

St Bernard's High School Curriculum Statement – YR 7 Design and Technology – Fantastic Food

At St Bernard's High School, The Technology departments mission drives us to provide the best holistic educational provision for all the young people we serve.

In Year 7 the 3 subjects that are taught as a blended project. We aim to deliver an exciting and dynamic curriculum that will be ambitious and inspire our students to have a love of learning that translates into their success in achieving happy, purposeful and fulfilling lives.

The theme that is explored Year 7 is that of "Fantastic Food". We have chosen this theme to highlight the importance of Food in our lives as essential to our existence and also to highlight times of celebration. In addition it serves to highlight the importance of a healthy balanced diet in line with the governments new healthy eating initiative.

St. Bernard's Catholic ethos is explored through students shared use of equipment and use of teamwork to make progress with their work. They consider the Health and safety implications of working in a workshop or kitchen environment. Students are encouraged to take good care of borrowed equipment and leave it in a good state, that others may use it after. Students peer assess each others work and give positive but effective feedback to help in each others

INTENT

- In year 7 we introduce students to Technology and the various processes of Research, Designing, Manufacturing and Evaluating through the theme of "Fantastic Food". They are taught how to collect and present research in a suitable format and of the different sources they might collect research from. They practise manufacturing skills using a range of hand tools. There is an emphasis on working to a brief and within a given timeframe. All work is regularly evaluated to consider areas for improvement.

IMPLEMENTATION

- The key skills and knowledge that are taught are:
- Food and Nutrition - A focus on knife skills, using the oven and hob to bake, boil and grill foods. Students are introduced to the Eatwell Guide and encouraged to consider their own diet and which foods provide certain nutrients. They then use these skills to prepare and cook predominately savoury and some sweet items.
- Graphics - Students are introduced to the various products a graphic designer might design. They explore the world of illustration and character design together with the theme of Food. They are tasked with creating their own foodbased characters to design and make a pop-up book and kinetic mechanisms.
- Textiles - We begin by exploring hand embroidery skills and then develop these as applique pieces. Students design and make a keyring/bagcharm using skills such as hand embroidery, applique and making their own paper pattern, considering planning of their time.

IMPACT

- Students will have gained the foundation skills to continue their journey of Technology into Year 8. They will have been introduced to some of the foundation skills and knowledge required at GCSE level including researching, analysing, designing, planning, making and evaluating.
- They will have gained confidence with using a range of hand tools and equipment with accuracy. These will be transferable skills that they may use in the home environment or in other subjects at school.

St Bernard's High School Curriculum Statement – YR 8 Design and Technology – Waste Not Want Not

In Year 8, the 3 subjects that are taught on a termly rotation are Food and Nutrition, Graphics and Textiles. We aim to deliver an exciting and dynamic curriculum that will be ambitious and inspire our students to have a love of learning that translates into their success in achieving happy, purposeful and fulfilling lives.

The theme that unites the 3 subjects in Year 8 is that of **"Waste Not Want Not"**. We have chosen this theme to highlight the importance of sustainability of the planets resources as essential to our ongoing existence. In addition it serves to highlight the importance of conserving our own department resources as we encourage students to consider ways of reducing waste.

St. Bernard's Catholic ethos is explored through students shared use of equipment and use of teamwork to make progress with their work. They consider the Health and Safety implications of working in a workshop or kitchen environment. Students are encouraged to research another culture. They are required to take good care of borrowed equipment and leave it in a good state, that others may use it after. Students peer assess each others work and give positive but effective feedback to help in each others learning journeys.

INTENT

In year 8 we introduce the various processes of Research, Designing, Manufacturing and Evaluating through the theme of "Waste Not Want Not". Learners build skills such as how to collect and present research in a suitable format and of the different sources they might collect research from. They practise manufacturing skills using a range of hand tools and electrical tools. There is an emphasis on working to a brief producing products for a target audience and analysing existing products to help gain knowledge to develop their own products. All work is regularly evaluated to consider areas for improvement.

