

Technology Curriculum Plan (Hospitality & Catering Pathway)

Year Group	NC Ref:	Rotation – Textiles COVID – no use of sewing machines or computers.			NC Ref:	Rotation – Product Design			NC Ref:	Rotation - Food		
7	A, C, D, E, F, H, J	<u>Cushions</u> Based on a design movement – Pop Art COVID - hand stitching only, teacher will machine stitch edges. Intro to sewing machine to make a quilted oven square, using hand designed sublimation printing. COVID change – face mask designed and hand stitched together Tier 3 Pixl Unlock – create, embellish			A, B, C, D, E, F, J, L	<u>Board Games</u> identify user needs, use variety of approaches to generate creative ideas, develop design ideas, 3-D modelling, use of specialist tools, techniques, processes, properties of materials use of structural elements to achieve functioning solutions JBR absent, so no project work done by her class – weekly graphics/technology lessons instead.			A, B, C, F, G	<u>Food Practicals</u> Health and Safety. Practical: Dippy Divers, Pizza toast, Pasta salad, Pineapple upside down cake, Cheese straws, Buns. Peer and self-assessing of practical task.Meal plan activity / Eatwell. Guide/Healthy diets. Seasonality of UK fruits/veg. Tier 3 PIXL- Seasonal & Technique COVID-Less practical time although still following trend of predominately savoury dishes and possible demoing of skills.		
8	A, B, C, D, E, F, G, H, I, J, L, M	<u>Small Bag</u> Based on a culture, using Photoshop, sublimation printing and CAD/CAM machine embroidery. Design a recycled dress challenge. Presentation on environmental impact of textiles COVID change – repeat pattern hand drawn design, sublimatation printed onto fabric and hand sewn into a zipped bag. Face mask designed, decorated and hand stiched Tier 3 Pixl Unlock – identify				<u>Display Stand, Graphics</u> Research & exploration, mind maps, mood boards, logos, branding, identify & solve design problems, develop specfications, create prototype for display stand, testing product, refine ideas against specifications JBR absent, so no project work done by her class – weekly graphics/technology lessons instead.			A, B, C, D, E, F, G	<u>Food Practicals</u> Health and Safety.Practical: Victoria sponge, Rustic pizza, Mac n cheese, Swiss roll, Jam tarts, Pasties, savoury rice. Peer and self-assessing of practical task. Diet planning for specific needs activity/nutrition. Seasonality of UK fruits/veg. Tier 3 PIXL- Sequence & Dietary COVID-Less practical time although still following trend of predominately savoury dishes and possible demoing of skills.		
9 Food	Skills Pastry	Pastry Short crust, flaky, choux. Tier 3 PIXL- Leach & Microbes COVID- Less practical time bread skills/unit 1 A04 big focus.	Skills Bread	Bread making Batch making Ciabatta Naan Pizza Brioche Tier 3 PIXL- Intolerance & Legislation COVID-Unit 1 A04 contuniued. Quiche (shortcrust), presentation skills/cheesecake. Take home practical provided (trial). (Further adaptions to be made for Spring Term closer to Christmas break)	Nutritio n	Nutrition/special diets/poor nutrition Quorn Gluten free Lactose intolerant Tier 3 PIXL- Condemnation & Pathogenic	Skills	Cheesecake Non cooked Baked Decorative methods Tier 3 PIXL- Spores & Regulation	Skills Chicken	Main meals Boning chicken – use in a variety of dishes Stock making Tier 3 PIXL-Biological & Ambient	Skills Pasta	Pasta Types of pasta Homemade Sauce accompaniments Tier 3 PIXL- Spoilage & Allergen
10 Food	Unit 1 LO2 Understanding how H&C provision operates Unit 2 practical	Unit 2 Skill building practical – COVID – Y9 catch up reduced practical, once only, baked cheesecake, plus presentation, not done in Y9 Tier 3 Pixl Unlock – Workflow documentation	Unit 1 LO2 2.3 customer requirements and protective laws Unit 2 practical	Unit 2 Skill building practical repertoire COVID restrictions – cook 2 times, boning chicken, making stock, kiev, gougons and bbq wings, not done in Y9 Unit 1 2.3 to 2.5 Tier 3 Pixl Unlock – residential corporate	Unit 1 AO3 Health & Safety Unit 2 practical	Unit 2 Skill building practical repertoire COVID – home made pasta and sauce accompaniments, not done in Y9 Unit 1 H&C industry, laws and regulations Tier 3 Pixl Unlock – Regulations consumer	Exam Unit LO4 Causes of ill health revision	Revision of this unit, covered in Y9 Presentation techniques in practical, accompaniments – 4 ways with potatoes. Tier 3 Pixl Unlock – Biological pathogenic	Exam Unit LO5 Proposals	Options for H&C provisions. Time planning a meal – burger (meat or vegan), bread rolls, tomato ketchup, oven chunky chips, side salad. Tier 3 Pixl Unlock – Delicatessen atmosphere	Exam Unit	Exam revision, 1 st attempt Tier 3 Pixl Unlock –

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11 Food	CW practise 2.1 to 2.4	COVID catchup – unit 2 Prep for exam/coursework Tier 3 Pixl Unlock – budgeting confectionary	CW Unit 2	COVID catchup – unit 2 Prep for exam/coursework Coursework exam Nutrition, special diets, poor nutrition Methods of cooking, menu selection Tier 3 Pixl Unlock – metabolic rate intolerances	CW Unit 2	Environmental impact, time planning, practise practical Tier 3 Pixl Unlock – Carbon footprint Sustainable ingredients	Exam Unit 2	COVID – practical making later than planned Tier 3 Pixl Unlock – Organoleptic appetising	Exam Unit 1 revision	Revision Unit 1 exam resits/first time for some students. Tier 3 Pixl Unlock – Commercial residential		
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National Curriculum Key			
<p>Design</p> <p>A. Use research and exploration, such as the study of different cultures, to identify and understand user needs</p> <p>B. Identify and solve their own design problems and understand how to reformulate problems given to them</p> <p>C. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</p> <p>D. Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses</p> <p>E. Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</p>	<p>Make</p> <p>F. Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</p> <p>G. Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p> <p>Evaluate</p> <p>H. Analyse the work of past and present professionals and others to develop and broaden their understanding</p> <p>I. Investigate new and emerging technologies</p> <p>J. Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</p> <p>K. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists</p>	<p>Technical knowledge</p> <p>L. Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</p> <p>M. Understand how more advanced mechanical systems used in their products enable changes in movement and force</p> <p>N. Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]</p> <p>O. Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].</p>	<p>Cooking and Nutrition</p> <p>A. Understand and apply the principles of nutrition and health</p> <p>B. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>C. Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>D. Understand the source, seasonality and characteristics of a broad range of ingredients.</p> <p>E. (Make) Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.</p> <p>F. (Evaluate) Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.</p> <p>G. (Make) Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.</p>