereal boxes breakfast menus Handas Surprise Mama Panya Pancakes Breakfast Recipes for Kids by Julie Michelle. Easy Kids Breakfast by Debbie Mads	RSPB My first book of Garden Bugs. The very busy spider The Hungry caterpillar The very Busy spider. zoo bugs to fold and fly Walter's Wonderful Web Little explorers Mad About Minibeasts Reading of instructions manuals Research material through books and online.	Sewing school My first sewing machine book How to make soft toys. Children's sewing projects were made easy. We love to sew Sewing with Children Following instructions	I have a right to be a child-Alan Serres To kill a mockingbird-Harper Lee The Journey by Francesca Sanna There is a Bear on My chair-Ross Collins My Little book of Big Freedoms-Chris Riddell Dreams of Freedom by Amnesty International	Dory Story Flotsam Adventures Poems of the sea Recipes of the sea The life of a fisherman Recipes on line instruction text Menus from restaurants around the North East.	Research information on farming Reading recipes Reading packaging labels Menus from restaurants north east england. ordering and costing sheets reading product specification
Planned Key Vocabulary (Topic specific)	designing choosing investigating, tasting, arranging, experimenting, popular, sort, block graph, pictogram making washing, cleaning peeling, cutting, slicing, grating knowledge and understanding eg salad, fruit,	float sink mind map modify research analyse carry cargo containers reclaimed materials hull flag oars sketch beam hardboard MDF paper paperclips polystyrene designing eg purpose, ideas, discuss, explore,	Grilling Frying Scrambled Poached Whole Wheat Cereals. Sensory Analysis of smoothies. Nutritional guide. School Survey handling data design make initial ideas specification market research	planning, storyboard, components, fixing, tubing, syringe, attaching, finishing knowledge and understanding eg control, pneumatic system, pressure, inflate, deflate, input, output, pump, hinge, fastest, slowest, often, always, sometimes,	designing eg specification, flow chart, mock-up, accurate, users, fabric swatches, working drawing making eg pattern/template, working properties knowledge and understanding eg seam, seam allowance,	designing eg specification, flow chart, mock-up, accurate, users, fabric swatches, working drawing making eg pattern/template, working properties knowledge and understanding eg seam, seam allowance,	generate ideas work plans consumer proposal precision accuracy analysis client group designing eg choosing, investigating, tasting, arranging, popular, sort,bar chart, pictogram making eg washing, cleaning,	initial ideas work plans process consumer proposal precision accuracy analysis client group designing eg choosing, investigating, tasting, texture mouth appeal arranging, experimenting,

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	<p>vegetables, peel, flesh, skin, grater, chopping board, peeler, seeds, pips, stalk, juice, root, leaf, stone, bunch</p> <p>sensory eg crisp, sharp, juicy, sweet, sour, sticky, squashy, smooth, crunchy, scented, waxy</p>	<p>predict, guess, survey, table, venn diagram making eg joining, combining, connecting, testing, punching knowledge and understanding eg boats</p> <p>annotated diagram card design brief design process disassembly</p>	<p>existing products product analysis questionnaire generate ideas step by step plans labelled sketches accuracy organic and non organic</p>	<p>neverdesign eg brainstorm, suggestion, evaluate, ideas, constraints, appropriate, graph, data, sort, order, set, label, title, list, probable, possible, impossible</p>	<p>insulation, sole, upper, inner, reinforce, right side/wrong side, stitch, stitching, tacking, wadding, sewing machine, hem</p>	<p>reinforce, right side/wrong side, stitch, stitching, tacking, wadding, sewing machine, hem</p>	<p>peeling, cutting, slicing, grating mixing chopping scaling dicing blending mashing TVP vegetarians pulses protein vitamins minerals fats starches sugars sensory analysis taste texture appearance</p>	<p>popular, sort, bar chart, star diagrams making eg washing, cleaning, cross contamination peeling, coagulation, whisking marinating, slicing, grating mixing chopping scaling dicing blending mashing TVP vegetarians pulses gelatinisation</p> <p>organic protein vitamins minerals fats</p>