IMPLEMENTATION

The key skills and knowledge that are taught are:

- **Food and Nutrition** - A focus on using sustainable food sources, with tasks set to consider seasonal foods and airmiles, foodwaste, animal welfare and food choice. Culinary skills build on knife skills and gelatinous sauces as well as using seasonal products.
- **Graphics** - Students explore the "Save the Ocean" theme, learning about the impact of plastic use the implications of single use plastics on the environment. They will design their own phone cases in an ocean theme to be sold as part of a limited edition to raise awareness of ocean pollution. They will use hand rendering techniques and be introduced to digital software to develop their design ideas.
- **Textiles** - We begin by looking at the extent that interior textile design affects our lives and consider a range of issues to do with sustainability in the textile industry. Students then explore a culture of their choice and are introduced to the sewing machine and iron in order to design a cultural cushion cover using skills such as tie-dye, hand embroidery techniques and stencilling.

IMPACT

- Students will have developed their skills to continue their journey of Technology into Year 9. They will have built on the foundation skills of year 7 and gained of the basic skills and knowledge required at GCSE level including researching, analysing, designing, planning, making and evaluating.
- They will have gained confidence with using a range of hand tools and electrical equipment with accuracy. These will be transferable skills that they may use in the home environment or in other subjects at school.

St Bernard's High School Curriculum Statement – YR 9 Design and Technology – Celebration

In Year 9, the 3 subjects that are taught on a termly rotation are Food and Nutrition, Graphics and Textiles.

The theme that unites the 3 subjects in Year 9 is that of “**Celebration**”. We have chosen this theme to highlight the importance of commemorating special events, celebrating designer from a range of cultures and planning celebrations. In addition, it serves to highlight the schools ethos that inspires our students to have a love of learning that translates into their success in achieving happy, purposeful and fulfilling lives.

St. Bernard's Catholic ethos is explored through students shared use of equipment and use of teamwork to make progress with their work. They consider the Health and Safety implications of working in a workshop or kitchen environment. Again, they consider different cultures and are encouraged to be inclusive and respectful of others customs. They are also asked to consider their future aspirations by looking more closely at subject related careers. Students are encouraged to take good care of borrowed equipment and leave it in a good state, that others may use it after. Students peer assess each others work and give positive but effective feedback to help in each others learning journeys.

INTENT

- In year 9 we expect students to carry out more detailed Research, Designing, Manufacturing and Evaluating through the theme of "Celebration". They continue to practise manufacturing skills using a wider range of hand tools and electrical tools. There is an emphasis on working to a GCSE level and students are sometimes required to carry out more independent learning within the set topics.

IMPLEMENTATION

- The key skills and knowledge that are taught are:
- **Food and Nutrition** - A focus on celebration food, with students tasked to conduct a range of food science experiments, linking to 'A day at the funfair'. Students will continue to develop practical skills to produce dishes suitable for a street food stand at a funfair. Tasks are set to consider nutrients, special diets and energy needs. Culinary skills build on food safety and food poisoning prevention, as well as producing more main dishes with several elements.
- **Graphics** - Students build on their understanding of the world of advertisement and merchandise whilst planning a festival for their local area. They are required to work as a design team to co-ordinate their ideas and assign roles and responsibilities. They use a range of hand-rendering techniques and extend their photoshop skills. They present their work as a group to the rest of the class.
- **Textiles** - We begin by celebrating the work of an iconic 20th century fashion designer which is then used to inspire a drawstring backpack. They build on their design skills and knowledge by exploring motifs through learning to use Bondaweb and embellish using both hand and machine embroidery to embellish their backpacks.

IMPACT

- We hope that students will join us to study at least one of our subjects at GCSE Level and will have gained good skills in researching, analysing, designing, planning, making and evaluating which will stand them in good stead for GCSE Assessment Objectives.
- They will have gained confidence with using a wider range of hand tools and electrical equipment with accuracy. These will be transferable skills that they may use in the home environment or in other subjects at school at GCSE Level.

