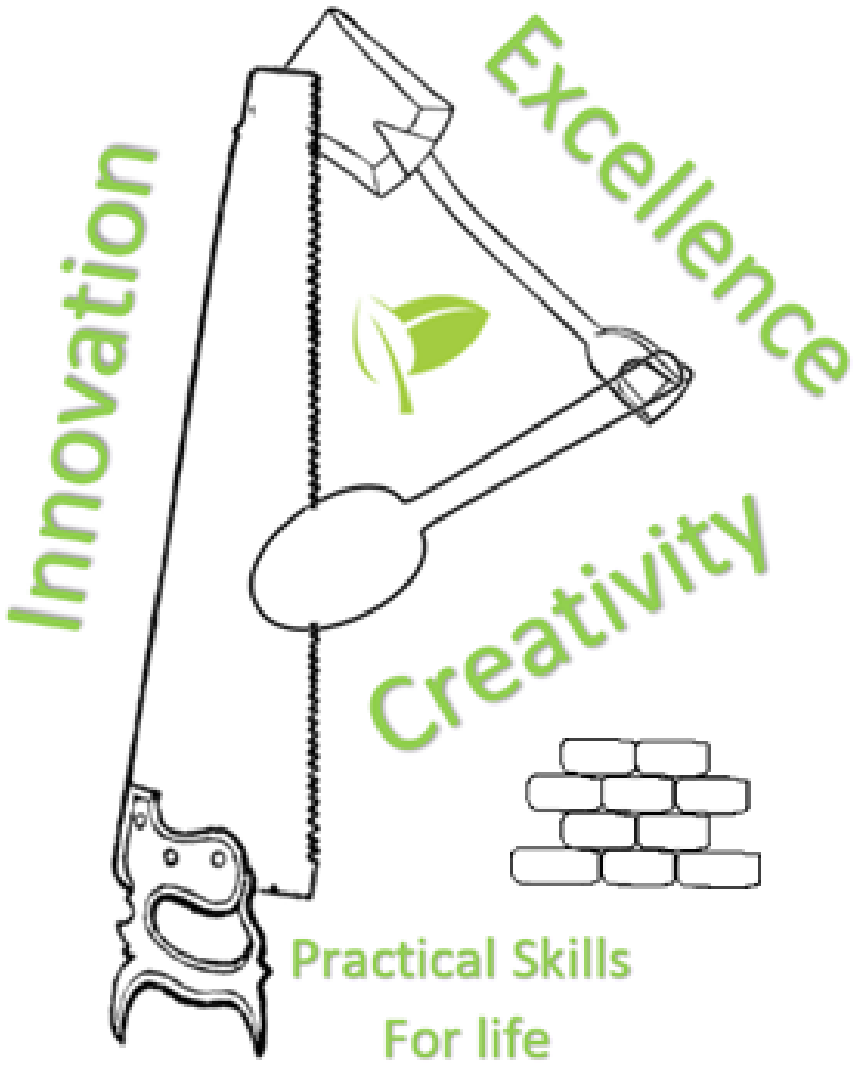
Design & Technology

Department Handbook

2023-2024

Park Community School



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What we believe

We believe that Design, Technology, Food, Catering and Horticulture provide problem solvers of the future. A Park Design and Technologist innovates solutions through theoretical and practical application to develop creatively products from conception to conclusion. A learner's problem solving ability is vital in employment and further education as well as working collaboratively in a team. A successful Design and Technologist can adapt their practise to work more efficiently, be decisive in their approach to learning new skills whilst applying them in education and in 'real life' situations. We believe that these skills will enhance our ambition for our learners to strive for excellence.

Aims and Vision

What Design and Technology aims to provide for our students?

Design and Technology prepares pupils to engage with rapidly changing technologies as well as challenging current designs so that students can creatively improve standards and solve real life problems. Our aim is to provide a rich and challenging curriculum that ensures all pupils will have the opportunity to produce excellent work by pushing their own boundaries and exploring their creativity. Design and Technology teaches students to learn about a wide range of materials, processes, and manufacturing techniques. Pupils will become proficient in joining materials, developing drawing techniques, critiquing designed products and create effective products, dishes, and outcomes. Design and Technology enables our students to combine practical skills with an understanding of aesthetics, social, environmental issues functional and industrial practices.

Curriculum Intent

Design and technology is an inspiring, rigorous, and practical subject. Students studying it will use their creativity and imagination to design and make a range of products that solve a variety of issues. Whilst designing students will consider other individuals needs as well as their own to produce the most effective outcome. Design and Technology requires a broad subject knowledge that draws upon other areas of the curriculum, for example, science engineering and maths. Pupils learn how to take risks and are required to design innovatively to produce new and interesting products and concepts.

All pupils will develop their creative, technical, and practical skills to be able to partake in using new technologies successfully. Students will need to develop their knowledge and understanding of the subject so that they are able to design high quality products and prototypes for a variety of end users. Most importantly students will need to learn to have a critical eye when looking at existing product to analyse their strengths, weaknesses and suggest possible improvements as well as evaluate the successfulness of their own work.

Curriculum Implementation

Students will learn why conducting extensive research from a range of cultures and being able to understand a variety of needs is important when designing.

Being able to produce a design brief and understanding the how this is used in industry will enable students to keep their design focused and relevant.

Effective problem-solving skills are vital for the students to critique their work and give careful thought about how this item could be developed of further changed or improved.

Students will learn a variety of hand skills with told and machine processes, this will enable them to create an item/prototype/product that will fit within their specification parameters and show their skill.

A range of materials will be considered and will enable students to be critical but

selective with their decision-making process to create an outcome.

Analysis of past and present designs will assist the students in understanding the limitations and possibilities that designing and creating can present.

Testing and learning about new technologies are important parts of students learning as this will enable students to show that they are becoming thoughtful designers. They will use their knowledge and responsibility as an environmentally considerate designer to create a sustainable product.

Whilst developing their skills student will need to be able to describe why a good technical understanding will help them to create a more effective outcome.

Year 7 Design and Technology transition curriculum

Year 7 Design and Technology at Park is designed to enable our students to make a successful transition from Key Stage 2. Students will study three main areas. Our Core curriculum where students are learning the foundations of the subject. Design and Technology where students are learning the design process and health and safety legislation whilst using new equipment. They will also study Food and Catering including health and hygiene basics and cooking skills.
For an in-depth review of specific topics that will be learnt this year please click here.

Year 8 Design and Technology curriculum

Year 8 Design and Technology students' study DT, Hospitality and Catering and Graphics. This is a skills-based year where students will design ad create a few products as well as learn new cooking skills. The aim of this year is to allow students to practise skills whilst trying to refine their work to improve its quality. There is a larger emphasis on the theoretical work to ensure that students are fully prepared for GCSE, but we are fully supportive of teaching practical skills for life.
For an in-depth review of specific topics that will be learnt this year please click here.

Year 9 Design and Technology curriculum

Year 9 Design and Technology students' study Design and Technology, Graphics and Hospitality and Catering. This is another skills-based year but where students try to master the skills learnt in year 7 and 8. This will also be an opportunity to learn new higher-level skills to prepare them for their GCSE years. The main aim of this year is to allow students to have time to practise and really refine their skills to develop their final outcomes and appreciate the need for a quality product. There is a larger emphasis on three areas for DT. They are Research – Analyse – Respond. This will support their practises in GCSE Art and Design. Students learning construction will learn skills for life as well as preparing them for Level 2 Construction in Multi-trades.

Dishes cooked in Catering will be presented to a higher standard to ensure that all health and hygiene rules apply in more complex dishes. This preparation will allow students to succeed in their vocational qualification in Hospitality and Catering.

GCSE Art and Design; 3D Design Modules

Three-dimensional design is defined here as the design, prototyping, and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative, and practical skills. Students are taught many different skills to prepare them for the 3 modules that they must complete to pass this course.

Module 1, A mini project showing their designing skills and developing them.

Module 2, A design and make project of the student's choice.

Module 3, A design and make project that is stipulated externally with a 10hour making exam.

Within the context of three-dimensional design, students must demonstrate the ability to: use three-dimensional techniques and processes, appropriate to students' personal intentions, for example:

- model making
- constructing
- surface treatment
- assembling
- modelling

use media and materials, as appropriate to students' personal intentions, for example:

- drawing materials
- clay
- wood
- metal
- plaster
- Plastic

For an in-depth review of specific topics that will be learnt this year please click here.

Link to examination board specification

https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206

Year 10/11 – GCSE Art and Design; 3D Design

Areas of study
In Module 2 and Module 3 students are required to work in one or more area(s) of three-dimensional design, such as those listed below:
architectural design
sculpture
ceramics
product design
jewellery and body adornment
interior design
environmental/landscape/garden design
exhibition design
3D digital design
designs for theatre, film, and television.
Students may explore overlapping areas and combinations of areas. Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to three-dimensional design and their selected area(s) of study. The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to three-dimensional design.

Knowledge and understanding
The way sources inspire the development of ideas relevant to three-dimensional design including:
how sources relate to historical, contemporary, cultural, social, environmental, and creative contexts
how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.

The ways in which meanings, ideas, and intentions relevant to three-dimensional design can be communicated include the use of:
figurative and non-figurative forms of representation, stylisation, simplification, exaggeration, the relationship between form and surface embellishment, constructional considerations, and imaginative interpretation
visual and tactile elements such as: colour, line, form, tone, texture, space, proportion, decoration, scale, structure, shape, and pattern.

GCSE Art and Design; Graphic Communication Modules

Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Students are taught many different skills to prepare them for the 3 modules that they must complete to pass this course.

Module 1, A mini project showing their designing skills and developing them.

Module 2, A design and make project of the student's choice.

Module 3, A design and make project that is stipulated externally with a 10hour making exam.

Within the context of graphic communication, students must demonstrate the ability to: use graphic communication techniques and processes, appropriate to students' personal intentions, for example:

- typography
- illustration
- digital and/or non-digital photography
- hand rendered working methods
- digital working methods

use media and materials, as appropriate to students' personal intentions, for example:

- pencil, pen and ink, pen and wash, crayon, and other graphic media
- watercolour, gouache, and acrylic paint
- layout materials
- digital media
- printmaking
- mixed media

For an in-depth review of specific topics that will be learnt this year please click here.

Link to examination board specification

https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206

Year 10/11 – Art and Design; Graphic Communication

In Module 2 and Module 3 students are required to work in one or more area(s) of graphic communication, such as those listed below:

communication graphics
design for print
advertising and branding
illustration
package design
typography
interactive design (including web, app, and game)
multi-media
motion graphics
signage

Knowledge, understanding and skills
Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to graphic communication and their selected area(s) of study. The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to graphic communication.
Knowledge and understanding
The way sources inspire the development of ideas relevant to graphic communication including:
how sources relate to a given or self-defined brief which might, for example, have a commercial, social, or environmental focus or be concerned with other aspects specific to the creative industries
how ideas, themes, forms, issues, and needs can provide the stimulus for creative, imaginative, thoughtful, and appropriately focused responses that are fit for a specific intended purpose.
The ways in which meanings, ideas, and intentions relevant to graphic communication can be communicated include the use of:
different forms of representation, brand identity, intended message, target audience and working within parameters determined by client and/or audience expectations and requirements. Visual and tactile elements, such as: colour, line, form, tone, texture, shape, pattern, composition, stylisation, simplification, scale, structure.
Skills
Within the context of graphic communication, students must demonstrate the ability to:

use graphic communication techniques and processes, appropriate to students' personal intentions, for example:
typography
illustration
digital and/or non-digital photography
hand rendered working methods
digital working methods
use media and materials, as appropriate to students' personal intentions, for example:
pencil, pen and ink, pen and wash, crayon, and other graphic media
watercolour, gouache, and acrylic paint
layout materials
digital media
printmaking
mixed media.
For an in-depth review of specific topics that will be learnt this year please click here.
Link to examination board specification
https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206

WJEC (EDUQAS) Hospitality and Catering Spec A

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs
and bars. It also includes airlines, tourist attractions, hospitals, and sports venues. businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality, and catering is Britain's fourth largest industry and accounts
for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with most new roles falling within the 18-24 age group, according to a report by People 1P. This is a reason why we feel very strongly about offering these skills for life to our students to give them the best chance when they leave Park.

Level 1/2 Vocational Award in Hospitality and Catering provides learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

Students will gain Knowledge and understanding of the hospitality and catering industry. They will be able to develop the ability to plan, prepare and cook dishes as well as develop their practical skills for the catering industry.

Main topics students' study:

- Students will follow a course to further their skills in all aspects of catering. They will develop a better understanding of Hygiene and Safety when working in an industrial kitchen and when dealing with the public.
- They will be introduced to Catering terminology and job roles within Catering, with a view to being able to work in the Hospitality industry.
- All aspects of food preparation are covered with a view to developing skills such as food preparation, cooking and presentation of a wide variety of dishes.
- They will be shown how to use a wide range of fresh and pre-made commodities and be able to cater for small numbers.
- Nutrition will be covered in greater depth to increase the students' knowledge of different diets with reference to medical, ethical, and religious needs.
- During practical sessions different cooking methods e.g., creaming, whisking, baking, and steaming will be practised and developed. Students will be encouraged to present food well and understand the importance of this.
- They will also develop the skills needed to plan and cost meals.

For an in-depth review of specific topics that will be learnt this year please click here.
Link to examination board specification
https://www.eduqas.co.uk/qualifications/hospitality-and-catering/

Year 10/11 WJEC (EDUQAS) Hospitality and Catering Spec A

Students in year 10/11 Hospitality and Catering will be completing their Controlled Assessment work from Sept until December. This includes a 9-hour Internal Assessment that is worth 60% of the overall grade. The criteria for this part of the course are below.

LO1 AC 1.1 MERIT
Describe the functions of nutrients in the human body.
LO1 AC 1.2 DISTINCTION
Compare the needs of specific groups.
LO1 AC 1.3 MERIT
Explain the characteristics of unsatisfactory nutritional intake.
LO1 AC 1.4 PASS
Explain How Cooking Methods Impact On Nutritional Value Of Food

LO2 AC 2.1 MERIT
Explain Factors To Consider When Proposing Dishes For A Menu
LO2 AC 2.2 PASS
Explain How Dishes On A Menu Address Environmental Issues
LO2 AC 2.3 MERIT
Explain How Menu Dishes Meet Customer Needs
LO2 AC 2.4 DISTINCTION
Plan production of dishes for a menu.

LO3 AC 3.1 DISTINCTION
Use Techniques In Preparation Of Commodities
LO3 AC 3.2 MERIT
Assure Quality Of Commodities To Be Used In Food Preparation
LO3 AC 3.3 DISTINCTION
Use Techniques In Cooking Of Commodities
LO3 AC 3.4 DISTINCTION
Complete Dishes Using Presentation Techniques
LO3 AC 3.5 MERIT
Use Food Safety Practises

From January until June students will be completing revision topics in preparation for the External Assessment that is worth 40% of the overall grade. The criteria for this part of the course are below.
LO1 Hospitality and catering industry
LO1 Requirements
LO1 Working conditions
LO1 Factors
LO2 Operation
LO2 Customer
LO2 Requirements
LO3 Responsibilities
LO3 Risks
LO3 Control measures
LO4 Causes
LO4 EHO
LO4 Legislation
LO4 Food poisoning
LO4 Symptoms
LO4 Food induced ill health
LO5 Hospitality and catering provision
For an in-depth review of specific topics that will be learnt this year please click here.
Link to examination board specification
https://www.eduqas.co.uk/qualifications/hospitality-and-catering/

APEX – Laser Level 1 and 2 Certificate for Learning, Employability and Progression in Multi-trades

Main topics students' study:
To achieve the LASER Level 2 Certificate for Learning, Employability and Progression the learner must achieve a minimum of 25 credits. The credits may be taken from any combination of units but a minimum of 20 credits must be at Level 2.
Here at Park community school, we also offer the above course with specific credits awarded in different construction skills. These skills are delivered at our APEX construction skills centre in Leigh Park, Havant. This course is offered to students at Park Community School, and it is also offered to other secondary schools in the local area.

