



Design and Technology Long Term Plan

Woodlands Academy



Subject: DT	Accreditation: BTEC, WJEC pathways, AQA unit awards	Pathway: 2 & 3
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LONG TERM PLAN

Learning will be structured as class and practical lessons covering food technology, resistant materials, graphics, electronics and textiles cycled over the key stages
 Planning and activities should be guided by the 5Cs: Confidence, Challenge, Curiosity, Character, Creativity.

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>KS4</u>	Home Cooking Skills – Cycle 1 (BTEC Level 1)	Topic units: Eggs Breakfast Vegetables Quick cooked meats Visit: Farm shop	Topic units: Quick cooked meats Barbecue food Fruit Puddings Visit: Christmas market	Topic units: Puddings Chicken Stir-frying Visit: Supermarket	Topic units: Baking Fruit Packed lunches	Topic units: Simple soups Salads Baking	Topic units: Pasta Baking Fish Visit: Restaurant
	Home Cooking Skills – Cycle 2 (BTEC Level 1)	Packed lunches Bread Stews Visits	Rice Mince Pasta Visits	Breakfasts Quick cooked meats Soup Visits	Fish Barbecue Visits	Final practical assessment	Completing unfinished coursework Recapping cooking units with new recipes
	AQA Award Cycle 1	Pre-entry level Basic cooking skills with verbal prompts (117667) With support be able to: Follow a simple recipe. measure ingredients using cups.	Pre-entry level Basic cooking skills with verbal prompts (117667) With support be able to: Use a microwave to make a snack.	Pre-entry level Sensory preparation of food (118278) With support be able to: Explore ingredients through touch, sight,	Pre-entry level Sensory Baking (118279) With support be able to: Explore different baking ingredients. Use given utensils.	Pre-entry level Sensory cooking skills (118280) With support be able to: Explore different cooking skills and techniques. Use given utensils.	Pre-entry level Sensory cooking Continue recapping covered skills from previous covered units to build confidence and health and safety awareness, combined with healthy eating and diet (Eatwell guide)



		Cut up soft fruit with a butter knife. Roll bread dough.	Use an oven to cook a simple hot meal. Use a sandwich maker. Use a whisk while cooking. Use a grater. Use the creaming method. Use the rubbing in method.	hearing, smell and taste. Follow food hygiene rules. Weigh and measure ingredients. Prepare fruit and veg. Follow a recipe. Mix ingredients. Chop ingredients.	Follow food hygiene rules. Experience the creaming method. Experience the rubbing in method. Experience melting chocolate. Experience kneading and proving.	Wash their hands properly. Experience simmering and boiling vegetables. Experience frying meat and vegetables. Experience roasting vegetables in the oven.	and naming ingredients, skills and equipment.
	AQA Award Cycle 1	Preparing and making simple meals Recycling and composting food waste					

KS3 Blue pathway	Cycle 1	Food Technology Module 1 <ul style="list-style-type: none"> • Health and safety • Food hygiene • Eatwell guide • Food storage • Basic cooking skills 	Graphics Designing a game cover <ul style="list-style-type: none"> • Design process • Graphics skills • Communicating ideas • Computer skills 	Textiles Fuzzy pencil case <ul style="list-style-type: none"> • Design process • Material investigation • Using patterns • Pinning • Hand sewing • Sewing machine
	Cycle 2	Food Technology Module 2 <ul style="list-style-type: none"> • Healthy eating options (balanced meals) • Food labels • Traffic light system • Shopping (Value for money) • Foods from around the world • Food storage and spoilage (bacteria) • Developing cooking skills and knowledge 	Graphics Graphic designers <ul style="list-style-type: none"> • Looking at other designers work • Understanding other designers work/style • Produce ideas based on a theme & designer • Communicating ideas on paper • Computer skills (Publisher) • Evaluate ideas against a specification 	Resistant Materials CAD/CAM) Phone holder Earphone holder <ul style="list-style-type: none"> • Using Inkscape for CAD • The design process • Designing to a brief (others needs) • Developing ideas in small groups • Creative problem solving • Testing prototypes and evaluating
	Cycle 3	Food Technology Module 3 <ul style="list-style-type: none"> • Product development • designing for others needs 	Textiles Onomatopoeia cushion <ul style="list-style-type: none"> • The design process • Creative problem solving 	Resistant material Box project / Bandsaw Box <ul style="list-style-type: none"> • Health and safety in the workshop • The design process



		<ul style="list-style-type: none"> Vegetarian, vegan & cultural needs Seasonality Food from around the world Fair-trade Developing cooking skills and knowledge 	<ul style="list-style-type: none"> Adding decorations (appliqué, buttons, ribbons etc) Natural and synthetic fibres Making your own pattern Sewing by hand Sewing machine 	<ul style="list-style-type: none"> Writing own brief and specification Gathering useful research Joining wood (glue and joints) Attaching hinges or friction lid Communicating creative design ideas Decorating wood 			
	Links	Creative and critical thinking (designing for a purpose / others needs, problem solving, questioning, confidence using practical skills), creative skills (drawing, painting, sewing, colour theory), life-skills (cooking, healthy eating food safety and hygiene, independent living, shopping, value for money, reading packaging, understanding cultural and religious beliefs), maths (measuring, area), literacy (Writing a brief, specification and evaluation), ICT (using software to research, draw and write), cultural (Investigating others needs including dietary, religious and cultural, cooking dishes from a range of countries / cultures, investigating famous designers).					
KS3/4 Hub 2 STEM lessons	Cycle 1					Plant Maze (Plants / Photosynthesis) Designing and making a plant maze (FPT) from plywood to test how plants grow towards sunlight.	Bath bombs (Acids & Alkalis) Create a vacuum formed mould to make bath bombs as part of their science experiments. Structures Looking at building bases, triangulation, straw and shell structures.
	Cycle 2	Weather / rocks Weather station Designing and making a weather station out of recyclable/sustainable materials <ul style="list-style-type: none"> Rain gauge 	Cell plushies (Plant & animal cells) Design and make a fabric plushie based on plant or animal cells using their own templates and	Steady hand game (Simple circuits) Design and make a steady hand game using a simple circuit with at least one output.	Investigating materials (Properties of materials) Use a range of materials and techniques to make	Solar oven (Heat & energy) Design and make a small wooden camping device for cooking marshmallows with sunlight.	Food technology Prepare and cook ingredients thinking about the nutrition our bodies need.