	<p>To understand that there is a wide variety of fruit and vegetables available which can be grouped and individually named.</p> <p>To understand that fruit and vegetables may require treatment before being eaten and know what the treatment is eg <i>washing, peeling</i></p>	<p>To understand that there are different types of boats for different purposes.</p> <p>To recognise that boats are made up of different parts.</p> <p>To understand that ideas for their own designs can be obtained by looking and researching boats.</p> <p>To make simple drawings and label parts.</p>	<p>To be able to name different food and drinks consumed at breakfast time.</p> <p>To explain why it is important to have breakfast every day.</p> <p>To sort a selection of food and drink items into their plant or animal origin.</p>	<p>To research existing products that use pneumatic systems.</p> <p>To understand how simple pneumatic mechanisms can be used to produce different types of movement</p> <p>To investigate and comment on the effectiveness of pneumatic systems using syringes and balloons.</p>	<p>To research the products are designed for different purposes and different users e.g tote bags</p> <p>To understand that a designer needs to consider appearance, function, cost and safety when designing products.</p>	<p>To create a 3D item, product or clothing using pattern pieces.</p> <p>To develop a design specification</p> <p>To communicate their ideas through drawings and modelling</p>	<p>To explain where dairy and alternatives come from and how consumer demand influences availability, e.g. lower fat dairy products.</p>	<p>To explain the sources, types and functions of protein.</p> <p>To understand the farming within the north east of England.</p>

Scheme of Work - DT

	<p>To develop an understanding of sensory vocabulary using taste, smell, texture and feel</p> <p>To develop knowledge that fruit and vegetables can be classified according to their sensory and other properties</p> <p>To develop basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions.</p> <p>To use a variety of simple tools and equipment.</p> <p>To understand that fruit and vegetables have nutritional value and are an important part of our diet.</p> <p>To understand that food processing can affect appearance, texture, odour and taste</p>	<p>To work with tools, equipment, materials and components to make quality products that float.</p> <p>To select tools, techniques and materials for making their product from a range suggested by the teacher</p> <p>To explore boats and identify what features they require.</p> <p>To name the main parts of a boat.</p> <p>To draw on their investigation of boats e.g. coble a local fishing boat to inform their own design ideas.</p> <p>To research boat making as a craft.</p> <p>To make simple drawings, with some labels of parts.</p> <p>To apply rules which will control risk when using materials, tools and equipment.</p>	<p>To state what makes a healthy breakfast (i.e. food, drink and inclusion of a 5 A DAY item).</p> <p>explain that we need to eat at least five portions of fruit and vegetables each day .</p> <p>To express their opinion about ingredients they taste using sensory vocabulary.</p> <p>To perform simple food preparation skills to make a fruit kebab safely and hygienically (e.g. <i>fork secure, bridge hold, peel</i>). evaluate the appearance and .</p> <p>To explain where some breakfast foods originate.</p> <p>explain that dairy foods are made from milk which is usually from a dairy cow.</p>	<p>To understand and use leverage systems with pneumatic systems to create movement.</p> <p>To explore different ways that materials can be joined.</p> <p>To experiment with my own ideas and designs using 3D modelling</p> <p>To express what I like and do not like about items that I have made and attempt to say why.</p> <p>To talk about my designs as they develop and identify good and bad points.</p> <p>To discuss any changes made during the making process.</p> <p>To state how closely my finished products meet my design criteria.</p> <p>To understand how air pressure can be used to produce and control movement.</p>	<p>To recognise that many different materials can be used on a product eg a bag, some to stiffen, some to provide a hard-wearing surface and some for appearance</p> <p>To develop a design specification</p> <p>To communicate their ideas through drawings and modelling</p> <p>To independently plan the order of their work, choosing appropriate materials, tools and technique</p> <p>To construct products using permanent joining technique</p> <p>To design and make quality products.</p> <p>To evaluate products and identify criteria that can be used for their own designs</p>	<p>To plan the order of their work, choosing appropriate materials, tools and techniques</p> <p>To construct products using permanent joining techniques</p> <p>To understand the significance of a seam allowance.</p> <p>To understand what is meant by pattern layout and that pattern/templates can be used many times to ensure consistency in size.</p> <p>To decorate textiles appropriately often before joining components.</p> <p>To apply skills of pinning and tacking of fabric pieces together to create a product</p>	<p>To compare and evaluate a range of dairy and alternative products using food labels and sensory evaluation.</p> <p>To prepare and cook a dish using dairy and alternative products, such as pizza toast</p> <p>To demonstrate the safe use of the grill/oven, grater and other small equipment.</p> <p>To apply the principles of food safety and hygiene when cooking.</p> <p>To calculate the cost of the dish and compare with restaurant/take away.</p> <p>To explain where beans, pulses, fish, eggs, meat and other proteins come from and their importance in the diet.</p>	<p>To describe the dietary recommendations for protein and how it relates to their diet and health.</p> <p>To prepare and cook a main meal dish using one or more ingredients that provides a source of protein, such as frittata or tortilla.</p> <p>To demonstrate the skills of preparing filling ingredients, using a variety of small equipment, using the oven.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking e.g be aware of cross contamination issues and food poisoning.</p>