Level 1 Skills list include.

- Introduction to a training course
- Health and Safety
- Measure Distance Length
- Brickwork
- Carpentry and Joinery
- Carpentry Hand Skills
- Painting and Decorating skills
- Plastering
- Wallpapering

Level 2 Skills list include.

- Health and Safety in construction
- Brickwork
- Carpentry and Joinery
- Carpentry Hand Skills
- Timber in Construction
- Painting and Decorating skills
- Plastering and Wallpapering
- Finance

For more information, please contact Daniel Payne, Head of Design and Technology and oversight of APEX centre.

Horticulture

Horticulture at Park Community School prepares students to engage with a rapidly developing Horticultural industry, where students can learn theory-based knowledge about plant families, soil types, plant foods and pollinators (relevant to the wider Horticultural industry), current industry practice in propagation, whilst developing practical and creative design skills, to a certified standard.

Intent

Our aim is to offer a rich, challenging, varied curriculum that ensures all students will have the opportunity to produce excellent work by pushing their own boundaries and exploring their creativity through real-life opportunities that foster skills develop, confidence, independence, and resilience.
Horticultural students will develop knowledge and skills to certification level, in a wholly different learning environment inside and out, where skill in plant and seed propagation, vegetative propagation and ornamental plant cultivation will be taught and developed further, so that students can develop their own creative ideas, which are crucial in a modern economy, but often in short supply.
The work plan is aimed at practical and theory work to stimulate students' intellectual curiosity and offer real-life opportunities for them to develop horticultural skills, work collaboratively, and become confident, independent learners.

Implementation

The knowledge and skills that students develop through their learning in horticulture is designed to open pathways to a wide range of career opportunities, both in the locality and elsewhere. These pathways can lead to careers as varied as Horticultural consultant, turf manager, landscape designer, Landscape gardener, Vegetable farmer, Plant scientist, Market gardener, Specialist gardener, forestry worker, and florist. They can also lead to related fields such as scientific research, and food processing.

Exam Board

Royal Horticultural Society City & Guilds.

Type of Qualification

City & Guilds Level 1 & 2 Award in Practical Horticulture (or GCSE)

Areas of Study

- Preparing soil for sowing and planting.
- Soil testing.
- Assist with the propagation of plants from seed.
- Assist with the vegetative propagation of plants.
- Assist with planting and establishing plants.

Identification of a range of common garden plants, weeds pests and diseases.

Assessment

Assessment is by means of a range of practical activities timetabled and assessed based on the City & Guilds success criteria.

Further study and Career opportunities

The City & Guilds Level 1 Award in Practical Horticulture qualification has been approved within the Qualifications and Credit Framework. As part of the Foundation Learning tier this qualification provides a new and flexible learning programme for young people working at level 1. It helps learners develop their horticultural potential and prepares them to progress towards level 2 qualifications offered by City & Guilds Qualifications and other awarding organisations.

Careers

The horticultural industry is one of the largest employers in the UK. A career in horticulture could mean anything from a hands-on gardener to a research scientist. There are many, many opportunities out there.

- Green keeper
- Gardener - Horticulturalist
- Arboriculturist
- Florist
- Environmental scientist
- Horticultural journalist
- Vegetable grower
- Garden Centre Manager
- Landscape Contractor
- Landscape Architect
- Park Ranger
- Plant Breeder
- Soil Scientist

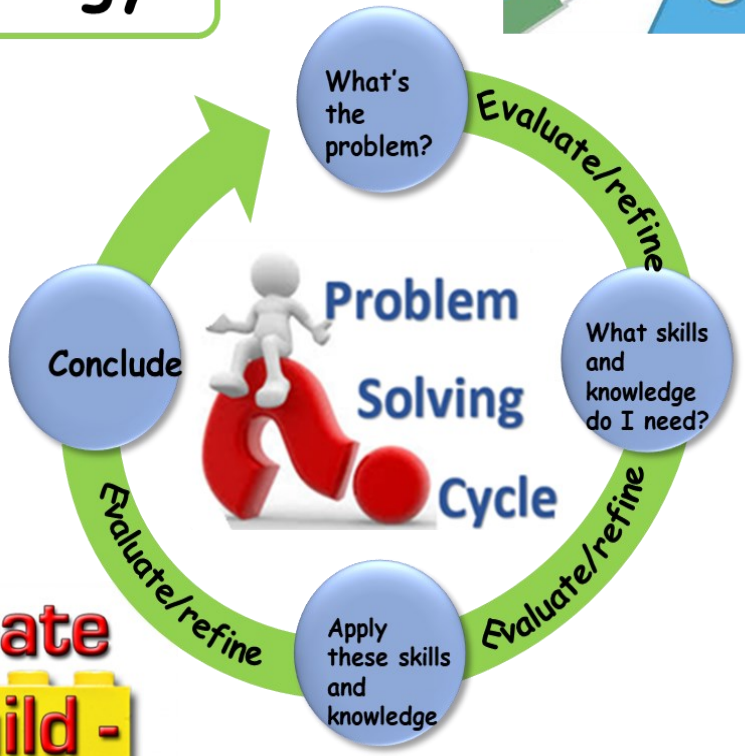
Impact

Our pupils having completed our curriculum are more prepared for life past Park Community School because the problem-solving skills they have learnt are enabling them to be more creative and approach problems with an 'out of the box' solution. Our students are independent, organised, and can use machinery confidently. They will have used a small selection of industry standard equipment; this will give them the confidence when working in their future. Our curriculum is progressive and broad enabling our students to have a good knowledge of a variety different specialisms like, Construction, Hospitality and Catering, Design and Model Making, therefore giving our students a range of career paths. Our students leave with a broader cultural capital as in addition to our curriculum we offer a diverse range of extracurricular activities and competitions. We believe that our curriculum gives our students the 'Practical Skills For Life' that they need to be successful in their future.

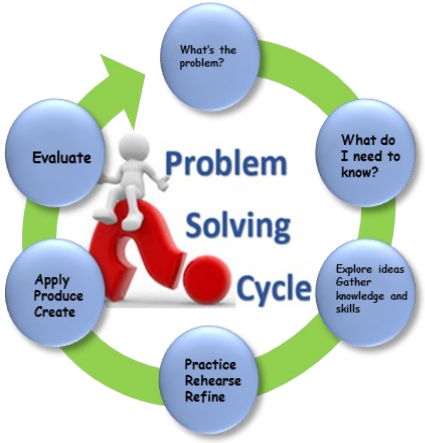
Design and Technology

Plan your attack with a design brief

Review your solution and check to see if you have fulfilled the design brief criteria



Conduct research to help you be inspired



Build/make your solution

Sketch your initial ideas and develop them

Discuss ideas and write down your plan

Design and Technology @ Park

HOD – Daniel Payne (Catering and Graphics)
Teachers – Andy Green (Design Technology), Gerard Bye (Horticulture)
Instructors – Tony Cushion (Catering), Doug Davies (Construction)

We believe that Design & Technology subjects provide problem solvers of the future. A learner's problem-solving ability is vital in employment and further education as well as working collaboratively in a team. A successful Design and Technologist can adapt their practise to work more efficiently, be decisive in their approach to learning new skills whilst applying them in education and in 'real life' situations. Design and Technology at Park consists of five members of staff that all teach within their specialism and with high expectations. The team consists of three qualified teachers and two instructors that are supported through the coaching program and tuition with HOD. Teaching across the department has been identified as good or better. This is monitored by Red Lines and Performance Management. DT @ Park gives students **'Skills for Life'**.

INTENT

- Enable students to gain Skills for Life
- Enhance students Cultural Capital
- Inspire students to become real life problem solvers
- Develop student's 'Critical' eye

IMPLEMENTATION

- Keyword's bank – with support from KS2 transition (Project led by AGr/TCu with feeder schools)
- Ambitious fluid curriculum that is supported by subject rotations with learning Tutors assigned. (New KS3 rotation to allow for skills building in yr7/8 and skill development with an opportunity to specialise in yr. 9)
- Reading Tasks developed by subject specialists to support literacy levels but DT Cultural Capital content.
- Use of WAGOLLs created by specialists to promote high expectations of students
- SOWs adjusted to suit Great Learners model including an emphasis on the 'Practise' Element
- MCQ Home learning to test knowledge learnt in lessons and review at end of terms to promote retrieval practise
- Increased option choices for GCSE. Now includes Art and Design 3D, Art and Design Graphics, Hospitality and Catering, Construction skills – (Multi trades) and Horticulture.
- Lessons provide a balance of theoretical and practical elements that suit both 'skills for life' and GCSE examinations.
- Department Teaching folders (Yellow folders) to support midterm planning and adaptive planning based on SEN and assessments of specific groups.
- Department Portal (student hub) – online curriculum with 'virtual teaching' to support absent students during Covid pandemic.
- Careers Corridor and Portal Page to support students with their future

IMPACT

- Students enjoy Design and Technology subjects and feel confident in taking the skills learnt onwards past Park.
- GCSE Results are constantly improving. All subjects now above national Average 4+.
- Home learning Multiple choice has helped to support learning and uptake has increased on average 27% across all years.
- Students have obtained 'Skills for life'.

Department CPD

- WAGOLL creation using support from HOD
- GCSE standardisation
- Possible career paths
- Creation of Student portal
- Review of Academic Tutor role and fluid KS3 Rotation

Park Community School Department Development Plan: Design and Technology

Red= national	GCSE Entries	Grade 7-9 % (no. students)	Grade 5+ % (no. students)	Grade 4+ % (no. students)	Grade 3+ % (no. students)	APS	P8	Residual
2018	GCSE – RM – AQA Vocational – Hosp and Catering – WJEC BTEC - Laser Level 2 Certificate – Construction Skills City and Guilds – BTEC Level 2 - Horticulture	RM 0% Catering 0% Apex 100% Horticulture 100%	RM 30% Graphics 0% Catering 13% Apex 100% Horticulture 100%	RM 30% 55% Graphics 0% 45% Catering 13% 56% Apex 100% Horticulture 100%	RM 40% Graphics 15% Catering 20% Apex 100% Horticulture 100%		RM -1.53 Graphics -3.45 Catering -3.61 Apex 100% Horticulture 100%	
2019	BTEC – Creative Craft – NCFE Vocational – Hosp and Catering – WJEC BTEC - Laser Level 2 Certificate – Construction Skills City and Guilds – BTEC Level 2 - Horticulture	0%	5+ = 5% 5+ = 5%	4+ = 100% (cohort 52%) 56% 4+ = 30% 24 62% 100% pass Award 50 95% pass Cert 47 100% pass		APS = 4.08 APS = 1.82	P8 = -0.74 P8 = -2.43	
2020 – Teacher Assessed - Covid	Art and Design – 3D Vocational – Hosp and Catering – WJEC	3yr = 7% 2yr = 0% 3yr = 10% 2yr = 0% Combined = 3%	3yr = 31% 2yr = 0% 3yr = 30% 2yr = 3% Combined = 9%	3yr = 63% 2yr = 7% 3yr = 65% 2yr = 42% Combined = 46%	3yr = 82% 2yr = 28% 3yr = 49% 2yr = 42% Combined = 46%	3yr = APS = 4.08 2yr = 2.1 3yr = 4.6 2yr = 3.1 Combined = 3.6	-1.53 -2.8 -1.8	
2021	Art and Design – 3D 8No Art and Design – Gr 8No Vocational – Hosp and Catering – WJEC 65No City and Guilds – BTEC Level 2 – Horticulture 14No Laser Level 2 Certificate – Construction Skills 32No	3 yr. = 12.5% 3 yr. = 0% 2yr = 6% 100% Pass 100% Pass	3 yr. = 63% 3 yr. = 42% 2yr = 22%	3 yr. = 88% 3yr = 71% 2yr = 72%	3 yr. = 88% 3yr = 86% 2yr = 72%			
2022	Art and Design – 3D 14No Art and Design – Gr 0No Vocational – Hosp and Catering – WJEC 47No City and Guilds – BTEC Level 2 – Horticulture 14No Laser Level 2 Certificate – Construction Skills 22No	2 yr. = 0% 2yr = 6% 100% Pass 100% Pass	2 yr. = 14% 2yr = 15%	2 yr. = 35% 2yr = 43%	2 yr. = 78% 2yr = 43%			
2023	Art and Design – 3D 14No Art and Design – Gr 13No Vocational – Hosp and Catering – WJEC 47No City and Guilds – BTEC Level 2 – Horticulture 14No Laser Level 2 Certificate – Construction Skills 22No	2 yr. = 14% 2yr = 8%% 2yr = 5% 100% Pass 95% PassLv2 100% Pass Lv1	2 yr. = 42% 2yr = 23% 2yr = 7.5%	2 yr. = 78% 2yr = 38% 2yr = 50%	2 yr. = 92% 2yr = 90% 2yr = 50%			

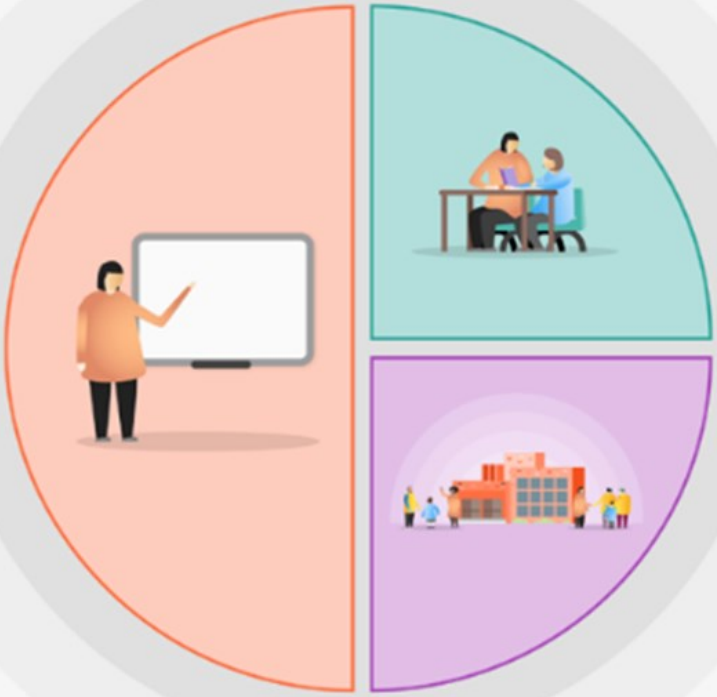
EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Park Community School

Education Endowment Foundation

1 Teaching

- Establish Routines
- Increased Independence
  - Computing hub
  - Digital lesson resources for class and home learning
- Focused assessment
  - MCQ's
  - Termly assessments
  - KS4 thresholds
- Teaching revision strategies throughout curriculum.
- Home learning
  - Low stakes MCQ's
  - For the love of
- Personalised CPD based on work scrutiny actions



2 Targeted academic support

- Testing Early Sept 2021
- Reading intervention 30 Sept onwards
- KS4 test- intervention-retest cycle Sept 2021 onwards. **Threshold testing**

3 Wider strategies

- Period 6 for GCSE
- SMSC incorporated throughout
- Adapt KS3 curriculum for specific groups
- Academic trips or visitors

support new curriculum overviews for department cohesion. ***5.*** Review moderation of work completed and continue to develop new SOWs very closely with Slo on new Art and Design 3D. Agr to continue lead on this. ***6. Reading articles at ks3 to be tested improved and embedded.*** ***1.***	all. Focus this year of precise terminology. ***2.*** Introduction of Graphics at KS3.	understanding. Develop KS3 to show 5 year journey. 3. READING – Implement new Reading challenges to support all with a specific link to school development plan of Oracy and key word development. ***3.*** Embedding Graphics at KS3 across all areas. SOWs to support new GCSE.	4. *Utilise DIRT time and Take Five to embed knowledge at KS3 further to support new curriculum overviews for department cohesion.* ***5.*** Work very closely with Slo on new Art and Design KS3 Curriculum 3D. Agr to take a lead on supporting FGr in Graphics Exam.

