

## Year 9 DT Curriculum Map

Food	Food Science	Resistant Materials	Graphics
<p><b>Learning focus/topic:</b> Food production &amp; food choice</p> <p><b>Skills:</b> Whisking, develop knife skills, use of scissors, creaming method, safe handling of raw meat/fish, safe use of small electrical equip, presentation, recipe adaption</p> <p><b>Theory knowledge learnt:</b> food hygiene and professional application, food commodities, sensory evaluation, food testing, costing and labelling, food choices, British and International cuisine, primary and secondary processing.</p> <p><b>Assessment:</b> 1 x knowledge grade (mid- rotation test) 1x non-examination assessment (evaluation)</p> <p><b>Key words:</b> high/low risk, knead, proving marketing, advertising, shortening, glaze, conventional, organic, fair trade, traceability, sustainability, consumer confidence, food security, supply chain, whisking, foam, ribbon, fat free, low fat, reduced fat , julienne, brunoise, cross contamination, stir frying.</p> <p><b>Challenge:</b> B,S,G in individual recipes and by outcome B, S, G in worksheets, also justify own practical grade.</p>	<p><b>Learning focus/topic:</b> To recognise, explain and apply knowledge of key Food Science concepts. Applied Science.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Making of technical dishes showcasing a range of scientific cookery methods/skills. Cooking with a scientific point of view, problem solving, suggestions for modifications and why, food testing, temperature control, formulating a hypothesis, analysing data, independence.</li> </ul> <p><b>Theory knowledge learnt:</b> learning the science of cooking, heat transfer, emulsion, emulsifier, caramelisation, dextrinization, coagulation, gelatinisation, denaturation, fermentation, shortening, ecological issues, production aids/tolerances, environmental, social and economic challenge, periodic table, bases, nutritional knowledge, scientific suggestions for modifications.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- 1 x non-examination assessment grade (analyse)</li> <li>- 1 x knowledge grade</li> </ul> <p><b>Key words:</b> Caramelisation, dextrinisation, gelatinisation, coagulation, shortening, conduction, convection, radiation, variables, hypothesis, brief analysis and interpretation. enzymic browning.</p> <p><b>Challenge:</b> Complete gold challenge tasks in all lessons. <b>Challenge homework tasks.</b></p>	<p><b>Learning focus/topic:</b> Design and make a prototype storage box. The design must be inspired by a design movement to give a retro design.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To learn and apply knowledge of quality control checks in RM.</li> <li>- How to incorporate designer influence in to design work</li> <li>- Use of RM tools/machinery (joints, hole cutting, coping &amp; Tenon saws, soldering).</li> <li>- Use of CAD to add surface decoration to product. Engraved on laser cutter.</li> </ul> <p><b>Theory knowledge learnt:</b> Knowledge on treatments and finishes to wood, sources and origins of timber, electronics, joints, composite materials, design movements, nuclear power, energy storage systems including batteries, systems approach to designing, input, process, output.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- 1 x non-examination assessment grade (Design)</li> <li>- 1 x knowledge grade.</li> </ul> <p><b>Key words:</b> Finishes, input, output, light, electronics, sustainability, seasoning, softwoods, hardwoods, 6 R's, sustainability, timber conversion.</p> <p><b>Challenge:</b> Complete +1 challenge tasks and gold outcome tasks.</p>	<p><b>Learning focus/topic:</b> Design and make a board game with a focus on Target Market.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Researching relevant information</li> <li>- Typography- understanding the different types</li> <li>- Knowing how to complete a Orthographic drawings</li> <li>- Packaging symbols used in industry and applying this to their own work.</li> <li>- Folding and scoring using different materials</li> <li>- Perfecting use on illustrator – then use of laser cutter to create counters.</li> <li>- Designing for a client</li> </ul> <p><b>Theory knowledge learnt:</b> primary &amp; secondary packaging, ethics, planned obsolesce in design, prototype development, material management, adhesives, CAD/CAM, finishing techniques, varnishing, die cutting.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- 1 x non-examination assessment grade (Manufacture)</li> <li>- 1 x knowledge grade.</li> </ul> <p><b>Key words:</b> Orthographic, sustainability, spray mount, scoring, ACCESS FM, Product analysis, plan</p> <p><b>Challenge:</b> Complete +1 challenge tasks and gold outcome tasks.</p>
<p><b>Following CET design programme within DT projects too. The core principles: structure, pattern, meaning, performance and human interaction</b></p>			