		<ul style="list-style-type: none"> Anemometer Water purifier 	adding decorative elements.		a garden decoration.		
	Cycle 3	Food technology Prepare and cook ingredients thinking about the nutrition our bodies need.	Passive speaker (Wave, light & sound)	Textile display (Digestion)	Jewellery making (Properties of materials)	Bat box (Interdependence)	Bottle racers (Forces)
	Links	Science (running parallel with science with planning direct links to experiments and topics they are doing) Creative and critical thinking (designing for a purpose / others needs, problem solving, questioning, confidence using practical skills), creative skills (drawing, painting, sewing, colour theory), life-skills (cooking, healthy eating food safety and hygiene, independent living, shopping, value for money, reading packaging, understanding cultural and religious beliefs), maths (measuring, area), literacy (Writing a brief, specification and evaluation), ICT (using software to research, draw and write), cultural (Investigating others needs including dietary, religious and cultural, cooking dishes from a range of countries / cultures, investigating famous designers).					
KS2/3 Green pathway	Cycle 1	Food technology <ul style="list-style-type: none"> Where does food come from? 5 a day & portion size Nutrients & energy Fats &Food labels Understanding a recipe Recipes: Soup Wraps Couscous Biscuits	Food technology <ul style="list-style-type: none"> Proteins Which parts of plants do we eat? Fruit and veg Carbohydrates Dairy Designing a treat Recipes: Salad Pizza toast Cheese straws Muffins	Textiles: Tapestry of Nottingham <ul style="list-style-type: none"> Understanding a brief Using research for ideas Exploring materials and their properties Using mind-maps Writing specification points Designing and explaining ideas Using paper patterns Realising designs and making choices Adding decorations to fabric Running stich and sewing on buttons Using a glue gun Evaluating 	Resistant materials: Door knocker <ul style="list-style-type: none"> Understanding a brief Using research for ideas Exploring materials and their properties Using mind-maps Designing and explaining ideas Marking out drill holes Using the pillar drill with support Sawing a slot in wood Using a glue gun Using a coping saw and jigsaw Cutting string to length Assembling work Painting and decorating Testing Evaluating 		
	Cycle 2	Food technology <ul style="list-style-type: none"> Sandwich snacks Eatwell guide Basic skills Chopping Grating Spreading	Food technology <ul style="list-style-type: none"> Basic skills Identifying ingredients Eatwell guide Packaging Baking 	Textiles: Ugly dolls / Weaving <ul style="list-style-type: none"> Research Designing Making and using templates Whip stitch Running stich Button stitch 	Resistant materials: Block bots <ul style="list-style-type: none"> Understanding a brief Researching Producing a specification Designing Shaping wood Drilling 		



		Assembling Tasting	<ul style="list-style-type: none"> Using the oven Using the hob 	<ul style="list-style-type: none"> Making a product Testing and evaluation 	<ul style="list-style-type: none"> Joining materials Testing and evaluation
	Cycle 3	Food technology <ul style="list-style-type: none"> Cheese & onion triangles GM foods Scone based pizza Labelling Couscous Macaroni cheese Traffic light system 	Food technology <ul style="list-style-type: none"> Danger zone 4C's Koftas Ragu sauce Food storage Boiled eggs Egg cups 	Textiles: Marble maze / Tote bag <ul style="list-style-type: none"> Printing on fabrics Tie dying Making and using templates Pinning Running stitch Making a product Testing and evaluation 	RM: Puppets / Bandsaw box <ul style="list-style-type: none"> Understanding a brief Researching Producing a specification Designing Drawing templates Shaping wood Joining materials Testing and evaluation
	Links	Creative and critical thinking (designing for a purpose / other's needs, problem solving, questioning, confidence using practical skills), creative skills (drawing, painting, sewing, colour theory), life-skills (Eatwell guide, where food comes from, why do our bodies need food, basic preparation skills, cooking, healthy eating food safety and hygiene, independent living, shopping, value for money, reading packaging, understanding cultural and religious beliefs), maths (measuring, area), literacy (understanding a brief, explaining ideas and evaluation), ICT (using software to research, draw and write), cultural (Investigating others needs including dietary, religious and cultural, cooking dishes from a range of countries / cultures).			

Incorporation of reading:

At Woodlands we value reading as the core skill for learning which needs to be encouraged and developed in ALL learners to the best of their individual ability. We will provide learning that makes reading stimulating, interesting and relevant to the pupil. The teaching of reading skills should be implemented and supported across the curriculum and pathways. We will ensure the school follows a structured phonics teaching system that helps pupils build their understanding of letters and words.

