



Y9 Curriculum Overview

Rationale: The Y9 curriculum is designed to provide students with the necessary tools and basic subject specific terminology to create and be creative within the workshops and food rooms. Students throughout the KS3 course will build upon their subject knowledge and creative abilities throughout each year of the course steadily increasing their skills in the projects that they complete.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
<p>Y9 Food</p> <p>Year 7 – 9 work on a rotation system moving from one subject specialism to another. This will occur every 3 months to allow for 3 rotations with textiles in this carousel system.</p>	<p>Sensory analysis Further development of practical skills from year 7 and 8 – working on students ability to work independently. Applying their knowledge of subject specific terms to analysing their practical products. Students will utilise their new found literacy skills to conduct sensory analysis and be able to explain how they can alter the dishes they have made.</p> <p>Theoretical knowledge The three theoretical areas are - Micro and Macro Nutrients Food Choices Special dietary needs Students theoretical learning will refer to prior learning from year 7 and 8 but also develop the depth of knowledge required for the GCSE.</p>	<p>Practical skills will be assessed throughout the course.</p> <p>Retrieval tasks of students knowledge will also be used to ensure a greater level of learning is being achieved.</p> <p>End of unit test will assess students practical and theoretical knowledge of the subject.</p>	<p>Minimum homework expectation - to be set on G4S Students to read the recipe and become familiar with the instructions. Students will prepare and organise their ingredients for the practical task in food.</p> <p>Optional homework tasks and Literacy resources Students to practice the recipes at home to build confidence.</p>

Y9 Product Design	<p>Practical Projects With continued reference to the equipment and materials that students have already been exposed to at year 7 and 8. Repetition of skills will be used to make a sweet dispenser and new skills to stretch and challenge students to ensure they are GCSE ready.</p> <p>Sustainability and Design concepts The projects will revisit tools and 2D design to embed the learning from the previous academic year and to build upon these skills. Theoretical lessons will continue to develop students ability to articulate their design ideas. The design process will become familiar concept and will introduce the life cycle to the new wave of technologies that consumers demand.</p>	<p>Practical skills will be assessed throughout the course.</p> <p>Retrieval tasks of students knowledge will also be used to ensure a greater level of learning is being achieved.</p> <p>End of unit test will assess students practical and theoretical knowledge of the subject.</p>	<p>Minimum homework expectation - to be set on G4S PD will set work as research based tasks – finding a suitable photo or picture for a project.</p> <p>Optional homework tasks and Literacy resources</p> <p>Download and use 2D Design at home to become more familiar with the use of the programme.</p>