

Use basis in skills to pursue a career within the catering or food sector such as chef, restaurant owner, nutritionist, restaurant manager, food writer

Further their studies through an apprenticeship

Complete accredited course at alternative provider

Study Food or Catering at a post 16 centre

Continue interest outside of career path

ROAD MAP TO –Food Technology

THE DESIGN & TECHNOLOGY CURRICULUM

YEAR
11

Component 1: Principles of Food Preparation and Nutrition

Written Exam: 1 hour 45 minutes 50% of qualification

This first component will consist of two sections both containing COMPULSORY QUESTIONS and will assess the six areas of content as listed in the specified GCSE course content.
SECTION A: Questions based on stimulus material
SECTION B: Structured, short and extended response questions to assess content related to food preparation and nutrition

Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food

Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation o the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks release by WJEC annually

SPECIALISM
Resistant
Materials
Electronics

CORE SKILLS: WOOD/METAL/ELECTRONICS/BASIC CIRCUIT

Students will work to a brief to design and make a simple electronic skill based game. They will be introduced to basic circuitry including a battery and buzzer to be utilised in their design and complete an information sheet relating to the components required to construct their circuit showing full understanding of how a circuit works. Pupils will manufacture their design using workshop and electronic skills and understanding

HOMEWORK
RICH PICTURE
WIRING A PLUG
DESIGN
HEATH AND SAFETY

HOMEWORK
RESEARCH REGIONALITY
EVALUATION

CORE SKILLS: ADAPTING RECIPES/UNDERSTAND DIETARY EQUIREMENTS

Students are introduced to a wider variety of kitchen equipment. They learn how to adapt a recipe to remove a particular allergen or dietary requirement and are encouraged to experiment with their own recipes

SPECIALISM
Food

VEGAN

YEAR
10

In Year 10, students investigate fruit and vegetables, dairy, cereals, and meat, fish and poultry. They will study the provenance, how each is grown/reared and nutritional values, as well as conducting practical assessments using each commodity.

HOMEWORK
PACKAGING AND TARGET
MARKET
SURFACE DEVELOPMENT AND
SYMBOLS
PAPER AND BOARD
LAYOUT

SPECIALISM
Paper/Board
Graphics
CAD/CAM

CORE SKILLS: DESIGN AND COMMUNICATION/ SPECIFIC USERS/CAM

This DMA introduces students to paper and board, designing for specific product and client, primary and secondary research and understanding symbols, typography and colour while identifying appropriate ways to communicate with target audience.
It aims to further develop design and modelling skills by producing a range of 2D and 3D models, to help develop and test their products for form and function. Students then plan their final product and manufacture their product being able to select and use the appropriate materials and equipment for their design. Students accurately manufacture their product using CAD CAM

A

SPECIALISM
Resistant
Materials

CORE SKILLS: WOOD/ USING TOOLS/ISOMETRIC DRAWING

Students design and make their own trinket box using pine and MDF. They look at Art Deco style and are introduced to specialist tools, machinery and joints. Through their research and designing they will understand about the properties of the woods they are using and how it is prepared to commercial use, as well being introduced to the basic principles of isometric drawing

HOMEWORK
PRODUCT ANALYSIS
DESIGN IDEAS
ART DECO RESEARCH
ANNOTATED DESIGN

SPECIALISM
Plastic
Graphics
CAM

HOMEWORK
PLASTIC /POLYMERS
COPY WRITE
SUSTAINABILITY
CAM

YEAR
8

CORE SKILLS: CAD /CAM SUSTAINABILITY

Students complete a DMA based on Polymers and CAM linked to the theme of Sustainability
This unit aims to introduce students to a range of materials, Sustainability, Iterative modelling and CAM specialist techniques and equipment
Students continue to develop their research skills to produce a range of 2D models to help develop, test and refine their ideas and enable them to select appropriate materials for their product
The final product is developed on CAD software and manufactured using a CAM laser cutter

At least 5 days

CORE SKILLS: USING RECIPES AND SPECIALIST EQUIPMENT/EVALUATION

Students expand their knowledge of how to prepare healthy and varied meals. In addition to following recipes they will also use the Eatwell Plate to design their own healthy meals

HOMEWORK
BALANCED MEAL
EVALUATION

SPECIALISM
Food

CORE SKILLS: ACRYLIC/DESIGNING/HEALTH AND SAFETY

Students use a design brief to highlight use, fitness for purpose, costing and materials. They are introduced to vacuum forming techniques and form acrylic sheeting into shape required. They work with accuracy and within Health and Safety guidelines to complete final product

HOMEWORK
HEALTH AND SAFETY
RESEARCH
DRAWING SKILLS
REPORT

SPECIALISM
Resistant
Materials

HOMEWORK
HEALTH, HYGIENE AND
SAFETY
EVALUATION

HOMEWORK
CUSTOMER PROFILE
MATERIALS CAD
TIMBER TOOLS AND
EQUIPMENT

SPECIALISM
Graphics
Resistant
Materials
CAD

CORE SKILLS USING RECIPES AND SPECIALIST EQUIPMENT/EVALUATION

Students learn to follow a simple recipe and prepare a dish. They are taught to evaluate their work in regards to taste, texture and smell, students learn about the source and seasonality of the ingredients used

SPECIALISM
Food

CORE SKILLS: TIMBER/GRAPHICS

Students complete a DMA based on Timber properties, workshop H+S , Tools and Equipment for cutting and shaping, stock forms, marking out ,accuracy, quality control and selecting and applying material finishes
The design element covers introduction to a brief, designing from own research, designing for clients, rendering, annotation, understanding technical drawings, British standards and tolerance
There is also a CAD element of the course where students develop their ideas using specialist CAD Graphic software

YEAR
7

Take part in
Transition day
activities at AHS