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Scheme of Work - DT

	<p>To record the results of their experiments.that there is a wide variety of fruit and vegetables available which can be grouped and individually named</p> <p>To sort and classify group familiar food products e.g. fruit and vegetables</p> <p>To cut, peel, grate, chop and melt a range of ingredients</p> <p>To work safely and hygienically</p> <p>To understand the need for a variety of foods in a diet</p> <p>To measure and weigh food items, non-statutory measures e.g. spoons, cups and begin to use standard units of measure.</p> <p>To express a range of opinions.</p>	<p>To use hand tools safely and appropriately.</p> <p>To choose and use appropriate finishing techniques. To suggest alternative ways of making their product, if first attempts fail</p> <p>To measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately.</p> <p>To develop ideas for making a model boat which has a purpose, and which reflects their original idea.</p> <p>To suggest how they might make the boat they have designed float.</p> <p>To apply safety rules which reduce risk whilst constructing the boat</p>	<p>To understand the job of a dairy farmer.</p> <p>To explore different types of milk.</p> <p>To recognise that dairy foods help keep bones and teeth healthy.</p> <p>To carry out research to inform what they will design and make.</p> <p>To evaluate a range of yogurts or breakfast cereals for their dish.</p> <p>To design a simple breakfast dish based on simple criteria for a user and purpose.</p> <p>To recall and carry out the getting ready to cook steps.</p> <p>To perform simple food preparation skills safely and hygienically (e.g. <i>fork secure, bridge hold, peel, scoop, layer</i>).</p>	<p>To explore techniques for making simple pneumatic systems.</p> <p>To compare the effectiveness of different systems.</p> <p>To develop ways of fixing components.</p> <p>To explore how these making skills could be transferred into a household job or hobby.</p> <p>To explore ways of using pneumatic systems in conjunction with simple levers to control movement</p> <p>To select an idea according to constraints of materials, time, size.</p> <p>To think about ideas as they develop and develop skills in reflections to improve their work.</p>	<p>To make labelled drawings from different views showing specific features</p> <p>To develop a range of sewing skills using a range of different threads.</p> <p>To develop and apply applique skills</p> <p>To investigate properties of different fabrics</p> <p>To experiment with simple joining techniques and comment on effectiveness.</p> <p>To understand the functions of pattern/templates .</p> <p>To understand that templates can be used many times and this ensures consistency in size</p> <p>To develop skills how to pinning, sew and stitch materials together to create a new product.</p>	<p>To understand and use a range of stitches to join fabrics e.g., back stitch, blanket stitch or machine stitching.</p> <p>To combine different types of fabrics in a creative way.</p> <p>To recognise, explore and understand that different materials can be used in different products for different effects and purposes.</p> <p>To make a quality product.</p> <p>To use a simple sewing machine.</p> <p>To understand that products are designed for a particular purpose and are suitable for different users.</p> <p>To understand that a designer needs to consider appearance, function, cost and safety when designing products.</p>	<p>To list the food choices available for vegetarians and explain how their dietary needs are met.</p> <p>To explore the benefits of being a vegan to society.</p> <p>To investigate the characteristics of these foods in cooking.</p> <p>To prepare and cook a dish using one or more foods that provide a source of protein, such as fish/chicken goujons or bean burgers. To compare these to manufactured products. Review nutrition labelling.</p> <p>To demonstrate fish preparation, shaping, coating, using the oven (baking).</p>	<p>To describe the functions of eggs in cooking. To compare free range eggs with barn eggs from a moral viewpoint.</p> <p>To explain the sources, types and functions of vitamins, A, D, B group and C.</p> <p>To explain the sources, types and functions of calcium, iron and sodium.</p> <p>To investigate and compare a range of pre-prepared pasta products.</p> <p>To explain the process of gelatinisation in sauce making.</p>
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Scheme of Work - DT