BARQ Quality of Education

Priority Area 1: Priority Area 1: Curriculum (incl development of Identity foundation in Year 7, links to Ofsted research summaries explored) Include use of trackers to map knowledge and skills secured 7-11 New Graphics elements at KS3 – Implementation of PRACTISE								
Intended Outcome	**Actions**	**Monitoring and Evaluation**			**Impact measure and evidence**	**Responsibility**	**Cost**	**Achieved ?**
		Autumn 2023	**Spring 2024**	**Summer 2024**				
Tailored curriculum – Students at KS3 will show improved outcomes through multiple practices. KS4 students will show more mastered skills.	**New Big Pictures across all subject areas, that include module learning and extensions for more able. Emphasis on PRACTISE element of great learners**	**Designed and completed Summer 20 to preprint in books.**	**Book scrutiny for the new tracking of tests and outcomes.**	**Book redesign if required based on trouble shooting this year**	**All department is consistent. Books layout and pride is consistent. Clear outcomes to be achieved and checked by students. Modules can be RAG by students to show their progress in all lessons**	**DPa oversight of all big pictures and checking of depth of curriculum – Content driven by classroom teachers**	**Printing cost involved. Saves on photocopying. Specific time allocated to planning due to depth required**	

Department to beat – Visual Arts.

School Priorities: From SDP: Quality of Education: Learning and Outcomes

Target position: The quality of teaching, learning and assessment allows all students to make good progress through Park's Great Teaching and Learning model.

- **P Q1: Ambitious curriculum: Provide a KS3 curriculum** that is carefully planned, delivered, and accurately assessed to build on prior learning and develop a depth of knowledge and broad range of **skills and which addresses weaknesses and rapidly closes gaps.**
- **Q2: Further develop and embed the Park Great Learners Model** to secure Great Learning for all through precise focus on Practise element of the model, including assessment for learning and feedback
- **Q3 i&ii: Use AFL and feedback to impact on student learning and progress** to identify sub-group and individual learning needs and close gaps in student progress. This includes use of fortnightly MCQs to identify misconceptions in years 7,8 and 9
- **Q4: Independent Learning: Build on blended learning approach through Lockdown to continue focus on home learning, remote access to testing and lessons and opportunities to broaden subject understanding.**
- **Q5i& ii: Year 11 outcomes improving for all groups compared with national gaps. Yr. 11 outcomes improved by subject**
- **R1: Build students' vocabulary, comprehension, and cultural capital** through explicit teaching of reading, language, and vocabulary
-

Specific Department priorities linked to the above and based on self-evaluation of previous outcomes: ***include student groups, specific elements of the course.***

Specific Department priorities linked to the above and based on self-evaluation of previous outcomes: ***include student groups, specific elements of the course.***

2020-21	***2021-22***	***2022-2023***	***2023-2024***
1. Continue the 10%! But for a specific set of students. To be decided when outcomes have been finalised. BARQ. 2. *Review and embed new Teaching model at KS3 including yr. 7 curriculum.* 3. 20% of lessons will continue to be exam focussed based on improved exam outcomes including bringing deadline for CA forward. 4. *Utilise DIRT time and Take Five to embed knowledge at KS3 further to*	1. PRACTISE – element of great learners. Repetition of the curriculum to hone skills and allow student to be able to practice often and well. 2. ASSESSMENT – New home learning MCQ's track and monitor. Completion of Assessment grids in books. 3. READING – Implement new Reading challenges to support	1. PRACTISE – element of great learners. Repetition of the curriculum. New Curriculum and WAGOLL development to support student progress embedded across all subjects. 2. ASSESSMENT – MCQ's track and monitor with the addition of Year 10/11. Completion of Assessment grids on back of books to support student	1. Continue the 10%! It has had significant impact for a select few students. Targeted students this year have been low ability, this has been very positive. 2. *New Teaching model at KS3 – Creative Arts!* 3. 20% of lessons will continue to be exam focussed based on improved exam outcomes including bringing deadline for CA forward and seek support earlier.

Reduced rotation at KS3	Rotation has been implemented at KS3 on a fortnightly basis to suit new TT. Year 9 changes are half termly rotations.	Ensure all department are aware to their structured lessons. Assign lessons to teachers	Review – is it working. Spaced learning (are the lesson 'to' spaced) is fortnightly enough to implement the practice element of great learners.	Overall review – 6 months gap in knowledge or 2-week review. Which is a better model – are outcomes better? Decide accordingly	Students will not have a gap of 6 months in their learning. Teachers are not passing over their work and students halfway through the year – potentially to not see them again – This is a monitoring issue. Evidence in the form of better outcomes including better test results.	DPa, To, AGr, to implement accordingly	NA	
New Year 7 curriculum. Links to human history.	New curriculum developed and taught by all discreetly in lessons to link to human history and local history.	DPa to liase with Agr regarding progress and implementation . DPa Red lines monitoring in Term 1 is for Year 7 lessons. Health and safety and expectations to be taught in first term first with a	DPa feedback Redlines to AGr, both to work collaboratively to show how they develop curriculum to improve outcomes at GCSE. Testing crucial at this point. Reading tests will help	Continue to implement changes and review, ensure there are challenging test questions link to Core to show great understandin g of the topic.	Test results at KA1 including designing. Impact is measurable when year 7 complete this year in comparison to ability level of year 8 currently	AGr to plan and deliver all lessons, DPa to meet and discuss fortnightly.	Timings for new curriculum and covid restrictions.	

Reduced rotation at KS3	Rotation has been implemented at KS3 on a fortnightly basis to suit new TT. Year 9 changes are half termly rotations.	Ensure all department are aware to their structured lessons. Assign lessons to teachers	Review – is it working. Spaced learning (are the lesson 'to' spaced) is fortnightly enough to implement the practice element of great learners.	Overall review – 6 months gap in knowledge or 2-week review. Which is a better model – are outcomes better? Decide accordingly	Students will not have a gap of 6 months in their learning. Teachers are not passing over their work and students halfway through the year – potentially to not see them again – This is a monitoring issue. Evidence in the form of better outcomes including better test results.	DPa, To, AGr, to implement accordingly	NA	
New Year 7 curriculum. Links to human history.	New curriculum developed and taught by all discreetly in lessons to link to human history and local history.	DPa to liase with Agr regarding progress and implementation . DPa Red lines monitoring in Term 1 is for Year 7 lessons. Health and safety and expectations to be taught in first term first with a	DPa feedback Redlines to AGr, both to work collaboratively to show how they develop curriculum to improve outcomes at GCSE. Testing crucial at this point. Reading tests will help	Continue to implement changes and review, ensure there are challenging test questions link to Core to show great understandin g of the topic.	Test results at KA1 including designing. Impact is measurable when year 7 complete this year in comparison to ability level of year 8 currently	AGr to plan and deliver all lessons, DPa to meet and discuss fortnightly.	Timings for new curriculum and covid restrictions.	

			Portfolio scrutiny					
Priority Area 3: Literacy: Vocabulary, reading and extended writing								
Intended Outcome	**Actions**	**Monitoring and Evaluation**			**Impact measure and evidence**	**Responsibility**	**Cost**	**Achieved ?**
		Autumn 2023	**Spring 2024**	**Summer 2024**				
New department Key Words Tier 2 and 3 focus from year 7! Explanations of Key words used as do nows.	To create extended writing opportunities that link to the take 5 key words tasks in books.	Take 5 activities will be definition of key words to shoe understanding. At testing week 1, 5 of these words will need to be explained by the student in small extended pieces of writing.	The same 5 questions will be used for testing week 2 to show that students are keeping their understanding in their long-term memory.	Evaluate its impact with GCSE questions within test 3 – no support given – how do the student's cope?	GCSE outcomes will improve as students will be able to access the higher questions so that they can increase their marks.	All teachers of all subjects including APEX as level 2 requires increased written responses.	Time given to extra theory lessons	
KS3 Reading articles. To secure confident readers and to improve comprehension.	Create 3 reading articles for year 7/8/9. Give to students to read and complete questions.	Trial and test current questions for year 7. Adapt and change for year 8/9. First test successful but tweaks needed.	All students in all KS3 to complete at least 2 reading challenges by this stage. Adapt quizzing and the possibility of online quizzing.	All student in KS3 by the end of the year to have completed 6 reading challenges. KS4 to have completed 3 each.	Ability to improve student's ability to read increased and prepare students for exam questions. All students to increase their cultural capital as topics are famous designers/chefs	DPa to oversee. DDa, and AGr to create reading tasks.	Time to create but supports school development plan and BARQ	

Reduced rotation at KS3	Rotation has been implemented at KS3 on a fortnightly basis to suit new TT. Year 9 changes are half termly rotations.	Ensure all department are aware to their structured lessons. Assign lessons to teachers	Review – is it working. Spaced learning (are the lesson 'to' spaced) is fortnightly enough to implement the practice element of great learners.	Overall review – 6 months gap in knowledge or 2-week review. Which is a better model – are outcomes better? Decide accordingly	Students will not have a gap of 6 months in their learning. Teachers are not passing over their work and students halfway through the year – potentially to not see them again – This is a monitoring issue. Evidence in the form of better outcomes including better test results.	DPa, To, AGr, to implement accordingly	NA	
New Year 7 curriculum. Links to human history.	New curriculum developed and taught by all discreetly in lessons to link to human history and local history.	DPa to liase with Agr regarding progress and implementation . DPa Red lines monitoring in Term 1 is for Year 7 lessons. Health and safety and expectations to be taught in first term first with a	DPa feedback Redlines to AGr, both to work collaboratively to show how they develop curriculum to improve outcomes at GCSE. Testing crucial at this point. Reading tests will help	Continue to implement changes and review, ensure there are challenging test questions link to Core to show great understandin g of the topic.	Test results at KA1 including designing. Impact is measurable when year 7 complete this year in comparison to ability level of year 8 currently	AGr to plan and deliver all lessons, DPa to meet and discuss fortnightly.	Timings for new curriculum and covid restrictions.	

higher level questioning. Add to year 10/11	**questions including reading challenge.**	**Set all test on teams.**			**in comparison to last year testing.**			

Priority Area 4: Revision and homework - remote learning								
Intended Outcome	Actions	Monitoring and Evaluation			Impact measure and evidence	Responsibility	Cost	Achieved ?
		Autumn 2023	Spring 2024	Summer 2024				
To support learning with out of classroom work.	Utilize flip learning to better prepare students at ks3 including online learning platform.	Use student hub to upload all required resources.	Monitor student hub usage and use in lessons to give student better understanding of progress.	Promote 'Post Park' page on student hub to support students in their future careers.	Flipped learning will support spaced learning by bringing the spaces closer together	DPa responsible for upkeep of Student hub and Homelearnming.	Lack of KS3 lessons due to no rotation and core will mean lessons are spaced apart. We will need to set every 2 weeks not 1.	
Improved Exam questions answers. Focus – precise answering.	Create assignments in GCSE POD to better prepare students for varied questions	Monitor the use of GCSE POD by creating homework assignments	Measure the impact of the assignments by mapping student completion to mock outcome results.	Invest final P6 rotation in show how increased completion can improve your exam outcomes. Support students with this resource in the lead up to exams as a final push.	Improve exam element outcomes as barriers of poor understanding of tier 3 words has decreased and knowledge is better embedded.	GCSE teachers	Cost to school for GCSE POD – time invested to create specific assignments.	
New MCQs Home learning. Increased frequency and linked to	Create MCQs fortnightly for KS3 as per school policy. Focus of levelled	Assign year group to staff. AGr – 7 FGr – 8 DPa – 9	Monitor impact and provide uptake percentages.	Monitor impact and provide uptake percentages.	MCQs aimed at misconceptions. Student misconceptions of key themes will be reduced	AGr – 7 FGr – 8 Dpa – 9	Time to create questions on a fortnightly basis.	

Technology Scrutiny Week 17th – 19th May 2022

Final Report – Draft

Subject leader Interview

The subject leader confidently described a curriculum encompassing an explicit process of design-practise and review, which is embedded across disciplines from year 7 to 11. The curriculum is well planned, progressive and links across disciplines are well thought through. The team's overarching aim of developing 'skills for life' is certainly encompassed through the range of opportunities and experiences the team offers.

The team consists of specialists in their field, and this is a real strength. Across graphics, catering, constriction, design technology and horticulture, the subjects are taught by skilled professionals with a real passion for their field. The number of students opting for Technology subjects, particularly catering and construction, remain high.

Graphics development has been a real strength- examples shared by the subject leader of curriculum design and explicit teaching of process demonstrated high expectations of both process and knowledge. This is something that the subject leader will develop across the other disciplines within technology. This process is linked to that used by Visual Arts and therefore the skills are transferable.

The team have a strong system for tracking progress at Key Stage 4 and as a result all teachers know exactly where students are within the course, what they are likely to achieve and what they need to do to improve. This is regally shared with students. In some cases expectations are not high enough however and too many students are satisfied with a pass on courses where they could achieve a distinction. This is an area of focus for the team. but

Links to careers is a strength of team , on the student area of the school's website, displayed in the department but also explicit in lessons are the links to various career pathways and students can speak confidently about these.

The team are also proud of their Green power racing team who regularly compete in he national racing circuit.

Learning Walks

Curriculum at Key Stage 3:

A total of 10 key stage 3 lessons were observed over the week from across each discipline. Lessons demonstrated high levels of subject knowledge from staff and a passion for their subject. Across lessons real life context and scenarios were used to give purpose and big picture to students. For example, within food the students were health inspectors, with the lesson focus on hygiene standards. A video of cleaning an industrial kitchen was used to explore cross contamination and support them with their assessment questions. Students were very proud of their work and keen to show their version of 'perform' to visitors in both theory and practical sessions (creations, portfolios, and book work). They were able to clearly articulate the task set and their vision.

In a year 7 technology lesson students were all participating in their practical design of mobile phone holders. Most were proud of what they had/ were producing. They love the practical but do not explicitly connect this to their design. Students knew they had planned but did not use their plan during production.

All talked very confidently about the safety rules they had learned and could explain these well. This tended to be their focus when asked about what they had been or were learning. Some students were keen to explain their learning about the drills and selecting different parts dependent on the size of hole required. All students felt the teachers' modelling was helpful, but a few said it is sometimes difficult to see form the back of the group.

In most practical lessons the level of independence was high by the students, and it was good to see them assisting/teaching one another with the machines.

Great Learners was referenced within many sessions and used explicitly within Graphics where the students had worked in 'prepare' where they were questioned about line making, 'practise' with a tone and texture skill task, before completing 'perform' where they applied a selected of practised line techniques to a camera. Practise was also seen in some lessons where students were planning idea boards prior to creating their final piece.

Within Horticulture real life context was consistent and made focus relatable. Tasks developed students need to think hard, identify, explain, and justify within their responses. Books showed pride and clearly applied marking.

Students were less clear on their working grade or the success criteria for WT/ARE/AGD, consequently they were unsure on how to improve. The head of department showed an example of a WAGOLL for theory/portfolio work during the leadership interview, but this was only seen in his lessons during the observations. This is a new strategy for the team and once used more consistently will raise the standards further for Key Stage 3 and prepare students for the course structure of Key Stage 4.

Curriculum at Key Stage 4:

A total of 6 Key Stage 4 lessons were observed over the week from across each discipline.

