



King Harold Academy

Technology Curriculum Overview



YEAR 7

YEAR 8

YEAR 9

	Autumn Term	Spring term part 1	Spring Term Part 2	Summer Term	Rationale
Composites	Let's get cooking	Let get cooking	Monster toys	Monster Toys	<p>The programme of study seeks to engage both knowledge of the food and their importance in the human body. Students start with health and safety so that they are able to go into the food room without fear of poisoning themselves or others. They will use a range of utensils and improve their skills throughout the year with every practical. Each practical embeds the next skill which encourages independence by the end of year 7. Students are also encouraged to reflect on the food they eat and what are the subconscious reasons for these choices.</p> <p>The second part to the year is based on Textiles . Students are given the brief of designing a scrap monster for a younger sibling. They will use a range of Textile equipment in order to produce their toy. They develop skills of design and development which is also needed in Art.</p>
Key Components	Practical—using all parts of the cooker . Understand the basics of health and safety. Food choice and the eat well guide	Macronutrients—the 3 main nutrients we need daily in large quantities. Finding out about their function and what they do in the body	Research ideas through a mood board and fabric sampling.	Being able to adapt a pattern . Develop knowledge of fabrics and where they come from	
Tier 3 language	cross contamination, bacteria, weighing , measuring, shaping, baking ,rubbing in and recipe	Macronutrients, protein, fat, carbohydrates, Eatwell	Appliqué, design, fabric, decoration, embellishment , needle, thread, scissor	Cotton, polyester, nylon, wool, woven and knitted, manufactured	
Assessment	Practical - scones, fruit crumble, Theory—range of multiple choice questions and longer answers based on nutrients	Practical—chicken goujons Theory—multiple choice questions	Theory—assessment written	Practical—Quality of finished product	
The best that has been thought and said	Food standards agency	BBC Food Techniques	Fisher Price Early learning centre	Tim Burton	
Composites	Jamie's School Meals	Jamie's School meals	Pop Art Cushions	Pop Art Cushions	<p>Students increase their proficiency and execution of skills taught across year 7. Jamie Oliver investigated a few years ago the state of Britain's school diners. Many recommendations were made based on the lack of homecooked fresh meals. Students will make a range of home cooked meals which are suitable for canteen.</p> <p>Students further develop critical understanding of nutrients with particular focus on micro nutrients and their effects on our bodies.</p> <p>Students second focus of the year will be a textile project that links with Art. Students will look at Pop art and how that influences design in our homes and fashion.</p> <p>Students will also look at the ethics of clothing cheaply</p>
Key Components	Making complete meals with a range of carbohydrates. Micronutrients—Vitamins and minerals their function in the body and where they are found	Where our food comes from, Why is it good to buy local Packaging and labelling	Print making—different methods and reasons for choice Designing and developing print idea	Being able to make their own print and sewing together their cushion . Testing out fabric samples with a range of techniques. Evaluating their samples	
Tier 3 language	Micronutrients, vitamins, minerals, iron, calcium, seasonal food, spaghetti, sodium	Seasonal, sustainable food Fortified	Digital, screen, mono, stamp, techniques, transfer	Seam, pressing, scissors, sewing machine, sustainable fashion, land fill	
Assessment	Practical—Quality of finished product Theory—assessment written	Practical—Quality of finished product Theory—assessment written	Design ideas—come up with a range of ideas	Practical—Quality of finished product Theory—assessment written	
The best that has been thought and said	Jamie Oliver - school meals research	Jamie Oliver - skills and techniques	David Hockney, Ian Murphy	Andy Warhol, Keith Haring, Roy Lichtenstein.	
Composites	Food around the world	Food around the world	Special Diets	Best of British	<p>As we look towards key stage 4 the students specialise in Food. They have built key skills lower down the school and are now able to come up with their own recipes. Students are encouraged to research a country of their choice with particular information needed about the flavours and foods grown in the country. We want the students to look at the wider world with food an easy way in. We look at ways of cooking food and how it differs around the world. This leads to special diets where we look at why we have them and what the consequences are for someone who follows a special diet. We particularly look at the differences between vegan and vegetarian and the reasons for this.</p> <p>Our last project of key stage 3 focuses on British dishes and how they have changed. Students will cook food in season and will make traditional British recipes. The summer months also sees a rise in food poisoning we will relook at this with links to festivals and high temperatures.</p>
Key Components	Investigate foods from another country and research techniques in making a range of dishes. Planning a menu: starter, main and dessert	Investigate the effect of farming on the environment Fair trade and sustainable farming	Why do people follow special diets, health, religion, morals and social reasons . Design a menu for a special diet	Linking to food and the environment look into steps to improve farming ethically and morally. What it is to eat British food	
Tier 3 language	Convection, radiation, conduction, kneading, Diabetes, monosaccharides, polysaccharides cholesterol, glucose	Rainforest, deforestation Ethical and moral issues Sustainability	Lactose intolerant, coeliac, vegan, vegetarian, pescatarian, allergy, Kosher, Halal,	Salmonella, Ecoli, listeria, staphylococcus aureus	
Assessment	Practical work—naan bread Theory paper	Practical work 3 dishes Menu design and evaluation	Practical work 3 dishes Menu design and evaluation	Practical work 3 dishes Menu design and evaluation	
The best that has been thought and said	Ken Hom—Chinese cooking Paul Hollywood—Naan	BBC Food	NHS	Gary Rhodes - innovative British chef	