	<p>To talk about my designs as they develop and identify good and bad points</p> <p>To communicate about any changes made during the making process</p> <p>To evaluate my finished products against my design criteria.</p> <p>To buy local fruit and vegetables from a local fruit shop.</p> <p>To name different fruits and identify the countries they are grown from.</p>	<p>To construct a boat that is fit for its function.</p> <p>To apply finishing techniques to the boat.</p> <p>To evaluate their finished boat, recording how it works and matches the original ideas</p> <p>To explain how their product could be improved.</p> <p>To reflect on the progress of their work .</p> <p>To apply tests to their product and offer improvements.</p> <p>To explain knowledge and understanding of materials and components work effectively.</p> <p>To apply knowledge of working characteristics of materials and explain how materials can be combined to create more useful properties</p>	<p>To mix and combine ingredients to make a breakfast pot or cereal.</p> <p>To understand the nutritional value of their product.</p> <p>To compare a homemade breakfast with a manufactured cereal product.</p> <p>To evaluate their breakfast dish, suggest ways their dish could be modified in the future.</p> <p>To understand how to set a table for breakfast.</p> <p>To calculate the cost of a homemade cereal against a bought cereal.</p>	<p>To plan through discussion.</p> <p>To work safely and accurately with a range of simple hand tools.</p> <p>To use a storyboard to record the sequence of their work.</p> <p>To evaluate as a team the product and purpose of improvement.</p> <p>To work with a range of materials.</p> <p>To use materials that are functional and appealing to the design.</p> <p>To design for a particular audience.</p> <p>To generate a range of sketched and annotated diagrams.</p> <p>To communicate ideas clearly through sketches and prototypes.</p>	<p>To understand that fabric can be joined in temporary and permanent ways</p> <p>To understand and use a simple sewing machine.</p> <p>To compare hand stitching with machine stitching. Discuss advantages and disadvantages of each.</p> <p>To develop basic modelling techniques using cheap resources</p> <p>to use and explore simple decorative techniques eg <i>dyeing, or fabric paint</i> a product</p> <p>To evaluate the product identifying strengths and areas for development and carrying out appropriate tests.</p> <p>To develop skills that can be used to develop a textile hobby e.g dress making</p>	<p>To use the design criteria to inform my decisions about ways to proceed</p> <p>To justify my decisions about materials and methods of construction</p> <p>To reflect on my work using design criteria stating how well the design fits the needs of the user</p> <p>To identify what does and does not work in the product.</p> <p>To make suggestions as to how my design could be improved.</p> <p>To evaluate products identifying strengths and areas for development and carrying out appropriate tests</p>	<p>To apply the principles of food safety and hygiene when cooking.</p>	<p>To prepare and cook a main meal dish which demonstrates the role of calcium in the diet, such as, tuna pasta bake, vegetarian pasta bake.</p> <p>To demonstrate the preparation of an all-in-one sauce; demonstrates safe use of the hob/grill, accurate weighing and measuring, boiling, draining, mixing.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To identify nutritional value on a label.</p>
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Scheme of Work - DT

				<p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>To evaluate and investigate a range of existing products.</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To develop technical language.knowledg e understanding.</p>				<p>To identify and explain the factors that affect individual food choice.</p> <p>To investigate the dietary needs of young adolescents.</p> <p>To carry out a survey and tasting investigation.</p> <p>To explore school lunches through questionnaire and survey.</p> <p>To explore different diets and the impact on meal planning e.g. celiac, high fibre, vegetarian</p> <p>To plan a dish suitable for a hot school lunch to help meet the nutritional needs of the identified group.</p>
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Scheme of Work - DT

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Summer Term								
Phase 2							Phase 3	
2	3	4	5	6	7	8	9	
CONSTRUCTION Brief: To design and create a bridge for the Three Billy Goats Gruff to use to cross the river and escape the troll!	TEXTILES Brief: To design and make a charity flag.	CONSTRUCTION Brief: To design and make a moving picture for a child's book.	TEXTILES Brief: To design and make a soft arctic animal soft toy.	FOOD Brief: To design and make a bread product.	Food Brief: To design and make a savoury or sweet biscuiti for a festival.	FOOD Brief: To design and make a main meal for a teenager reflecting cultural differences.	FOOD Brief: To Design and make a meal suitable for a school canteen.	