Students have fantastic opportunities within technology to become career/next step (college) ready and explicit links and connections are made regularly in lessons to the world of work. Taking technology further is prominent on the student webpage and in the department area through displays.

Students were seen off site at the Apex centre where they were working on wall papering. The group were taken through marking out the wall but unfortunately were unable to hang any during that lesson. This would have been an opportunity for students to have a go and problem solve even if they struggled, given it was low risk. The students here were able to explain the course structure and what they had to ensure they had as evidence to pass. They enjoyed the course, especially the brick work they had recently completed, speaking with pride about what they had achieved.

Students were also seen in Horticulture theory sessions where progress of their understanding of plant names/identification was the focus. Although the pace was very fast, and quantity of plant names needed on recall was high, students were focused and confident in using support documentation. Questioning was open meaning some students did not need to participate and

could be passive. Directed questioning would have increased accountability for students and enabled the teacher to check all were secure.

Within Graphics students could speak about the grading system on
TEAMS and how they receive feedback through this. The class mark sheet for level of completion and progress through the unit was displayed on the large screen. The group were taken through the launch of a new assignment with a focus on the level 1 and 2 pass criteria only. This was done as these criteria need to be met before moving to Merit (the maximum available for the task) but this was not made explicit enough for the class. It is important the class are inspired and aspire to reach top grades but setting the expectations of attainment high and covering merit/distinction criteria also.

Within the Key Stage 4 yr11 Hospitality and Catering course students were revising for their upcoming exam. Some students were very focused and clear on what they had achieved in their coursework and marks they needed in the exam for a distinction/merit. They were proud to show their revision work and talk through how they structure revision. However, this was inconsistent. The booklets supporting revision were very thorough, but the teaching of this content and practising of how to remember and apply in the exam was not precise, this meant that although all had the booklets, a significant number in the class were not actually able to recall the information or explain it. The teacher needed to teach the students to remember the information and how to apply in the exam.

Students within Resistant Materials (yr10) were working independently on the creation toy cars in the style of classic cars. They had planned their design but within a range of precision/detail, each had a research board showing key concepts with commonalities in layout, implying a model/WAGOLL had been shown. Students were able to explain the task set and big picture – aim/outcome. High levels of pride in their practical work was evident and all were keen to explain their vision. Students were positive about the course. Students were less clear on the criteria to achieve various grades and no criteria was visible on the board or in folders.

Expectations:

Across most lessons students were expected (and able to) clearly explain the lesson focus, big picture for the lesson and the task set. They were expected to be part of class discussions with regular questioning. Expectations for full sentence responses however were inconsistent across the team and is an area to develop with students. This would facilitate practise of explanation and justification which is needed within GCSE assignments. The layout of design boards is progressing and expectations for the quality of these is high when models/WAGOLLS used. This should be implemented consistently.

Progress & Feedback:

Feedback for Key Stage 3 was predominately verbal. Staff were consistent at their movement around students to give personalised feedback and advise during practical sessions. Students appreciated this input. Feedback in Key Stage 4 sessions was mostly through TEAMS assignments where students received points depending on the level achieved (pass-distinction) and next step comments to develop assignments.

Although questioning was evident across lessons, opportunities to develop student oracy and precise responses can be enhanced. For example, within Horticulture a considerable amount of precise formal names of plants were needed by the students. This could have been chunked to

reduce cognitive load but also the group could have repeated the word aloud together and then during assessment/recall used whiteboards after each plant for the teacher to check students understanding, and get them to justify why it was that etc. Student talk could have also been demonstrated more within the unpicking of assessment/success criteria. This could have been across disciplines where the criteria could have been independently read, time pair share about the content of the criteria and then paired rehearsal of a summary to share with the group. This would allow the members of staff to assess understanding of expectations and increase accountability of students of their learning and attainment.

Progress was seen in project work from both Key Stages but at an inconsistent pace and level. Where progress was seen clearly, the learning journey was evident and the process of design, create, review was strong. This was especially high in graphics. Students level of planning varied across disciplines and at times with an inconsistent reference to success criteria, students were not clear on how to progress or be challenged further to enhance their product.

Some lessons pace was slow and students not able to 'practise' or problem solve. Extensive teacher input and talk was detrimental to the progress or attainment/achievement of students in afew lessons. Whereas in others the independent progress or students was high and the development of life skills such as drill use was considerable.

Student Voice:

Students enjoy their technology lessons and feel supported by the department. They enjoy the practical sessions and the ability to create a vision. They have appreciated exploring and researching designers with the research boards being an effective way to display their findings. Some students within year 9 were able to explain that because of their Key Stage 3 experience a Technology was their first-choice subject for Key Stage 4. For example, CG said he was choosing 3D design because he had really enjoyed technology in Year 9 and would like to become a designer when he leaves school.

Students felt that behaviour was good in Technology and that the expectations for their behaviour was clear by staff. They acknowledge the experience of the staff and that they really knew their subjects. Within Apex the students were frustrated with the behaviour of 3 individuals that regularly slow the potential practical application time in their sessions but felt their time with DDA was really preparing them for their journey after Park.

Strengths

1. **Curriculum design** effectively builds skills across the disciplines whilst allowing for depth of understanding in each
2. **Subject specialists**- provide passion and strong role models for their disciplines
3. **The plan, practice and apply process** and associated portfolio approach is explicit in most lessons and works effectively as a model across the team. It can be developed by referencing these back and forth (see below)
4. **Student engagement and pride in work** they produce is clear.

Areas for Development

1. **How important is the design process?** What are the steps? Are we consistently teaching these and checking understanding or simply completing it to get on with the practical? There is variation across teachers for this, with all doing the design process but most leaving planning in books once students move on to practical and not referring to it.
2. **Big Picture**- this is not explicit across all classes. They know the process mostly but ends of lessons are sometimes tidying up and packing away, not reviewing learning and next steps. Lessons must be tied back to the big picture
3. **Precision of the teaching of theory**. The teaching and this element must be given the same status as the practical and the practicing of remembering this knowledge and associated process is important to ensure it is mastered before going on to application. You have very detailed booklets to support exam and coursework- how are students being taught to sue them?

Actions

1. **Design process**. This is in place re planning but not always given status in lessons. Agree depot expectations of where planning is and how it is used during practical. Dept learning walks- DPa models the practise explicitly for the team. All teachers need to do this.
2. **Big picture** : This should be shared frequently with students and new learning must be tied back to this. Developing a set of key questions to eb used by all to support students and teachers in linking to this would help.
3. **Dept learning walks focussing on AFL** and the ways in which all model theory as well as practical to check and secure understanding over time. Agree set of 3-5 activities all use to a) ensure precision re expected responses b) practise retrieval and correct misconceptions

The Park Perfect Technologist!

Patient

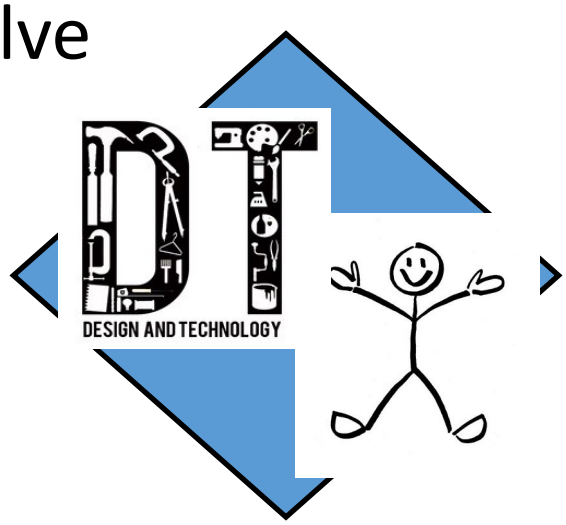
Work safety

Creative

Apply knowledge in-
to real life situations

Knowledgeable

Adapt to solve
problems



Technical Terms
used

Refinement

Problem Solver

Discover for them-
selves

Imaginative

Passionate

Mastery is doing something well!

Mastery is about rectifying mistakes well!

Mastery is about understanding the importance off formal training.

How do they think?

- Think outside the box
- Creatively and Imaginatively
- Verbal application when conducting processes
- Understanding that there is not always one specific way to get the result
- Think of the best way to get a result

How do they behave?

- Safely
- Well to enable the learning of others and themselves
- Confidently
- Respectfully
- Using their problem solving skills to develop
- Questioning themselves on the design process
- Attentive

How do they tackle problem?

- I can follow the Design process to come up with a solution to a problem. I will research design and evaluate.
- Optimistic to get a solution
- Level headed
- Calm and collected

How do they write

- Using correct terminology
- Using a Framework
- Being able to evaluate
- Content driven with explanations of why
- Summarise in own words
- Writing for audience and purpose
- Drafting and Redrafting

Which experts/genres/events/individuals are they influenced by?

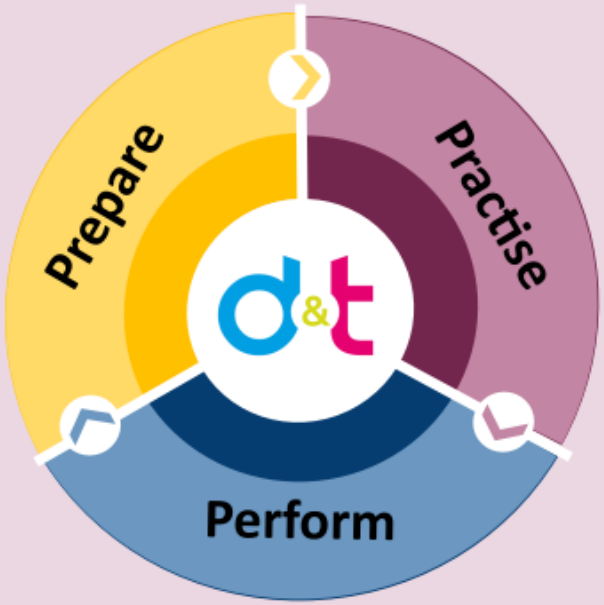
- Jamie Oliver
- James Dyson
- Alexander McQueen
- Steve Jobs
- Current public faces.

How do they speak?

- Confidently using Technological Terms
- Precisely and being able to explain themselves well.
- I am working sensibly and safety as I a using the correct equipment
- What problem can I solve?
- Which type of risk assessment shall I choose?
- What does the …….. Of the future look like?
- I am using the following routine
- I am using this ……..learning routine
- I am able o observe techniques to learn
- I am able to adapt techniques depending on the material
- I am using my initiative by thinking for myself to find a solution to a problem
- I am able to use technological specific learning routine: observing, questioning, formulating, applying, testing and evaluating.
- I have observed practical demonstrations, asked questions why, worked out the best method, applied this method, tested it and evaluated the outcome.
- ...

Great Learners in Design and Technology

- Think about what you already know.
- Imagine the outcome and predict how the task will look and feel.



- Apply your skills and knowledge.
- Observe what is happening in the moment.

- Test and evaluate your work and compare it to the prediction.
- Respond to feedback and modify your approach.

- *Reflect on your work, ready for examinations and assessments*

Design and Technology prepares pupils to engage with rapidly changing technologies as well as challenging current designs so that students can creatively improve standards and solve real life problems. Our aim is to provide a rich and challenging curriculum that ensures all pupils will have the opportunity to produce excellent work by pushing their own boundaries and exploring their creativity. Design and Technology teaches students to learn about a wide range of materials, processes and manufacturing techniques. Pupils will become proficient in joining materials, developing drawing techniques, critiquing designed products and create effective products, dishes and outcomes. Design and Technology enables our students to combine practical skills with an understanding of aesthetics, social, environmental issues functional and industrial practices.

PCS Greenpower Team

Design and Technology Great Learners

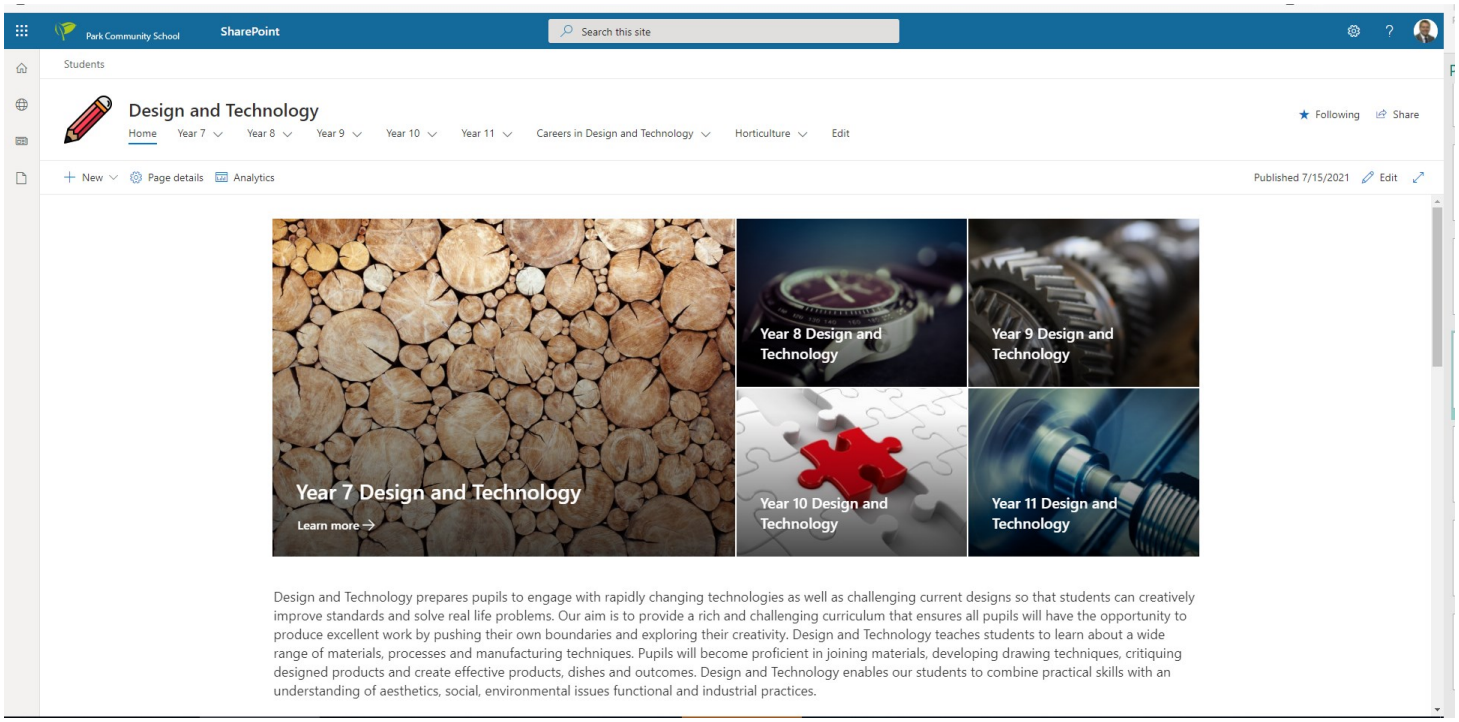
Careers in Design and Technology

Student Hub—Use this area to support you in your learning.

It covers your Design and Technology Curriculum.

Scan this code to access it.

SCAN ME



DT Expectations for every lesson.

Write the date and title.

Write the learning objective

Start the work straight away

RESPECT - the teacher and classmates

RESILENCE – Work hard, all the time.

AUTONOMY – Look in your book, look at re-sources in classroom, try the task even when

Thinking about a Career in DT?

How do you get started?

The first thing you should do is to create a CV just like any other job. This is really important as it gives the prospective employer a snapshot of what you are capable of. If you need help in writing a CV please click the button below.

https://nationalcareers.service.gov.uk/careers-advice/cv-sections

What area of DT are you interested in?

Please scroll down and click on a few of the links and they will take you to some different employment websites. This is a good place to start looking at careers and the requirements needed so that you can make the right choice for your Year 9 options and College courses. There are links below that show the potential courses that you could study at local colleges to pursue a career in DT.