King Harold Academy

Hospitality and Catering Curriculum



YEAR 10

	Autumn Term	Spring Term	Summer Term	Rationale
Composites	The Industry	Food Safety and Hotel operations	Health and Safety	<p>The level 1/2 Hospitality and catering qualification is vocational therefore a hands on approach is imbedded from the start. Students are encouraged to develop the skills in the practical room through learning basic techniques in pastry and cakes in term one. The skills of weighing, measuring, shaping, rolling and baking are consistently needed during the course. In order for them to develop accuracy and precision students need a good basis of recipes to follow.</p> <p>Students can take the written exam in June of year 10 therefore many of the aspects of the course we start in key stage 3. The first term looks at the industry as a whole, from the specific jobs to the different types of service. Understanding this first section is key to the exam and creates an interest in future jobs. Students look at wider range of safety issues than they did at key stage 3 and look to use this information in specific hospitality locations and situations.</p>
Key Components	Structure of the hospitality industry Chef brigade and roles within the kitchen Front of house and back of house . Types of establishments within the industry.	Practical work moves onto sauces and savoury dishes Food poisoning and the legal responsibility of food providers . Understand how hospitality provision operates . Design of the kitchen and the effects on work flow	Understand how hospitality and catering provision meets health and safety requirements. Rights and responsibilities of employees and employers . Safety and security for staff and customers	
Tier 3 language	Commercial, non commercial, residential, non residential . Establishment , service, Hierarchy and Gueridon	FIFO, EHO, Pathogens, Campylobacter, Bacillus Cereus Clostridium Perfringens Microbiological and allergen, spoilage	Control measures, hazards, productivity, efficiency , stock control, Equality . COSHH	
Assessment	Written assessment Practical assessment 1 hour	Mock exam Practical assessment 1 hour	Exam June Practical assessment 1 hour	
The best that has been thought and said	Richard Branson—Entrepreneur, businesses include Virgin Atlantic, Virgin Holidays 5* Corinthia	Food standards agency Antonio Carluccio—Italian chef	Health and safety executive	