Planned PFA Links	What is a civil engineer? How to access voluntary work in 3rd world countries. Explore how to work for charities that build bridges abroad.	What is a seamstress? What are Fashion Designers?, Retail Buyer, Fashion Stylist Textile designers? What jobs are in the army? British Army battalions flags How to be a soldier? How to apply to the army foundation college Harrogate	What is an author? What is a book illustrator What is a librarian? What is a freelance illustrator?	What is an animal curator? What is a zoo keepers role? What is a conservationist? How do you become a vet? How do you become a vets technician? What is a zoologist? What are diplomas in animal management?	What is a head baker, bakers. Apprentice routes to bakers to commis bakers and pastry chefs What is an apprenticeship in a bakery? Retail in bakeries	To explore a biscuit company e.g. Burton Biscuits. Investigate Operations team includes engineers, warehouse designers, food technologists, bakery production, packers, marketing team, machine operators. Pupils look at job adverts, CV, skills needed, option choices	What is a chef in a cultural restaurant? College courses at South Tyneside, Newcastle and Gateshead in catering Catering apprenticeships	How to work within the school meals service? - school assistant, catering assistant, dinner ladies. How to work in the catering industry in hospitals and business
Planned Cultural Capital Opportunities	Visit Newcastle Bridge and Sunderland bridges-looking at the design element. Comparison with rural bridges and transport bridges	William Morris (textile designer) Visit a textile artist: Helen Laws Interview JL Auer Flags project at SAFC Laing Art Gallery	Workshop at Seven Stories Byker South Shields library Waterstones book shop. Visit by a poet or an author.	Visit to Edinburgh zoo Visit to Kirkley Hall gardens Visit to south Lakes zoo Debates about animals in	Visit to Asda/morrisons bakery Jarrow Visit to independent bakers-Raes Bakers[factory] Visit farmers Markets to explore	Visit to Asda/morrisons bakery Jarrow Visit to independent bakers-Raes Bakers[factory] Visit Millies cookies	Visit Chinese/Thai/Sushi/ Indian and Italian and Mexican restaurants- Stowell street Newcastle, Ocean Rd South Shields	Interview with the school meals advisory service/school cook Interview business catering manager. Visit a hospital /Nissan/ Marie Curie

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	Discover museum Bridge trail and workshop	Dan tastic Pirate days		captivity-moral right/wrong	a range of products. Durham/Newcastle What are the advantages of farmers markets?]	Visit Northumbrian fine foods Markets to explore a range of products. Durham/Newcastle What are the advantages of farmers markets?	Visit food fests Eat out at Newcastle College or South Shield Catering restaurant. Outside speakers from the Mosque/Cloud	Centrecatering department Visit Whitley Bay Golf Club restaurant
Planned Reading Opportunities	3 Billy Goats Gruff Bridges: Amazing Structures to design test, build and text. Twinkle who can build the strongest bridge Here to There and Me To you -Cheryl keely Pop's bridge -Eve Bunting Drawbridge Open and Close-P. McBriarty	Flagmakers.co.uk All Countries, capitals and flags of the world by Smart Kids. Pride The Story of Harvey Milk and the Rainbow Flag by Steven Salerno (PSHE links) Reading around Gay PRIDE flag research information re army battalions	limerick books poetry books children's story sack library books Reading of instructions research material biography on famous graphic designers and illustrators	The Polar Bear's Home: A story about global warming-L. Bergen. Penguins-G.Gibbin s Here is Arctic animals- Madeline Dumphy First Fact books by DK Everything Insects by National Geographic Kids The life of a zoo keeper The blue planet-David Attenborough	Research materials from Warburtons recipe cards following time plans product specification The journey of bread farm to plate. Exploration of bread from the Grain company time plans Bread from different countries Food labels and packaging labels	The story of Diwali -Katie Daynes Nian, The Chinese New Year Dragon-Virginia Loh-Hagan Ramadan Moon-Naima Robert Rameena's Ramadan The gunpowder plot Ramayana -The Divine Loophole	Food from around the world Food fact of life website recipes on line research material re culture/food and religion food labels and packaging Nutrition labels product specification	Food fact of life website recipes on line research material re culture/food and religion food labels and packaging Nutrition labels product specification Foods from around the world different cultures, different foods fairtrade farmer literature literature from the organic farmer The ethical farmer