What routes can you take?

Please click image below.

External Career Support.

Please use the links to the right to look at some external providers of career advice and support.

Flying Start – Southern Universities Network

www.sunoutreach.org

Welcome to Flying Start Hampshire. Feel free to browse our range of resources below, or get in contact if you have a question. Once you have taken part in any of the below activities and resources, we would really appreciate your feedback by completi...

EBP South

www.ebpsouth.co.uk

News and blog. April Newsletter 2021. EBP South's inspiring and preparing young people for the world of work newsletter is now available to view. Read more

Skills and Participation | Hampshire County Council

www.hants.gov.uk

Hide this message Coronavirus (COVID-19) In line with the Government's roadmap out of lockdown, restrictions are easing from Monday 29 March 2021.

SCAN ME

D.Pa and

Scan this QR code to access our Student Hub area on Careers in Design and Technology Subjects

Year 7 Design and Technology

D Payne
Head of Design & Technology

This term you will be learning...

In Design and Technology

How to make a Phone holder, this improves your your practical skills and helps you to understand product development.

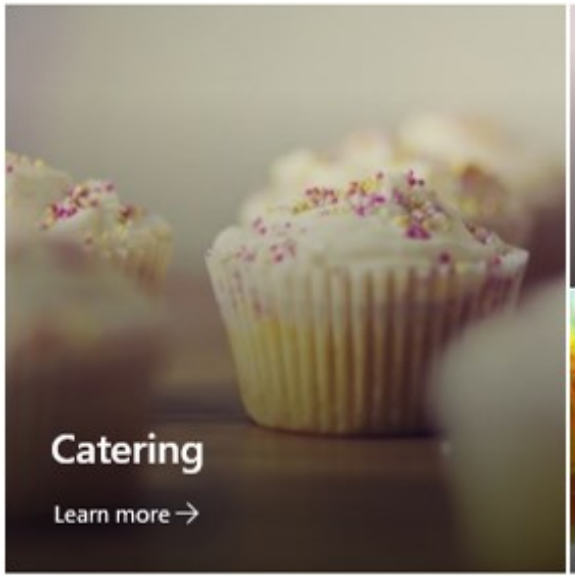
In Catering

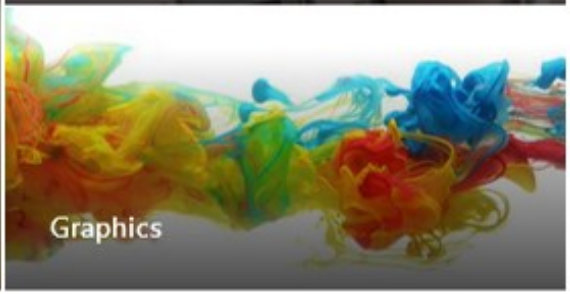
How to bake different products and also develop your Recipe and Time planning abilities as well as an introduction to Hospitality.

In Graphics

How to research into a designers work, analyse their work and create your own version of this design as well as learning graphical drawing skills.

Isambard Kingdom Brunel Video Link





Year 7 Design and Technology at Park is designed to enable our students to make a successful transition from Key Stage 2. Students will study three main areas. Our Core curriculum where students are learning the foundations of the subject. Design and Technology where students are learning the design process and health and safety legislation whilst using new equipment. They will also study Food and Catering including health and hygiene basics and cooking skills whilst some will be developing their understanding of Horticulture.

DESIGN & TECHNOLOGY

KS3 Technology – Graphics - Catering

YEAR	Technology	Graphics	Catering
7	**Module 1** **BRIEF: TRANSITION** Careers/Classic Design "Products that promote organisation skills." **ANALYSIS** Existing Products **HEALTH & SAFETY** PPE **Module 2** **MATERIAL PROPERTIES** Manufactured Boards - MDF Softwoods - Pine Polymers - Acrylic **MARKING OUT** Scale and Units Tri-Square Rule Templates **Module 3** **TOOLS AND EQUIPMENT** Coping Saw Tennon Saw Files Step Drills **CUTTING & SHAPING** Pillar Drill Belt Sander **Module 4** **ASSEMBLY/CONSTRUCTION** Adhesives – PVA/Tensol Cement Mechanical fittings – screws **Module 5** **APPLYING A FINISH** Sanding Sealer Polishing Wheel Colour **Module 6** **TESTING & EVALUATION** Photograph in use	**Module 1** **RESEARCH** Artist/Designer/Product. Art Deco Piet Mondrian Alvar Aalto. **Module 2** **PRODUCT ANALYSIS** ACCESS FM(S) Aesthetics Cost Customer Environment Size Safety Function Materials (Sustainability) **Module 3** **SKETCHING FORMS** 2D and 3D Isometric Sketches Perspective Drawings Thick/Thin Lines **Module 4** **RENDERING** Tone Colour Shading Texture **Module 5** **TYPOGRAPHY** Styles of writing Lettering Symbols 3D Lettering Logo Analysis **Module 6** **CAD (Computer Aided Design)** Sketch Up Pro Tutorials	**Module 1** **HEALTH AND HYGIENE** EHO (Environmental Health Officer) Health and Safety Bacteria 4C's Cross Contamination Cooking Chilling Cleaning **Module 2** **WHAT ARE THE NEEDS OF CUSTOMERS** Nutritional/unsatisfactory nutrition Organoleptic Cost **Module 3** **THE IMPACT OF COOKING METHODS ON NUTRITIONAL VALUE** How cooking methods affect nutrients in food Cooking methods **Module 4** **COMMODITIES** Poultry Meats Veg Fish Dairy **Module 5** **TIME-PLANS** Understanding menu planning Mise en place Timings **Module 6** **HOSPITALITY** Types of service Structures

Year 8 Design and Technology

D Payne
Head of Design & Technology

This term you will be learning...

In Design and Technology

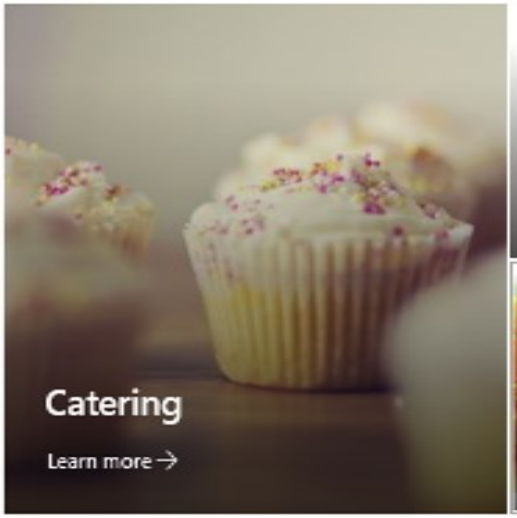
How to make a wooden helicopter, this improves your your practical skills and helps you to understand product development.

In Catering

How to bake different products and also develop your Recipe and Time planning abilities as well as an introduction to Hospitality.

In Graphics

How to research into a designers work, analyse their work and create your own version of this design as well as learning graphical drawing skills.



Year 8 Design and Technology students' study Design and Technology, Hospitality and Catering and Graphics. This is a skills-based year where students will design ad create a few products as well as learn new cooking skills. The aim of this year is to allow students to practice skills whilst trying to refine their work to improve its quality. There is a larger emphasis on the theoretical work to ensure that students are fully prepared for GCSE but we are fully supportive of teaching practical skills for life.

DESIGN & TECHNOLOGY

KS3 Technology – Graphics - Catering

YEAR	Technology	Graphics	Catering
8	**Module 1** **BRIEF: HELICOPTER TOY** Artist/Designer/Product **ANALYSIS** Existing Products **HEALTH & SAFETY** PPE **Module 2** **MATERIAL PROPERTIES** Manufactured Boards - MDF Softwoods - Pine **MARKING OUT** Scale and Units Tri-Square Marking Gauge Rule Templates **Module 3** **TOOLS AND EQUIPMENT** Coping Saw Tennon Saw Rasps and Files Hole Saw **CUTTING & SHAPING** Pillar Drill Belt Sander Palm Router **Module 4** **ASSEMBLY/CONSTRUCTION** Adhesives - PVA Mechanical fittings – screws Dowel joints **Module 5** **APPLYING A FINISH** Sanding Sealer Colour **Module 6** **TESTING & EVALUATION** Photograph in use	**Module 1** **RESEARCH** Artist/Designer/Product. Art Deco Piet Mondrian Alvar Aalto. **Module 2** **PRODUCT ANALYSIS** ACCESS FM(S) Aesthetics Cost Customer Environment Size Safety Function Materials (Sustainability) **Module 3** **SKETCHING FORMS** 2D and 3D Isometric Sketches Perspective Drawings Thick/Thin Lines **Module 4** **RENDERING** Tone Colour Shading Texture **Module 5** **TYPOGRAPHY** Styles of writing Lettering Symbols 3D Lettering Logo Analysis **Module 6** **CAD (Computer Aided Design)** Sketch Up Pro Tutorials	**Module 1** **HEALTH AND HYGIENE** EHO (Environmental Health Officer) Health and Safety Bacteria Responsibilities of employers and employees HACCP **Module 2** **WHAT ARE THE NEEDS OF CUSTOMERS?** Nutritional Intake Organoleptic Cost Leisure requirements **Module 3** **THE IMPACT OF COOKING METHODS ON NUTRITIONAL VALUE** How cooking methods affect nutrients in food Cooking methods **Module 4** **The operation of the kitchen And front of house** Stock control Dress code Documentation Kitchen equipment **Module 5** **TIME-PLANS** Understanding menu planning Special reminders Mise en place Timings **Module 6** **HOSPITALITY** Types of service Structures Hospitality and catering provision/specific requirements Supply and demand for staff

Year 9 Design and Technology

D Payne
Head of Design & Technology

This term you will be learning...

In Design and Technology

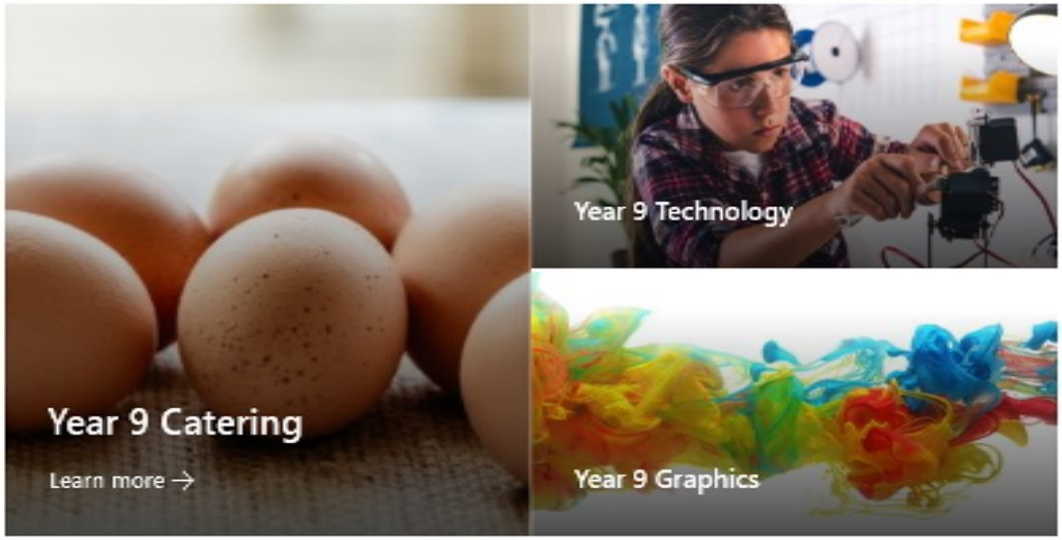
How to Research effectively and apply that research into making a product. The skills that you will learn are Researching, 3D drawing, Practical Application and Using recycled materials.

In Catering

How to create successful timeplan that takes into consideration effective contingency planning. You will also have an introduction to Hospitality.

In Graphics

How to research into a designers work, analyse their work and create your own version the this design as well as learning graphical drawing skills.



Year 9 Design and Technology students' study Design and Technology, Graphics and Hospitality and Catering. This is another skills-based year but where students try to master the skills learnt in year 7 and 8. This will also be an opportunity to learn new higher-level skills to prepare them for their GCSE years. The main aim of this year is to allow students to have time to practise and really refine their skills to develop their final outcomes and appreciate the need for a quality product. There is a larger emphasis on three areas for DT. They are Research – Analyse – Respond. This will support their practises in GCSE Art and Design. Students learning construction will learn skills for life as well as preparing them for Level 2 Construction in Multi-trades. Dishes cooked in Catering will be presented to a higher standard to ensure that all health and hygiene rules apply in more complex dishes. This preparation will allow students to succeed in their vocational qualification in Hospitality and Catering.

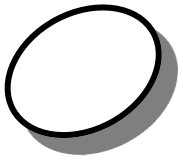
DESIGN & TECHNOLOGY

KS3 Technology – Graphics - Catering

YEAR	Technology	Graphics	Catering
9	**Module 1** **BRIEF: PASSIVE AMPLIFIER** Artist/Designer/Product **ANALYSIS** Existing Products **HEALTH & SAFETY** PPE **Module 2** **MATERIAL PROPERTIES** Manufactured Boards - MDF Softwoods - Pine **MARKING OUT** Scale and Units Tri-Square Marking Gauge Rule Templates **Module 3** **TOOLS AND EQUIPMENT** Coping Saw Tennon Saw Hole Saw Jig Saw **CUTTING & SHAPING** Pillar Drill Belt Sander Palm Router **Module 4** **ASSEMBLY/CONSTRUCTION** Adhesives - PVA **DECORATION** Adding features **Module 5** **APPLYING A FINISH** Sanding Sealer Colour **Module 6** **TESTING & EVALUATION** Photograph in use	**Module 1** **RESEARCH** Artist/Designer/Product. Patrick Caulfield Julian Opie **Module 2** **PRODUCT ANALYSIS** ACCESS FM(S) Aesthetics Cost Customer Environment Size Safety Function Materials (Sustainability) **Module 3** **SKETCHING FORMS** Sketches Perspective Drawings Thick/Thin Lines Portraits **Module 4** **RENDERING** Tone Colour Shading Texture **Module 5** **TYPOGRAPHY** Styles of writing Lettering Symbols 3D Lettering Logo Analysis **Module 6** **CAD (Computer Aided Design)** Techsoft 2D Design Magazine covers	**Module 1** **HEALTH AND HYGIENE** EHO (Environmental Health Officer) Health and Safety Bacteria Responsibilities of employers and employees HACCP **Module 2** **WHAT ARE THE NEEDS OF CUSTOMERS?** Nutritional Intake Organoleptic Cost Leisure requirements **Module 3** **THE IMPACT OF COOKING METHODS ON NUTRITIONAL VALUE** How cooking methods affect nutrients in food Cooking methods **Module 4** **The operation of the kitchen And front of house** Stock control Dress code Documentation Kitchen equipment **Module 5** **TIME-PLANS** Understanding menu planning Special reminders Mise en place Timings **Module 6** **HOSPITALITY** Types of service Structures Hospitality and catering provision/specific requirements Supply and demand for staff

What progress am I making in Hospitality and Catering

SCHOOL PROJECTION



Key Assessment 1 date:

Grade

Test Score

Homework

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Key Assessment 2 date:

Grade

Test Score

Homework

OATL

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EBI

Key Assessment 3 date:

Grade

Test Score

Homework

OATL

WWW

EBI

KEY WORDS

A la Broche
A la Carte
Al Dente
Alfresco
Amuse-Bouches
Antipasti
Aperitif
Aromatic
Au Gratin
Batch production
Barista
Bespoke
Biodegradable
Bowl
Buffets
Brasserie
Brunoise
Canapé
Carbohydrates
Chantilly
Chef
Chopping
Claw
Cloche
Combining
Confit
Consistency
Consumer
Context
Conversion
Coulis
Croquettes
Croute
Crouton
Creative
Dairy
Diet
Dice
Environmental impact
Entrée
Ergonomics
Escalope
Evaluate
Fats
Fermentation
Fibre
Flour
Flambé
Function
Garni
Garnish
Glazing
Grease
Hazard
Health & Safety
Hors D'Oeuvre
Hygiene
Ingredient
Jardinière
Julienne
Jus
Kneading
Knife/knives
Knock-Up
Knock Back
Ladle
Lardons
Layering
Macedoine
Marinade
Medallion
Melting
Menu
Millimetre
Mille-Feuilles
Mineral
Mis-En-Place
Mould
Pantry
Patisserie
Paysanne
Piquant
Pluck
Presentation
Properties
Protein
Puree
Quality Control
Raising agent
Ramekins
Recipe
Recycling
Reduce
Rolling
Roux
Rubbing in
Sabayon
Salamander
Sauté
Seal
Season
Seasonality
Shape
Shaping
Sieve
Sift
Simmering
Six R's
Stock size
Sustainability
Table D'Hote
Target Market
The Pass
Veloute
Vitamins
Vol-Au-Vent
Water
Weighing
Weight
Whites
Whisking
Zesting
Yeast

Tier 2

KEY WORDS

Complete
Describe
Discuss
Evaluate
Explain
How
Identify
Justify
List
Recommend
State

Hospitality and Catering

Scheme of Work - Module Outlines

YEAR	MODULES – including CONTROLLED ASSESSMENT 30% Theory, 30% Practical, 40% Examination						
11	**UPON COMPLETION OF MODULE 1 – 25** CONTROLLED ASSESSMENT UNITS **LO1 AC 1.1 MERIT** DESCRIBE THE FUNCTIONS OF NUTRIENTS IN THE HUMAN BODY. **Nutrients;** Protein, Fat, Carbohydrate, Vitamins, Minerals, Water, Dietary Fibre (NSP) **LO1 AC 1.2 DISTINCTION** COMPARE THE NEEDS OF SPECIFIC GROUPS. **Specific Groups;** Different life stages – Childhood, Adulthood, Later Adulthood **Special Diets;** Medical Conditions, Activity Levels **LO1 AC 1.3 MERIT** EXPLAIN THE CHARACTERISTICS OF UNSATISFACTORY NUTRITIONAL INTAKE. **Characteristics;** Visible, Non-Visible **Unsatisfactory;** Nutritional Deficiencies, Nutritional Excesses **LO1 AC 1.4 PASS** EXPLAIN HOW COOKING METHODS IMPACT ON NUTRITIONAL VALUE OF FOOD **Cooking Methods;** Boiling, Steaming, Baking, Grilling, Stir-Fry, Roasting, Poaching	**LO2 AC 2.1 MERIT** EXPLAIN FACTORS TO CONSIDER WHEN PROPOSING DISHES FOR A MENU **Factors;** Time of year e.g. Seasonality of commodities, Seasonal Events, Skills of Staff, Equipment Available, Time available, Type of Provision, Finance, Client Base **LO2 AC 2.2 PASS** EXPLAIN HOW DISHES ON A MENU ADDRESS ENVIRONMENTAL ISSUES **Dishes:** Preparation and cooking Methods, Ingredients used, Packaging **Environmental Issues.** Conservation of Energy and Water, Reduce, Reuse, Recycle, Sustainability, Food Miles **LO2 AC 2.3 MERIT** EXPLAIN HOW MENU DISHES MEET CUSTOMER NEEDS **Needs;** Nutritional, Organoleptic, Cost **LO2 AC 2.4 DISTINCTION** PLAN PRODUCTION OF DISHES FOR A MENU. **Time Plan.** Sequencing, Timings, Method, Special Reminders, Contingencies, Ingredients List, Equipment List, Mise En Place, Cooking, Cooling, Hot Holding, Completion, Serving, Waste, Quality Points, Storage, Health Safety and Hygiene **These units must be complete by the controlled assessment deadline date.**	**Controlled Assessment PRACTICAL examination day** **Practical Assessment** **LO3 AC 3.1 DISTINCTION** USE TECHNIQUES IN PREPARATION OF COMMODITIES **Techniques;** Weighing and Measuring Chopping, Shaping, Peeling, Whisking, Melting, Rub-In, Sieving Segmenting, Slicing, Hydrating Blending **Commodities;** Poultry, Meat, Fish, Eggs Dairy Products, Cereals, Flour, Rice Pasta, Vegetables, Fruit, Soya Products **LO3 AC 3.2 MERIT** ASSURE QUALITY OF COMMODITIES TO BE USED IN FOOD PREPERATION **Quality;** Smell. Aroma, Touch, Storage, Packaging **LO3 AC 3.3 DISTINCTION** USE TECHNIQUES IN COOKING OF COMMODITIES **Techniques;** Boiling, Blanching, Poaching, Braising, Steaming, Baking, Roasting, Grilling, Frying, Chilling, Cooling, Hot holding. **LO3 AC 3.4 DISTINCTION** COMPLETE DISHES USING PRESENTATION TECHNIQUES **Presentation Techniques;** Portion Control, Position on serving dish, Garnish, Creativity **LO3 AC 3.5 MERIT** USE FOOD SAFETY PRACTISES In relation to preparation and cooking of commodities and in relation to use of equipment	EXAMINATION ASSESSMENTS **LO1 HOSPITALITY AND CATERING INDUSTRY** Types of provider, Types of service, Commercial establishments, Non-commercial catering establishments, Services provided, Suppliers, where hospitality is provided at non-catering venues, Standards and ratings, Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration) **LO1 REQUIREMENTS** Supply and demand (availability of trained staff, seasonality, location) Jobs for specific needs Rates of pay, Training, Qualifications and experience, Personal attributes **LO1 WORKING CONDITIONS** Different types of employment contracts, working hours, Rates of pay, Holiday entitlement, Remuneration (tips, bonus payments, rewards) **LO1 FACTORS** Costs, Profit, Economy. Environmental, Technology, Emerging and innovative cooking techniques, Customer demographics and lifestyle and expectations, Customer service and service provision generally, Competition, Trends, Political factors, Media **LO2 OPERATION** Layout, Workflow, Operational activities, Equipment and materials, Stock control, Documentation and administration, Staff allocations, Dress code, Safety and security	**LO2 CUSTOMER** Leisure, Business/Corporate, Residents. **LO2 REQUIREMENTS** Customer needs, Customer expectations, Customer trends, Equality, Customer rights **LO3 RESPONSIBILITIES** Of employees, of employers, Health and Safety at Work Act, Reporting of Injuries, Diseases and Dangerous Occurrences, Regulations (RIDDOR), Control of Substances Hazardous to Health Regulations (COSHH), Manual Handling Operations Regulations, Personal Protective Equipment at Work Regulations (PPER) **LO3 RISKS** To health, To security, Level of risk (low, medium, high) in relation to employers, employees, suppliers, and customers **LO3 CONTROL MEASURES** For employees, For customers **LO4 CAUSES** Bacteria, Microbes, Chemicals, Metals, Poisonous plants, Allergies, Intolerances **LO4 EHO** Enforcing environmental health laws, responsibilities, inspecting business for food safety standards, follow up complaints, follow up outbreaks of food poisoning, collecting samples for testing, giving evidence in prosecutions, Maintaining evidence, Submitting reports	**LO4 LEGISLATION** Food Safety Act, Food Safety (General Food Hygiene Regulations), Food Labelling Regulations **LO4 FOOD POISONING** Common types Campylobacter, Salmonella, E-coli, Clostridium perfringents, Listeria, Bacillus cereus, Staphylococcus aureus **LO4 SYMPTONS** Visible symptoms, Signs, Non-visible symptoms, Length of time until symptoms appear, Duration of symptoms **LO4 FOOD INDUCED ILL HEALTH** Intolerances, Allergies, Food poisoning **LO5 HOSPITALITY AND CATERING PROVISION** *Review* Summarise different options, Advantages/disadvantages of different options, use of supporting information which justify how this meets specified needs *Recommend* Propose ideas, justify decisions in relation to specified needs, Use of supporting information e.g. structured proposal **CONTROLLED ASSESSMENT GRADING** PASS L1 PASS L2 MERIT DISTINCTION **EXAMINATION ASSESSMENT GRADING** PASS L1 30/90 PASS L2 45/90 MERIT 55/90 DISTINCTION 65/90 **YOU MUST OBTAIN A MINIMUM GRADE IN EVERY ASPECT TO ACHIEVE THIS QUALIFICATION**

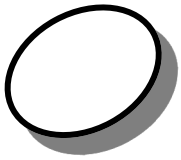
Hospitality and Catering

Scheme of Work - Module Outlines

YEAR	THEORY MODULES				PRACTICAL MODULES	
10	**Module 1** **WHAT IS HOSPITALITY AND CATERING?** Catering in the classroom Hospitality in Industry **Module 2** **HEALTH AND HYGIENE** Catering in the classroom Hospitality in Industry **Module 3** **NUTRITION RECAP 1** EATWELL PLATE Healthy Diet **Module 4** **NUTRITION RECAP 2** EATWELL PLATE Healthy Diet **Module 5** **NUTRITION RECAP 3** EATWELL PLATE Healthy Diet **Module 6** **NUTRITION RECAP 4** EATWELL PLATE Healthy Diet **Module 7** **VISIBLE AND NON-VISIBLE 1** RESULTS OF A POOR DIET Effects on the Body **Module 8** **VISIBLE AND NON-VISIBLE 2** RESULTS OF A POOR DIET Effects on the Body **Module 9** **NUTRITIONAL EXCESSES** RESULTS OF AN EXCESSIVE DIET Effects on the Body	**Module 10** **NUTRITIONAL DEFICIENCES** RESULTS OF A DEFICIENT DIET Effects on the Body **Module 11** **COOKING METHODS 1** EFFECTS ON NUTRITION Effects on the ingredient **Module 12** **COOKING METHODS 2** EFFECTS ON NUTRITION Effects on the ingredient **Module 13** **COOKING METHODS 3** EFFECTS ON NUTRITION Effects on the ingredient **Module 14** **COOKING METHODS 4** EFFECTS ON NUTRITION Effects on the ingredient **Module 15** **TYPES OF SERVICE 1** SERVICE Variations on food service Customer opinions **Module 16** **TYPES OF SERVICE 2** SERVICE Variations on food service Customer opinions **Module 17** **TYPES OF CLIENT** SERVICE Variations on Clientele Customer opinions	**Module 18** **PORTION CONTROL** HOW TO MANAGE PORTIONS Pros and Cons **Module 19** **PACKAGING 1** DIFFERENT TYPES OF Sustainability factors **Module 20** **PACKAGING 2** DIFFERENT TYPES OF Sustainability factors **Module 21** **PACKAGING 3** DIFFERENT TYPES OF Sustainability factors **Module 22** **CONSERVATION 1** ENERGY AND WATER Sustainability factors **Module 23** **CONSERVATION 2** ENERGY AND WATER Sustainability factors **Module 24** **CUSTOMER NEEDS** DIETARY REQUIRMENTS Budgets **Module 25** **ORGANOLEPIC** 5 SENSES Appeal for Consumer **Module 26** **CONTROLLED ASSESSMENT PREPERATION** REVIEW OF AC1.1-2.4 EXPECTATIONS AND DEADLINES!	**<u>THROUGHOUT THE YEAR</u>** **CREATING A TIMEPLAN** COMPLETED FOR PRACTICALS MUST INCLUDE; Timings Method Special Reminders Contingencies Ingredients List Equipment List Mise En Place Cooking Cooling Hot Holding Completion Serving **TESTING and RECAP MODULES THROUGHOUT** Multiple choice TEST Written Exam questions Review knowledge learnt **<u>UPON COMPLETION OF MODULE 1 - 25</u>** **Controlled Assessment Units** **AC 1.1** Describe the functions of nutrients in the human body. **AC 1.2** Compare the needs of specific groups. **AC 1.3** Explain the characteristics of unsatisfactory nutritional intake. **AC 1.4** Explain how cooking methods impact on nutritional value of food. **AC 2.1** Explain factors to consider when proposing dishes for a menu. **AC 2.2** Explain how dishes on a menu address environmental issues. **AC 2.3** Explain how menu dishes meet customer needs. **AC 2.4** Plan production of dishes for a menu.	**PRACTICAL 1** HOMEMADE BURGERS Handling raw meat Frying **PRACTICAL 2** SPAGHETTI BOLOGNAISE Handling raw meat Frying **PRACTICAL 3** TIRAMASU Whisking **PRACTICAL 4** VIENNESSE WHIRLS Whisking and Baking **PRACTICAL 5** PIZZA Kneading and Baking **PRACTICAL 6** GINGERBREAD BISCUITS Kneading and Baking **PRACTICAL 7** LEEK AND POTATO SOUP WITH BREAD ROLL Kneading, Baking and Preparing **PRACTICAL 8** POTATOES 3 WAYS Boiling Frying and Baking **PRACTICAL 9** PANCAKES Piping, Frying and Temperature Control **PRACTICAL 10** VICTORIA SPONGE Mixing and Baking	**PRACTICAL 11** TEACAKE CHALLENGE Presentation Skills **PRACTICAL 12** CORNISH PASTY Combining Ingredients and Baking **PRACTICAL 13** MACARONI CHEESE Preparing a Sauce **PRACTICAL 14** APPLE TART Mixing and Baking **PRACTICAL 15** CHOCOLATE BROWNIES Folding and Baking **PRACTICAL 16** DESIGN YOUR OWN PIZZA Skill Building **PRACTICAL 17** CHEESECAKE Preparing Ingredients **PRACTICAL 18** TRIFLE Production Planning **PRACTICAL 19** SKILL BUILDING **PRACTICAL 20** SKILL BUILDING **PRACTICAL 21** SKILL BUILDING **PRACTICAL 22** SKILL BUILDING

What progress am I making in Design and Technology

SCHOOL PROJECTION



Key Assessment 1 date:

WWW

Grade

Test Score

Homework

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Key Assessment 2 date:

WWW

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Homework

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Key Assessment 3 date:

WWW

Grade

Test Score

Homework

OATL

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KEY WORDS

Abrasive
Abstract art
Acrylic
Adhesive
Aesthetics
Animation Art
Alloy
Aluminium
Analysing
Anthropometrics
Applique
Art
Artifact
Background
Batch production
Bench hook
Bespoke
Bauhaus
Biodegradable
Brazing hearth
Bridge
Brushwork
CAD/CAM
Calligraphy
Cartoon
Casting
Ceramics
Chamfer
Chisel
Combining
Conductive
Coniferous
Consistency
Consumer
Contemporary art
Context
Conversion
Coping saw
Countersink
Creative
Deciduous
Design
Development
Dowel
Drawing
Draw Filing
Easel
Edge-polish
Environmental impact
Engraving
Ergonomics
Evaluate
Exploded view
File
Finishes
Foreground
Fretsaw
Function
Gents saw
Geometric
Graffiti Art
Grain
Grit
Hacksaw
Hardwood
Hazard
Health & Safety
Isometric
Jig
Joint
Knot
Laminate
Layering
Line-bender
Maquette
Manufactured board
MDF
Menu
Metal
Millimetre
Modelling
Molten
Mould
Pattern
Pendant
Perspective
Pewter
Pivot
Plane
Plastic
Plywood
Polish
Polymer
Presentation
Properties
Prototype
Quality Control
Recycling
Safety rule
Schematic drawing
Season
Shape
Shaping
Six R's
Smart Material
Softwood
Specification
Stock size
Sustainability
Target Market
Template
Tenon saw
Thermoplastic
Thermosetting plastic
Timber
Transparent
Tri square
Vacuum former
Veneer
Vice
Virtual modelling
Warp