YEAR 11

	Controlled Assessment	Complete controlled assessment	Exam Revision	Rationale
Composites		Exam Revision		<p>Students start the coursework in year 11 having covered the majority of exam theory in year 10. Students are able to execute independently having learned many of these nutritional facts throughout key stage 3. Students will need to design the controlled assessment to fit their brief and make products which stretch them in order to achieve the merit and distinction grades. Students must be able to plan in detail and take into account timings as well as quality control.</p> <p>Students will retake their exam in June and therefore throughout year 11 students will revisit topics from year 10 particularly the sections that students found challenging. Particular areas to revisit will be work flow in the kitchen and designing menu's with justification. This will take them into merit and distinction . Being able to design creative menu's for a customer with specific dietary needs is a particular skill.</p>
Key Components	Research into nutrients and the effects on the cooking Special diets structures and the effects on our bodies	Factors to consider when planning menu Time plans for practical work Presentation of dishes	Designing menu's with justification Designing your own venue	
Tier 3 language	High Biological value, Low biological value, potassium, fluoride, osteoporosis , folate and antioxidant	Garnish, quality control, portion control	Justification , customer requirements	
Assessment	Controlled assessment practical Mock Exam	WJEC controlled assessment marking	WJEC EXAM	
The best that has been thought and said	Students are to select recipes from Chefs that fulfil the brief	Heston Blumenthal—demonstrates how foods can be presented	Menu—The IVY Contract caterers—Jamie's	



King Harold Academy

Childcare Curriculum Overview



YEAR 10

	Autumn Term	Spring Term	Summer Term	Rationale
Composites	Unit 1	Unit 1	Unit 2	<p>This is a vocational qualification that encourages students to identify with a student on placement. We start with a basic introduction to the sector through unit 1. This unit also asks students to reflect upon their own learning before looking at teaching others. Students will look into the type of settings available for children between 0-5 years. Students look at how their behaviour within a setting has an impact on children within their care.</p> <p>During the second part of the year students focus on the growth and development of children in more detail. Students will need to gain knowledge and understanding on patterns of development. A good opportunity would be for students to take their work experience in a nursery where they can gain first hand knowledge.</p>
Key Components	Responsibilities of early years workers Different type of provision for children Personal attributes needed when working with children	Knowing your own study style and reflecting upon this Learning styles, reflecting on your own learning Code of practice within settings	Understanding the patterns of holistic child development Understanding the importance of observations	
Tier 3 language	Setting, safeguarding, communication, diversity, inclusiveness. Intellectual, physical responsibilities, confidentiality	Discriminate, legislation, prejudice, bibliography, investigate, Equal opportunities, visual, auditory, kinaesthetic Metacognition	Holistic development, resilience, milestones, gross motor skills, fine motor skills, solitary play, parallel play, co-operative play	
Assessment	Written assessment	Unit 1 Controlled assessment marks	Mock exam Unit 2 Learning outcome 1-3	
The best that has been thought and said	Carrie Gibbs—Guest speaker safeguarding Nicola Reece—SENCO			

YEAR 11

	UNIT 2	UNIT 3 CHILDCARE AND DEVELOPMENT	Unit 2	Rationale
Composites				<p>Students will start year 11 with the completion of unit 2. Activities during this unit will be investigative to enable the students to see real life statistics and scenarios. Students will take the exam in November for the first time and may retake this in January.</p> <p>We will look in the first term the requirements of the exam paper which the students will need in order to gain most marks. The success of the exam is based upon clear knowledge of how children develop, their individual needs and knowing about your responsibilities when working with children.</p>
Key Components	Understand how routines support a child's well being, safety, independence and health Supporting children through developmental transitions	Exam paper techniques Understanding child development revisited	Unit 2 - final deadline and improvements	
Tier 3 language	Transitions, personal hygiene, infections, self-settle, stimulating environment, key carer, withdrawing	Physical, language, intellectual, social and emotional. Fine motor movement, Gross motor movement, holistic		
Assessment	Unit 2—controlled assessment marks—outcomes 4-5 November— 1st attempt exam	Unit 2—controlled assessment grades January—Second attempt exam	Final grades submitted for controlled assessment and exam	
The best that has been thought and said	Students are to select recipes from Chefs that fulfil the brief			