Planned Key Vocabulary (subject specific)	designing eg user, choice, decoration, quality, component parts, purpose making eg planning, order, rolling, layering, cutting, finish, board knowledge and understanding eg stable, free-standing, stiffen, frame, sturdy, reinforce, quality, distance, near, close,	designing eg discuss, choose, try out ideas, adapt, design, experiment, evaluate, decide, mock-up, predict, expensive making eg pin, pattern, join, cut, shape, measure, fabric, template, needle, thread, ruler, tape measure	designing eg model, mock-up, plan, fit for the purpose making eg fold, adhesive, scoring, cutting, joining, temporary fixing, permanent fixing knowledge and understanding eg linkage, lever, pivot, flexible, shape, joint, hinge,	designing eg specification, flow chart, mock-up, accurate, users, fabric swatches, working drawing making eg pattern/template, working properties knowledge and understanding eg seam, seam allowance	rub sieve roll knead prove elasticity bake crust topping shaping yeast ferment breads from around the world measuring combine mix stir carbohydrate design evaluate crispy crunchy doughy wet moist	designing eg investigate, research, evaluate, brainstorm, consumer, quality, specification making eg combining, creaming, mixing, finishing, sandwiched, hygiene, antibacterial	design evaluate make justify explain knife skills grating food labels marinade seasoning hygiene preparation cross contamination measuring weighing beating rubbing finishing techniques presentation	food labels marinade seasoning hygiene preparation cross contamination measuring weighing beating rubbing finishing techniques presentation nutrition 2 course meal coagulation organic

Scheme of Work - DT

	<p>wide, narrow, deep, shallow, thick, thin</p> <p>design mark</p> <p>evaluate wood</p> <p>dowel hacksaw</p> <p>bench hook frame</p> <p>prototype</p> <p>measure mark glue gun finished</p> <p>product strength</p> <p>weakness design criteria</p>	<p>knowledge and understanding eg outline, background, coat, strengthen, stitch, quality, pattern repeat, seam, centre, side, line, flat, symmetry, turn</p> <p>tern measure cut sketch annotate dye batik silk</p> <p>paints incorporate materials properties</p> <p>waterproof heat resistant water resistant justify</p>	<p>area, surface, covers</p> <p>types of movement eg rotary, linear</p>	<p>upper, reinforce, right side/wrong side, stitch, stitching, tacking, wadding, sewing machine, hem</p>		<p>knowledge and understanding eg names of equipment and ingredients, names of products, quality control, texture, flavour, crisp, crunchy, sticky, soft dough, elastic dough</p>	<p>nutrition 2 course meal coagulation organic</p>	
	<p>To clarify the design requirements of the task in hand and write a specification for the bridge.</p> <p>To use information sources to generate ideas for products, <i>e.g. books, magazines,</i></p> <p>To consider appearance, function, safety and reliability when developing ideas for products,</p> <p>To develop and communicate</p>	<p>To describe patterns in fabric and show how they are repeated</p> <p>To talk about how a pattern is used to mark out the shape and size of component pieces,</p> <p>To understand how to make a repeat pattern with paper</p> <p>To use a simple graphics programme.</p> <p>To apply a range of different joining techniques with fabric and paper.</p>	<p>To introduce and explore simple levers.</p> <p>To explore how sliding mechanisms can be used to create movement .</p> <p>To develop knowledge that levers are used in everyday products <i>e.g. scissors, balances and moving books.</i></p> <p>To use drawings to represent products.</p> <p>To explore construction kits to</p>	<p>To understand that products are designed for different purposes and different users</p> <p>To write a simple specification for an intended user</p> <p>To produce drawings with labels to show what they intend to make and the sequence of their work</p> <p>To make labelled drawings from different views showing specific features</p>	<p>To be able to name a selection of different types of bread and their countries of origin.</p> <p>To describe and analyse a selection of different types of breads using sensory vocabulary.</p> <p>To recall and apply the 'get ready to cook' steps.</p> <p>To make a bread roll or loaf by applying skills which have been demonstrated (e.g. knead, shape).</p> <p>To name other products that can be</p>	<p>To understand that biscuits come in many forms <i>eg sweet and savoury,</i> with a variety of shapes, textures and finishes</p> <p>To develop skills in evaluating and describing food characteristics</p> <p>To understand that products are designed for different consumers and this is an important consideration when designing a new product.