St Bernard's High School Curriculum Statement – GCSE Food Preparation and Nutrition

At St Bernard's High School, The Technology departments mission drives us to provide the best holistic educational provision for all the young people we serve.

In Year 10 and 11, students follow the curriculum of OCR Food Preparation and Nutrition. We aim to deliver an exciting and dynamic curriculum that will be ambitious and inspire our students to have a love of learning that translates into their success in achieving happy, purposeful and fulfilling lives.

The curriculum structure is taught through 'Commodities'. Learning through commodities, enables students to understand the nutritional concept, food choice, food science and where food comes from in a structured format, making clear links to nutrition and the Eatwell Guide regularly.

Food preparation skills and production are completed alongside theory content, predominately focusing on savoury products to embed and highlight the importance of Food in our lives as essential to our existence. In addition, Food Preparation and Nutrition serves to highlight the importance of following, living and maintaining a healthy balanced diet in line with the Governments new healthy eating initiative.

St. Bernard's Catholic ethos is explored through students shared use of equipment and use of teamwork to make progress with their work. They consider the health and safety implications of working in a kitchen environment. Students are encouraged to take good care of borrowed equipment and leave it in a good state, that others may use it after. Students peer assess each others work and give positive but effective feedback to help in each others learning journeys.

INTENT

•We aim to create the very best for Food and Nutrition students. The aim of the Food and Nutrition curriculum is to equip students with the appropriate knowledge and skills needed to be able to understand and explain, Nutrition, Food Science, Food Choice, Health and Safety and Food Preparation skills. We do this using excellent teaching, which ensure students understands each commodity and can apply their knowledge and make links to everyday life. We want students to be able to make appropriate and safe choices, to enable them to live a healthy and balanced lifestyle, both during and post St Bernard's in line with Government suggestions. The course follows the OCR specification for Food and Nutrition. The course specification develops a range of life skills, including the ability to make informed food label choice and use of a range of ingredients and equipment. The ability to understand nutrition and where food comes from, are skills which are particularly relevant to young people and transferrable to further study, the work place and every day life. Students are constantly challenged to work collaboratively and think independently when engaging in all lessons.

IMPLEMENTATION

•A detailed and thorough scheme of work is embedded within Food and Nutrition. We use resources and teaching strategies to ensure students have a comprehensive knowledge of each topic and commodity, which enables them to continue their learning outside of the classroom. Students are regularly implementing knowledge recall and challenge. Links to literacy and numeracy is evident lesson by lesson. In Food and Nutrition, we implement our scheme of work through a mixture of theory and practical lessons. Practical tasks, provide students with a visual representation of Food science and the function of ingredients. Students are able to use and engage in a range of specialist equipment, to produce high end products.

•In year 10 we start with the commodity: fruit and vegetables and then progress onto fats and oils, starchy foods and carbohydrates, proteins and finally, milk and dairy. All commodities covered, are taught in preparation for the exam, as timetabled for the end of year 11. The main focus of year 11 is to research, plan and conduct two Non-Exam Assessments - Food Science Investigation (NEA1) and Food Preparation Task (NEA2). Skills learnt and developed throughout year 10, provide students with the confidence and knowledge to research, plan, conduct, make and evaluation three dishes in three hours based on a topic provided by OCR. The intention is to complete all theory based topics and main practical skills by July, year 10.

IMPACT

•Students will have gained the key skills to continue their journey of Food and Nutrition into further learning. Further Education opportunities will be discussed with students throughout their GCSE, explaining all options. Options which students can progress onto are Level 3 Food Science and Nutrition, Level 3 Catering (full time college course) or an apprenticeship. They will have gained confidence with using a range of hand and free standing utensils and equipment with accuracy, in addition to working and preparing whole chickens, filleting a whole fish and fresh pasta. These will be transferable skills that they may use in the home environment or in their next stages of work or education. Additionally, we hope that the knowledge students have gained during the GCSE course, will enable each of them to make sensible food choices, for themselves and families, following the Government's healthy eating tips and Eatwell Guide.