Tier 2

KEY WORDS

Complete
Describe
Discuss
Evaluate
Explain
How
Identify
Justify
List
Recommend
State

DESIGN & TECHNOLOGY PLANNING

Y11 GCSE: Art & Design: 3D Product Design

TERM 1

	WK	LESSON	ACTIVITY	HWK
Y10 PORTFOLIO OF EVIDENCE (6)				
RESOURCES class sets of	1&2	1	Toy Car Project	
		2	LIghting Project	1
		3	LIghting Project	
		4	Box Project	
		5	Box Project	
		6	CAD	
DESIGNER PROFILE - TABLE DESIGN (30)				
RESOURCES class sets of	3&4	7	**Investigating a Context**	
		8	Analysis and Mindmap	2
		9	Artist/Designer	
		10	Artist/Designer	
		11	Mood board	
		12	Mood board	
	5&6	13	**Develop**	
		14	Sketching from research	
		15	Desiging ideas	3
		16	CAD ideas	
		17	**Refine**	
		18	Development	
	7&8	19	Experimentation	
		20	Annotation	4
		21	Sketch Modelling	
		22	**Present**	
		23	Modelling final idea	
		24	Planning Manuacture	
	9&10	25	Construction of Table	
		26	Marking out	
		27	Cutting & Shaping	5
		28	Cutting & Shaping	
		29	Cutting & Shaping	
		30	**Record**	
	11&12	31	Sanding	
		32	Assembly	
		33	Assembly	6
		34	Decorate and Finishing	
		35	Evaluation	
		36	Update Portfolio	

TERM 2

	WK	LESSON	ACTIVITY	HWK
MOCK EXAM PREP (36)				
RESOURCES class sets of	13&14	37	**Investigating a Context**	
		38	Analysis and Mindmap	7
		39	Artist/Designer	
		40	Artist/Designer	
		41	Mood board	
		42	Mood board	
	15&16	43	**Develop**	
		44	Sketching from research	
		45	Desiging ideas	8
		46	CAD ideas	
		47	Analysis and Mindmap	
		48	Artist/Designer	
	17&18	49	**Refine**	
		50	Development	
		51	Experimentation	
		52	Annotation	9
		53	Sketch Modelling	
		54	**Present**	
	19&20	55	Modelling final idea	
		56	Planning Manuacture	
		57	Construction of Table	
		58	Marking out	10
		59	Cutting & Shaping	
		60	Cutting & Shaping	
	21&22	61	Cutting & Shaping	
		62	**Record**	
		63	Sanding	
		64	Assembly	
		65	Assembly	11
		66	Assembly	
	23&24	67	Decorate and Finishing	
		68	Decorate and Finishing	
		69	Evaluation	
		70	Update Portfolio	12
		71	Update Portfolio	
		72	Update Portfolio	

TERM 3

	WK	LESSON	ACTIVITY	HWK
PORTFOLIO OF EVIDENCE (18)				
RESOURCES class sets of	25&26	73	**CAD Module**	
		74	Sketch Up	
		75	Sketch Up	13
		76	Sketch Up	
		77	Sketch Up	
		78	Sketch Up	
	27&28	79	**Making Module**	
		80	Finishing 3D outcomes	
		81	Finishing 3D outcomes	
		82	Finishing 3D outcomes	14
		83	Finishing 3D outcomes	
		84	Finishing 3D outcomes	
	29&30	85	**Reflect and Refine**	
		86	Annotation	
		87	Sketching	
		88	Analysis	15
		89	Update Portfolio	
		90	Update Portfolio	
STUDY LEAVE				
	31&32	91		
		92		
		93		16
		94		
		95		
		96		
	33&34	97	**PUBLIC EXAMS**	
		98		
		99		
		100		17
		101		
		102		
	35&36	103		
		104		
		105		18
		106		
		107		
		108		

D.Payne Head of Design and Technology

DESIGN & TECHNOLOGY PLANNING

Y10 GCSE: Art & Design: 3D Product Design

TERM 1

WK	LESSON	ACTIVITY	HWK
WHAT IS 3D PRODUCT DESIGN (6)			
RESOURCES class sets of	1	Intro to course/expectations	
1&2	2	Research & Moodboard	1
	3	Research & Moodboard	
	4	Research & Moodboard	
	5	Update Portfolio	
	6	Update Portfolio	
DESIGNER PROFILE - MEMPHIS THEMED LAMP (12)			
RESOURCES class sets of	7	Introduction	
3&4	8	Gathering research	2
	9	Presenting research	
	10	Analysing research	
	11	Designing a 3D Product	
	12	Designing a 3D Product	
5&6	13	Designing a 3D Product	
	14	Modelling ideas	
	15	Modelling ideas	3
	16	Modelling ideas	
	17	Update Portfolio	
	18	Update Portfolio	
UNDERSTANDING VISUAL ELEMENTS - (18)			
RESOURCES class sets of	19	colour: RESEARCH	
7&8	20	colour: APPLY	4
	21	line: RESEARCH	
	22	line: APPLY	
	23	form: RESEARCH	
	24	form: APPLY	
9&10	25	tone: RESEARCH	
	26	tone: APPLY	
	27	texture: RESEARCH	5
	28	shape: APPLY	
	29	pattern: RESEARCH	
	30	pattern: APPLY	
11&12	31	composition: RESEARCH	
	32	composition: APPLY	
	33	Reflect and refine	6
	34	Reflect and refine	
	35	Update Portfolio	
	36	Update Portfolio	

TERM 2

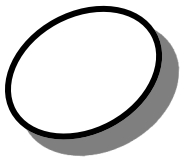
WK	LESSON	ACTIVITY	HWK
NATURAL FORMS - BOX DESIGN (18)			
RESOURCES class sets of	37	Intro to Natural Forms	
13&14	38	Moodboard and Analysis	7
	39	Sketching Techniques	
	40	Generating ideas in 2D	
	41	Generating ideas in 3D	
	42	Tesing and Trialing	
15&16	43	Tesing and Trialing	
	44	Box Construction	
	45	Box Construction	8
	46	Box Construction	
	47	Box Construction	
	48	Box Construction	
17&18	49	Experimentation	
	50	Creating a Lid Design	
	51	Creating a Lid Design	
	52	Apply Finish / Evaluate	9
	53	Update Portfolio	
	54	Update Portfolio	
CAD/CAM (18)			
RESOURCES class sets of	55	Intro to CAD/CAM	
19&20	56	Intro to Tech Soft	
	57	Tech Soft Task 1	10
	58	Tech Soft Task 2	
	59	Tech Soft Task 3	
	60	Laser cutting	
21&22	61	Intro to Sketch up	
	62	Creating 3D forms	
	63	Creating 3D forms	
	64	Dimensioned Drawings	11
	65	Sketch up Task 1	
	66	Sketch up Task 1	
23&24	67	Sketch up Task 2	
	68	Sketch up Task 2	
	69	Sketch up Task 3	12
	70	Sketch up Task 3	
	71	Update Portfolio	
	72	Update Portfolio	

TERM 3

WK	LESSON	ACTIVITY	HWK
TOY CAR DESIGN (18)			
RESOURCES class sets of	73	Intro to Classic Cars	
25&26	74	Big Picture/Analysis	
	75	Resarching cars	13
	76	Resarching wooden toy cars	
	77	Materials and processess	
	78	Designing with Tech Soft	
27&28	79	Modelling	
	80	Tools and equipment	
	81	Marking Out	
	82	Cutting and Shaping	14
	83	Cutting and Shaping	
	84	Cutting and Shaping	
29&30	85	Drilling Holes	
	86	Sanding	
	87	Assembly	
	88	Decorate and Finishing	15
	89	Evaluation	
	90	Update Portfolio	
MOCK EXAM PREP (12)			
RESOURCES class sets of	91	Investigating a Context	
31&32	92	Artist/Designer	
	93	Develop	16
	94	Refine	
	95	Record	
	96	Present	
33&34	97	MOCK EXAMS	
	98		
	99		
	100		17
	101	Mock Practical Exam	
	102	Mock Practical Exam	
WORK EXPERINCE			
RESOURCES class sets of	103	WORK EXPERIENCE	
35&36	104	WORK EXPERIENCE	18
	105	Update Portfolio	
	106	Update Portfolio	
	107	Update Portfolio	
	108	Update Portfolio	

What progress am I making in Graphics

SCHOOL PROJECTION



Key Assessment 1 date:

Grade

Test Score

Homework

OATL

Key Assessment 2 date:

Grade

Test Score

Homework

OATL

Key Assessment 3 date:

Grade

Test Score

Homework

OATL

KEY WORDS

Adobe
Abstract art
Acrylic
Adhesive
Aesthetics
Animation Art
Agency
Aluminium
Analysing
Anthropometrics
Applique
Art
Artefact
Background
Batch production
Bench hook
Bespoke
Bauhaus
Biodegradable
Branding
Bridge
Brushwork
CAD/CAM
Calligraphy
Cartoon
Casting
Ceramics
Chamfer
Client
Combining
Conductive
Coniferous
Consistency
Colour
Consumer
Contemporary art
Context
Conversion
Creative Arts
Creative
Deciduous
Design
Development
Detail
Digital
Drawing
Easel
Environmental impact
Engraving
Ergonomics
Evaluate
Exploded view
File
Finishes
Foreground
Fretsaw
Function
Geometric
Graphic
Graffiti Art
Grain
Grit
Hazard
Health & Safety
Isometric
Illustrator
InDesign
Jig
Laminate
Layering
Layout
Line-bender
Logo
Maquette
Manufactured board
Marketing
Media
Millimetre
Modelling
Mould
Pattern
Pendant
Perspective
Pewter
Photoshop
Plastic
Polish
Polymer
Presentation
Properties
Prototype
Portfolio
Print
Production
Quality Control
Recycling
Safety rule
Schematic drawing
Shape
Shaping
Six R's
Smart Material
Specification
Stock size
Strategy
Sustainability
Target Market
Template
Transparent
Tri square
Typography
Vacuum former
Veneer
Virtual modelling
Visual
Web

Tier 2 KEY WORDS

Complete
Describe
Discuss
Evaluate
Explain
How
Identify
Justify
List
Recommend

DESIGN & TECHNOLOGY PLANNING FOR

Y11 GCSE: Art & Design: Graphics

TERM 1

	WK	LESSON	ACTIVITY	HWK
Mini Designer research project				
RESOURCES	1&2	1	Intro to course/expectations	
class sets of		2	Research & Moodboard	1
		3	Research & Moodboard	
		4	Research & Moodboard	
		5	Research & Moodboard	
		6	Research & Moodboard	
DESIGNER PROFILE (12)				
RESOURCES	3&4	7	Introduction	
class sets of		8	Gathering research	2
		9	Presenting research	
		10	Analysing research	
		11	Designing a Graphic Product	
		12	Designing a Graphic Product	
	5&6	13	Designing a Graphic Product	
		14	Modelling ideas	
		15	Modelling ideas	3
		16	Modelling ideas	
		17	Update Portfolio	
		18	Update Portfolio	
UNDERSTANDING VISUAL ELEMENTS 2 - (18)				
RESOURCES	7&8	19	colour: RESEARCH	
class sets of		20	colour: APPLY	4
		21	line: RESEARCH	
		22	line: APPLY	
		23	form: RESEARCH	
		24	form: APPLY	
	9&10	25	tone: RESEARCH	
		26	tone: APPLY	
		27	texture: RESEARCH	5
		28	shape: APPLY	
		29	pattern: RESEARCH	
		30	pattern: APPLY	
	11&12	31	composition: RESEARCH	
		32	composition: APPLY	
		33	Reflect and refine	6
		34	Reflect and refine	
		35	Update Portfolio	
		36	Update Portfolio	

TERM 2

	WK	LESSON	ACTIVITY	HWK
PERSONAL IDENTITY - BRANDING/ LOGO (12)				
RESOURCES	13&14	37	Intro to Branding	
class sets of		38	Moodboard and Analysis	7
		39	Sketching Techniques	
		40	Generating ideas in 2D	
		41	Generating ideas in 2D	
		42	Using CAD	
	15&16	43	Using CAD	
		44	Creating a design	
		45	Creating a design	8
		46	Creating a design	
		47	Update Portfolio	
		48	Update Portfolio	
PACKAGING DESIGN (24)				
RESOURCES	17&18	49	Intro to Packaging	
class sets of		50	Big Picture/Analysis	
		51	Researching a brand	9
		52	Researching a brand	
		53	Looking at existing prod.	
		54	Looking at existing prod.	
	19&20	55	Materials and processess	
		56	Materials and processess	
		57	Designing nets	10
		58	Modelling card forms	
		59	Modelling card forms	
		60	Modelling card forms	
	21&22	61	Designing nets	
		62	Designing nets	
		63	Using CAD	
		64	Using CAD	11
		65	Using CAD	
		66	Creating a design	
	23&24	67	Creating a design	
		68	Creating a design	
		69	Photograph	12
		70	Evaluation	
		71	Update Portfolio	
		72	Update Portfolio	

TERM 3

	WK	LESSON	ACTIVITY	HWK
EXAM ELEMENT and Portfolio completion.				
RESOURCES	25&26	73	EXAM	
class sets of		74	EXAM Prep	
		75	EXAM Prep	13
		76	EXAM Prep	
		77	EXAM Prep	
		78	EXAM Prep	
	27&28	79	Making Module	
		80	Finishing outcomes	
		81	Finishing outcomes	
		82	Finishing outcomes	14
		83	Finishing outcomes	
		84	Finishing outcomes	
	29&30	85	Reflect and Refine	
		86	Annotation	
		87	Sketching	
		88	Analysis	15
		89	Update Portfolio	
		90	Update Portfolio	
STUDY LEAVE				
	31&32	91		
		92		
		93		16
		94		
		95		
		96		
	33&34	97	PUBLIC EXAMS	
		98		
		99		
		100		17
		101		
		102		
	35&36	103		
		104		
		105		18
		106		
		107		
		108		

D.Payne Head of Design and Technology

DESIGN & TECHNOLOGY PLANNING

Y10 GCSE: Art & Design: Graphics

TERM 1

	WK	LESSON	ACTIVITY	HWK
WHAT IS GRAPHIC DESIGN (6)				
RESOURCES class sets of	1&2	1	Intro to course/expectations	
		2	Research & Moodboard	1
		3	Research & Moodboard	
		4	Research & Moodboard	
		5	Research & Moodboard	
		6	Research & Moodboard	
DESIGNER PROFILE (12)				
RESOURCES class sets of	3&4	7	Introduction	
		8	Gathering research	2
		9	Presenting research	
		10	Analysing research	
		11	Designing a Graphic Product	
		12	Designing a Graphic Product	
	5&6	13	Designing a Graphic Product	
		14	Modelling ideas	
		15	Modelling ideas	3
		16	Modelling ideas	
		17	Update Portfolio	
		18	Update Portfolio	
UNDERSTANDING VISUAL ELEMENTS - (18)				
RESOURCES class sets of	7&8	19	colour: RESEARCH	
		20	colour: APPLY	4
		21	line: RESEARCH	
		22	line: APPLY	
		23	form: RESEARCH	
		24	form: APPLY	
	9&10	25	tone: RESEARCH	
		26	tone: APPLY	
		27	texture: RESEARCH	5
		28	shape: APPLY	
		29	pattern: RESEARCH	
		30	pattern: APPLY	
	11&12	31	composition: RESEARCH	
		32	composition: APPLY	
		33	Reflect and refine	6
		34	Reflect and refine	
		35	Update Portfolio	
		36	Update Portfolio	