</p>	<p>To investigate ways in which recipes can be modified.</p> <p>To perform a simple product analysis and sensory evaluation.</p> <p>To write a simple specification for fruit or savoury breakfast muffins.</p> <p>To prepare and cook a batch of breakfast muffins and evaluate the dish.</p> <p>To demonstrate the skills of mixing,</p>	<p>To prepare and cook a main meal dish suitable for a hot school lunch, as <i>e.g. chicken biryani, chicken Chow Mein.</i></p> <p>To prepare and cook a main meal dish suitable for a hot school lunch <i>e.g. as Rogan Josh with rice, Italian tuna balls with pasta.</i></p> <p>To demonstrate the preparation of vegetables, meat or fish, the use of herbs and spices, use of the hob, cooking rice/pasta.</p>

Scheme of Work - DT

<p>aspects of their design ideas through talking, drawing, templates, mock-ups and, where appropriate.</p> <p>To plan the making of their product, <i>e.g. produce a simple list or annotated sketch</i></p> <p>To select appropriate materials, equipment, tools and techniques.</p> <p>To measure, mark out, cut, shape and join a range of materials, using appropriate tools, equipment and techniques.</p> <p>To find alternative ways of making if the first attempt fails</p> <p>To apply appropriate finishes, discuss their products, and evaluate their work.</p> <p>To evaluate their design ideas as these develop, bearing in mind</p>	<p>To explore the materials and their properties and talk about the advantages and disadvantages of different methods.</p> <p>To use a paper pattern to mark out their fabric pieces..</p> <p>To apply knowledge of materials and their properties to their design.</p> <p>To use and adapt ideas from traditional fabric patterns through a simple drawing/graphics program</p> <p>To follow a sequence of activities to make their flag.</p> <p>To make and/or use a simple paper pattern/template to cut out accurate pieces.</p> <p>To make a charity flag joining fabric pieces together</p> <p>To use their computer-generate</p>	<p>experiment with ideas.</p> <p>To make simple sliding and lever mechanisms</p> <p>To experiment with tools <i>eg scissors and a hole punch</i> safely.to suggest ideas and explain what they are going to do</p> <p>To model ideas in card and paper.</p> <p>To design and make a moving picture using appropriate techniques.</p> <p>To evaluate the product by discussing how well it works in relation to the purpose.</p> <p>To evaluate strengths and weakness of product</p> <p>To choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture.</p>	<p>To understand and use seam allowance.</p> <p>To safely use pins to temporarily hold fabric</p> <p>To develop an understanding of how to join fabrics using a range of stitches e.g. running stitch, over sewing and back stitch.</p> <p>To understand that fabrics have different properties.</p> <p>To explore fastenings and recreate some e.g. sew on buttons and make loops</p> <p>To investigate joining techniques eg how some are stronger/weaker than others</p> <p>To understand .that fabric can be joined in temporary and permanent ways</p> <p>To create and use prototype products using cheaper material and to</p>	<p>made from dough sweet or savoury.</p> <p>To be able to identify ingredients in bread products from around the world and sort those ingredients into The Eatwell Guide food groups.</p> <p>To understand the nutritional value of a product.</p> <p>To understand dietary needs and alternative ingredients.</p> <p>To research how bread is made and where bread ingredients come from. recall and explain where ingredients/food come from.</p> <p>To be able to select and use basic equipment to prepare ingredients safely. select and arrange ingredients to create an attractive pizza</p> <p>To be able to suggest ideas for basic design criteria.</p> <p>To be able to design bread based on their</p>	<p>To understand physical and chemical changes in food.</p> <p>To develop knowledge of the different processes involved in making biscuits</p> <p>To follow instructions</p> <p>To handle food safely and hygienically</p> <p>To explore ways of adapting a basic recipe</p> <p>To draw conclusions from research</p> <p>To generate ideas through brainstorming</p> <p>To draw up a specification for their design</p> <p>To evaluate ideas according to the specification and any other constraints <i>eg cost, consumer, dietary need</i></p> <p>To select appropriate</p>	<p>folding and dividing a mixture, using the oven.</p> <p>To apply the principles of food safety and hygiene when cooking.</p> <p>To evaluate a dish.</p> <p>To prepare and cook a savoury main meal dish, such as stir fry or pad Thai.</p> <p>To demonstrate the skills of vegetable preparation and controlling heat.</p> <p>To plan and complete a sensory evaluation.