

## Design Technology: Key stage 3 Curriculum overview

In every scheme of work students develop the skills of: .....

Year Group	Topic Theme	Subject specialism	Student activity	Build-up of skills/Practical
8	Health and Safety	Food	<ul style="list-style-type: none"> <li>Students to recap on health and safety in the classroom as they learnt in year 7.</li> </ul>	<p>Developing skills during the module:</p> <ul style="list-style-type: none"> <li>Hygiene and Safety</li> <li>Sensory properties/analysis</li> <li>Weighing and measuring</li> <li>Washing up</li> <li>Evaluating</li> <li>Developing competence and confidence</li> <li>Using technical and traditional processes to create products.</li> </ul> <p>Products:</p> <ul style="list-style-type: none"> <li>Potato bake</li> <li>Pasta and pesto (using the pasta machine and mini chopper)</li> <li>Macaroni Cheese (using a roux)</li> <li>Making cheese</li> </ul>
8	History on staple ingredients and food choice.	Food	<ul style="list-style-type: none"> <li>Students to research staple foods and how they have changed from only being available in certain countries up until the present date.</li> <li>Students to gain an understanding on the increased availability of food choice due transportation and travel.</li> <li>Students to consider how ingredients where discovered and why they were selected including health and nutritional options.</li> <li>Cross – curricular: History: Sir Walter Riley, The potato famine, World War II potato rations. Students to consider potatoes being a staple commodity and produce a potato bake.</li> <li>To introduce students to flour being a staple commodity and the process of flour milling and the traditional products created.</li> <li>Students will look at different types of pasta including names/ flavours, different sauces and which dish they are traditionally used in.</li> <li>Students will understand the working properties of ingredients to produce a roux cheese sauce.</li> <li>Students will make pasta from raw ingredients rather than buying dried products from the super market and develop skills using specialised equipment.</li> </ul>	
8	Dietary Needs	Food	<ul style="list-style-type: none"> <li>Cross curricular element: Maths - Students to continue their understanding from year 7 on nutritional values using the Traffic light labelling and computer analysis – Students to demonstrate skill and understandings of costings and analysing the nutritional content for products made.</li> <li>Students will look at Vegetarian/Vegan options demonstrating an understanding of ethical and moral issues and the selection of ingredients due to their needs and requirements</li> </ul>	

8	Food provenance and choices	Food	<ul style="list-style-type: none"> <li>• Students will learn how cheese is made.</li> <li>• Students will demonstrate the skill of pastry making and gain an understanding in the choice and functions of ingredients.</li> <li>• Students will produce a cheese pie using homemade cheese and shortcrust pastry.</li> </ul>	<ul style="list-style-type: none"> <li>• Cheese pie using shortcrust pastry and homemade cheese</li> </ul>
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