TERM 2

	WK	LESSON	ACTIVITY	HWK
PERSONAL IDENTITY - BRANDING/ LOGO (12)				
RESOURCES class sets of	13&14	37	Intro to Branding	
		38	Moodboard and Analysis	7
		39	Sketching Techniques	
		40	Generating ideas in 2D	
		41	Generating ideas in 2D	
		42	Using CAD	
	15&16	43	Using CAD	
		44	Creating a design	
		45	Creating a design	8
		46	Creating a design	
		47	Update Portfolio	
		48	Update Portfolio	
PACKAGING DESIGN (24)				
RESOURCES class sets of	17&18	49	Intro to Packaging	
		50	Big Picture/Analysis	
		51	Resarching a brand	9
		52	Resarching a brand	
		53	Looking at existing prod.	
		54	Looking at existing prod.	
	19&20	55	Materials and processess	
		56	Materials and processess	
		57	Designing nets	10
		58	Modelling card forms	
		59	Modelling card forms	
		60	Modelling card forms	
	21&22	61	Designing nets	
		62	Designing nets	
		63	Using CAD	
		64	Using CAD	11
		65	Using CAD	
		66	Creating a design	
	23&24	67	Creating a design	
		68	Creating a design	
		69	Photograph	12
		70	Evaluation	
		71	Update Portfolio	
		72	Update Portfolio	

TERM 3

	WK	LESSON	ACTIVITY	HWK
POS DESIGN - CAD (12)				
RESOURCES class sets of	25&26	73	Intro to Sketch up	
		74	Creating 3D forms	
		75	Creating a design	13
		76	Sketch up	
		77	Sketch up	
		78	Sketch up	
	27&28	79	Sketch up	
		80	Sketch up	
		81	Dimensioned drawings	
		82	Dimensioned drawings	14
		83	Dimensioned drawings	
		84	Update Portfolio	
FESTIVAL POSTER DESIGN (6)				
RESOURCES class sets of	29&30	85	Big Picture/Analysis	
		86	Sketching ideas	
		87	Developing ideas in 2D	
		88	Using CAD	15
		89	Creating Final Design	
		90	Update Portfolio	
MOCK EXAM PREP (12)				
RESOURCES class sets of	31&32	91	Investigating a Context	
		92	Artist/Designer	
		93	Develop	16
		94	Refine	
		95	Record	
		96	Present	
	33&34	97	MOCK EXAMS	
		98		
		99		
		100		17
		101	Mock Practical Exam	
		102	Mock Practical Exam	
WORK EXPERINCE				
RESOURCES class sets of	35&36	103	WORK EXPERIENCE	
		104	WORK EXPERIENCE	18
		105	Update Portfolio	
		106	Update Portfolio	
		107	Update Portfolio	
		108	Update Portfolio	

Horticulture

Scheme of Work Lesson Outline

Some module progression may vary with the weather

YEAR	AUTUMN	SPRING	SUMMER
7	**Module 1** **a) The importance of plants in prehistoric Hampshire.** **b) Plants and planting locally?** **c) WW2 and 'Dig for Victory"** **Module 2** **Health and Safety on site** Understanding the key factors of health and safety on the horticultural sites **Theory** **Module 3** **Theory/Practical** Plant names and the Binomial system **Module 4** **PRACTICAL/theory** Soil 1 Structure and texture – pH of soil, Nutrients and **Module 5** **Practical** Soil 2 Primary and secondary cultivation (digging methods) Mulching **Module 6** **Practical** **Vegetative propagation** 1: Leaf petiole/ Leaf lamina softwood stem cuttings: Hardwood cuttings **After care**	**Module 7** **Practical** Propagation from Seeds (open ground- Containers) **After care** **Module 8** **Practical** Pricking out, thinning and weeding – Watering **Plant bed after care** **Module 9** **Theory/Practical** Compost: How it works - Types of bins - Leaf mould -Wormeries **Module 10** **Theory/Practical** Vegetative propagation 2: Leaf cuttings/lamina – Soft tip cuttings Semi ripe Hardwood cuttings Root cuttings **After care**	**Module 11** **Practical** Planting and establishing: Potting on… Planting out… Staking and tying – hanging baskets - Watering and mulching – Feeding - Protecting - Watering and mulching **After care** **Module 12** **Practical/Theory** Pests and diseases Identification of a range of common pests and diseases and dealing with them safely **13** **Practical** Wildlife: Benefits of attracting Providing habitats and shelters **Module 14** **Theory/Practical** Enterprise: Produce Flowers Plants

Horticulture

Scheme of Work Module Outline

Some module progression may vary with the weather

YEAR	AUTUMN	SPRING	SUMMER
8	**1A** **Identity with Horticulture** **Module 1** **Health & Safety** identify and plan for risks in a working garden environment. **Module 2** **Binomial system** Knowing how plants are botanically named, - identify a range of plants, **Module 3** **Soil Testing** reasons for soil testing- prepare soil samples for simple testing - understanding results in pH values **Module 4** **Preparing soil for sowing and planting** Use tools and equipment to preparing soil- Transporting organic matter- Cultivate soil by hand. -	**Module 5** **Assist with the propagation of plants from seed** Prepare and propagate plants from seed - Sow seed safely inside and outside in prepared pots and beds. Pricking out seedlings **Module 6** **Vegetative propagation: Taking a range of plant cuttings to produce new plants** Collecting propagation material for the vegetative propagation of plants - preparing propagation materials - establishing propagation materials in a growing environment- **Module 7** **Friendly organisms** Bees, worms and other insect friends:	**Module 8** Assist with planting and establishing plants Carrying out planting of pre-grown plants in the ground or in bigger pots/hanging baskets **Module 9** Pests and diseases Identification of a range of common pests and diseases and dealing with them safely **Module 10** **Plant care** Aftercare of plants. watering and feeding Pruning

Horticulture: Level 1 Cert...in Practical Horticulture

Scheme of Work Module Outline

Some module progression may vary with the weather

YEAR	AUTUMN	SPRING	SUMMER
9	**Module 1** **Health & Safety** identify and plan for risks in a working garden environment. **Module 2** Unit 101 Preparing soil for sowing and planting **Credits: 3** **Module 3** **Unit 104** Water a bed, border or area of plants in containers **Credits: 2** **Module 4** Unit 102 Plant container grown subjects **Credits: 3** **Module Option** **Binomial system** Knowing how plants are botanically named, - identify a range of plants -	**Module 5** Unit 103 Prepare soil and apply organic mulch **Credits: 2** **Module 6** Unit 122 Sow seeds outdoors in drills **Credits: 2** **Module 7** Unit 107 Determine Soil pH with colour indicator test kit. **Credits:2** **Module 8** Unit 125 Propagate by stem cuttings **Credits:2 Optional**	**Module 9** **Unit 123** **Sow seeds indoors in containers** **Credits:2** **Modules 10** **Unit 124** Pricking Seedlings out **Modules 11** **Unit 150** Identify trees and shrubs **Credits:2**

18 Credits for City and Guilds Level 1 Certificate in Practical Horticulture 7574-11

Horticulture: Level 1 Certificate in Practical Horticulture

Scheme of Work Module Outline

Some module progression may vary with the weather

YEAR	AUTUMN	SPRING	SUMMER
10	**Module 1** **Health & Safety** identify and plan for risks in a working garden environment. **Module 2** **Unit 101** **Prepare for Sowing or planting under supervision** **Credits: 3** **Module 3** **Unit 102** **Plant container grown plants** **Credits: 3** **Module 4** **Unit 103** **Prepare Soil and apply organic mulch** **Credits: 2** **Module 5** **Unit 104** **Water a bed, border or area of plants in containers** **Credits: 2**	**Module 6** **Unit 107** **Determine soil pH with colour indicator test kit under supervision** **Credits: 2** **Module 7** **Unit 122 Sow seeds outdoors in seed drill by hand** **Credits: 2** **Module 8** **Unit123** **Sow seeds indoors in containers** **Credits: 2**	**Module 9** **Unit 150** **Identification of a range of trees and shrubs** **Credits: 2** **Module 10** **Unit 15** **Identification of a range of common weeds** **Credits: 2** **Module 11** **Identification of a range of indoor plants** **Credits: 2**

18 credits from the Level 1 Certificate +23 credits in this plan to make 41 credits.
A total of 37 credits is needed to reach a Level 1 Diploma 7574-11

Horticulture: Level 2 Award and/or Certificate

Scheme of Work Module Outline

Some module progression may vary with the weather

YEAR	AUTUMN	SPRING	SUMMER
11	Unit 205 Plant a container for seasonal growth Credits: 3 Unit 213 Prune free standing fruit trees 5 Credits Module 2 Unit 218 Sow seeds indoors doors by hand Credits: **3**	Module 4 Unit 220 Propagate plants by stem cuttings Credits: 5 Module 5 Unit 222 Propagate plants by leaf cuttings Credits: 3	Module 6 Unit 240 Identify plants by botanical name Credits: 5 205 213 218 220 222

Level 2 Award in Practical Horticulture Skills. (7573-02)
Type: Credit based qualification
Credits: 6

or

Level 2 Certificate in Practical Horticulture Skills. (7573-02)
Type: Credit based qualification
Credits: 18
205 213 218 220 222

Horticulture

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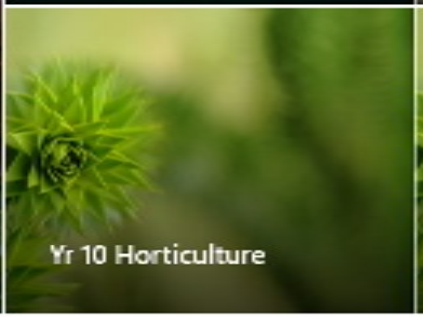
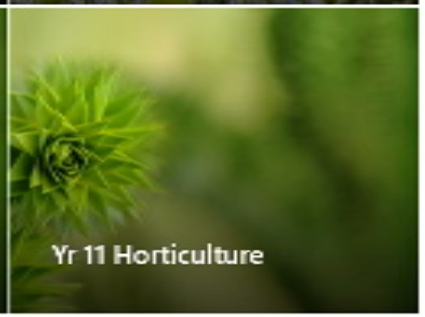
Head of Horticulture





What progress am I making in Horticulture

SCHOOL PROJECTION

Key Assessment 1 date:

Grade

Test Score

Homework

OATL

WWW

EBI

Key Assessment 2 date:

Grade

Test Score

Homework

OATL

WWW

EBI

Key Assessment 3 date:

Grade

Test Score

Homework

OATL

WWW

EBI

Tier 3

KEY WORDS

1 Horticulture

2 Environment

3 Plants man

4 Cereal

5 Vegetable

6 Cultivation

7 Risk assessment

8 Health

9 Safety

10 Texture

11 Structure

12 Particles

13 Clay,

14 Silt,

15 Sand,

16 Loam

17 Acid

18 Nutrients

19 Hoe

20.Secateurs

21 Drainage

22 Spade

23 Dibber

24 Shovel

25 Agriculture

26 Binomial

27 Genus

28 species

29 Cultivar

30 Variety

31 Grafting

32 Leaf Lamina

33 Leaf petiole

34 Mulch

35 Gravel

36 Chippings

37 Grit

38 Loppers

39 Shears

40 Sieve

41 Widger

42 Plant disease

43 Plant virus

44 Soil

45 Compost

46 Multi-compost

47 Seed compost

48 Cuttings compost

49 NPK

50 Plant scion

51 Nitrogen plant food

52 Phosphorus plant food

53 Potassium plant food

54 String lines

55 Seed drill

56 Seed broadcasting

57 Hardwood cutting

58 Softwood cutting

59 Semi-ripe cutting

60 Plant taxonomy

61 Nomenclature

62 Bulb

63 Corm

64 Tuber

65 Mycorrhizal fungus

66 Plant disorder

67 Bedding plants

68 Shrubs

69 Topiary

70 Biennials

71 Perennial

72 Annual

73 Herbaceous

APEX – Laser, Construction Lv 1

Scheme of Work Module Outline

YEAR	ROTATION	ROTATION	ROTATION
10	**Introduction To A Training Course** Introduction to the Apex Apex Section Identification Introduction to Health & Safety for the Apex **Health and Safety** Health and Safety protocols for the Apex Why is health and safety important What is HASAWA Why is HASAWA important in the workplace **EXTENSION TASK** Explain COSH and RIDDOR **Carpentry** Tool Identification Material Identification Joint Identification **Extension Task** Joints in Construction	**Brickwork** Tool Identification Material Identification Brick Cut Identification Pointing technic's **EXTENTION TASK** Identify equipment for working at different heights **Plastering** Tool Identification Material Identification Plastering pre-checks Setting out a wall **EXTENSION TASK** Plastering application technique	**Wallpapering** Tool Identification Material Identification Preparing the Room Starting Wallpapering **Extension Task** Corner Technic's **Measuring Distance and Length** Map Distance Task Measurement Unit Identification Identification of Measuring Devices **Extension Task** Correct Use of Measuring Devices

APEX – Laser, Construction Lv 2

Scheme of Work Module Outline

YEAR			
11	**Health & Safety** Review Health and Safety protocols for the Apex Where would you use COSHH at the Apex Where would you use RIDDOR at the Apex EXTENSION TASK Can you improve the Fire Drill Protocols for the Apex **Brickwork** Identification of Brick Bonds Brick Cut Identification Brick Corner Layout Explain why we use Dry Bonding EXTENTION TASK Explain different Pointing Technics and Why they are used	**Timber In Construction** Hard Wood Identification Soft Wood Identification **Extension Task** Give uses of soft/hard Woods in construction **Carpentry** Construction Joint Identification Construction Joint Uses **Extension Task** Explain why we use these Joints **Plastering** Wall Suction Testing Setting Out a Wall Plaster Identification EXTENSION TASK Explain Which Plaster for Which Background	**Wallpapering** Preparation of the Wall Internal Corners External Corners **Extension Task** Method of Wallpapering Sockets **Finance** Receipt Identification Opening a Bank Account Personnel Budgeting Household Budgeting **Extension Task** Identify the different types of Taxes

What progress am I making in APEX Construction

SCHOOL PROJECTION

Key Assessment 1 date:

Theory
Practical
Test Score
Homework
OATL

WWW

EBI

Key Assessment 2 date:

Theory
Practical
Test Score
Homework
OATL

WWW

EBI

Key Assessment 3 date:

Theory
Practical
Test Score
Homework
OATL

WWW

EBI

Tier 3 KEY WORDS

Carpenter
Bricklayer
Painter
Architect
Roofer
Tiler
Electrician
Designer
Ground worker
Scaffolder
Plumber
Adjustable -square
Wood chisel
Screwdriver
Adjustable -gauge
Smoothing plan
Jack plan
Claw hammer
Pin hammer
Rivet gun
Scraper
Tenon saw
Multi saw
G clamp
Mallet
Spirit level
Battery drill
Rasp
Metal file
Sandpaper
Bolster
Try square
Lump hammer
Measuring -tape
Coping saw
Bradawl
Adjustable –
Spanner
Hacksaw
Pliers
Crow bar
Scissors
Wood vice
Metal vice
Chalk line
Plumb bob
Step ladder
Hop up
Shovel
Pincers
Utility knife
Bricklayers –
Trowel
Pointing trowel
Angle trowel
Durby
Plastering –
Float
Upvc float
Carpenters –
Pencil
Caulking gun
Paste table
Wallpaper -paste
Browning –
Plaster
Hardwood
Plywood
Pine
Beech
Chipboard
Bricks
Plasterboard
Rawlplugs
Paint brush
Overalls
Barrier cream
Smoothing –
Yard Broom
Multi plaster
Bonding -plaster
Oak
Ash
Mahogany
Sand
Blocks
Nails
Bolts
Paint roller
Goggles
Lining paper
Paste brush
Bucket
Plastering –
Paddle
Softwood
Oriented -strand-board
Teak
Douglas fir
Lime
Cement
Screws
Wallpaper
Safety boots
Hard hat
Paint

Fuji-Hakone-Izu

National Park

Japan