</p> <p>To prepare and cook a savoury main meal dish, such as potato and mushroom curry or vegetable chilli explain the target group.</p> <p>To demonstrate the use of spices and herbs in flavouring a dish,</p>	<p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To prepare and cook a dessert dish suitable for a hot school lunch such as, oaty apple crumble, fruit cobbler.</p> <p>To demonstrate the preparation of fruit, rubbed in a mixture, use of the oven.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To plan and create a healthier option main meal dish to be served in a leisure centre or sports centre.</p> <p>To investigate the availability and benefits of locally or regionally sourced food and/or ingredients that is available to meet consumer demand.</p>
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Scheme of Work - DT

<p>how the product is to be used.</p> <p>Knowledge and understanding</p> <p>To design and make products using a range of materials and components, matching the working characteristics of the materials to their tasks.</p> <p>To understand how simple mechanisms can be used to produce different types of movement.</p> <p>To create, test, modify models</p> <p>To understand how structures can fail when loaded, and techniques for reinforcing and strengthening them, e.g. testing model bridges and arches to explore strengths and weaknesses.</p>	<p>d design as a guide to creating the pattern for the flag</p> <p>To make simple judgements about the flag, pattern, style and suggest improvements.</p> <p>To communicate their ideas through talking, drawing.</p> <p>To use templates and mock-ups.</p> <p>To use IT to support designs.</p> <p>To select from and use a range of tools and equipment to perform practical tasks</p> <p>To develop skills in cutting, shaping, joining and finishing]</p> <p>To select from and use a wide range of materials according to their characteristics and properties.</p>	<p>To explore existing markets and understand the marketing process.</p> <p>To explore possible enterprising ventures.</p> <p>To calculate a costing for the selected product.</p>	<p>understand why the materials used</p> <p>To use and explore a variety of decoration techniques e.g. appliqué or simple stitches, dying or fabric paints.</p> <p>To construct their product with some accuracy</p> <p>To discuss opportunities where these textile processes could be used within the home or as an enterprise.</p> <p>To identify the strengths and weaknesses of my design ideas.</p> <p>To select and make decisions about which design idea to develop.</p> <p>To consider and explain how the finished product could be improved.</p> <p>To evaluate and discuss how well the finished design and product meets the design</p>	<p>research and experiences which meets their design criteria.</p> <p>To be able to follow their design and apply the food preparation skills they have learned to make their bread.</p> <p>To develop finishing techniques.</p> <p>To compare the healthiness of a homemade product with a manufactured product. Present findings within a group.</p> <p>To evaluate their bread against the design criteria and suggest improvements.</p> <p>To evaluate packaging materials and the effect on the environment.</p>	<p>ingredients and equipment</p> <p>To plan the main stages of making</p> <p>To make the biscuits accurately and consistent in shape and size.</p> <p>To recognise the importance of a quality product.</p> <p>To evaluate their work against the design criteria and specification</p>	<p>and the skills of vegetable preparation, sautéing, simmering.</p> <p>To explore different cooking techniques and explain their effect on diet and health.</p> <p>To prepare and cook a savoury main meal dish, such as mini meatballs, koftas, spicy falafels.-discuss ingredients and how they match the eatwell guidance.</p> <p>To demonstrate the skills of combining, forming and shaping.</p> <p>To apply the principles of food safety in the cooking of meat.</p> <p>To plan and create design criteria for a main meal dish for a teenager reflecting the</p>	<p>To understand the nutritional value of the dish and compare with existing bought products.</p> <p>To prepare and cook a healthier option main meal dish, such as fish cakes, turkey burgers, chickpea burgers, root veg rosti.</p> <p>To demonstrate the skills of fish/meat handling, portioning, shaping and finishing, use of the oven.</p> <p>To investigate how and why food is wasted; list ways in which food waste can be reduced.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To prepare and cook a main meal dish to demonstrate cuisine from other countries such as, tapas, tacos, fajitas.</p>
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Scheme of Work - DT

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