Island School Curriculum

Subject: **Food Technology**
Year/Course: **Year 7**

Knowledge and Understanding

By the end of this course students will :

- Gain knowledge of kitchen routines and procedures.
- Understand how to use kitchen equipment correctly and safely.
- Know the importance of kitchen hygiene and safety.
- Know how to evaluate food products using sensory analysis (using exemplars, PMI's)
- Understand the stages of the design process.
- Know what a design brief is.
- Understand the role of ingredients applicable to a given product.
- Know the dietary models eg pyramid, 5-a-day, eating plate etc
- Gain an awareness of the concept of snacking.
- Understand the contribution of fat, sugar and fibre to health and food design.
- Know how to develop a design specification

Subject Specific Skills developed

- Develop knife and chopping skills using a range of ingredients.
- Use a range of basic kitchen equipment correctly and safely.
- Weigh and measure ingredients accurately.
- Evaluate their performance and product quality.
- Conduct a series of experiments to modify a recipe and improve the quality and sensory aspects.
- Conduct sensory testing on end-products.
- Disassemble and analyse a commercial food product.
- Generate a range of suitable ideas to meet a design brief.
- Evaluate a peer's product by formulating own criteria.
- Testing ideas against a design specification.
- Evaluate the health and nutritional value of food products

Transdisciplinary and Generic Skills developed

1. numeracy
2. design and creativity
3. problem solving
4. evaluation skills
5. following procedures

Assessment
Students are assessed in the following areas:
Designing, Making, Evaluating.

They demonstrate this by:
Developing a new food product to meet a design brief.
Evaluation of weekly practicals and their final product.
Peer Evaluation completed on the final product.

Challenge for All
All student work is supported by their own Food Technology workbook which provides scaffolding of tasks, exemplars of evaluations, vocabulary lists. Practical work is demonstrated to students to provide a visual aid to their written recipe instructions. More able students are encouraged to extend their design work and attempt more complex tasks. Students work in groups to encourage and build team work and group problem-solving.

Subject: **Food Technology**
Year/Course: **Year 8**

Knowledge and Understanding
By the end of this course students will know an understand:
- stages of the design process
- manufacturing process for bread-making
- Product analysis of commercial products
- ethnic foods and ethnic fusion
- developing food products to improve health
- strategies for evaluating food products and processes

Subject Specific Skills developed
Students will develop skills in the following areas:
- designing and making quality ethnic bread products
- correct and safe use of kitchen equipment
- maintaining high levels of hygiene and quality control
- generate suitable ideas to test and trial
- evaluating the quality of end-products
- analysing commercial products to inform generation of ideas.

Transdisciplinary and generic skills developed
Learning Technologies (Photostory, digital photography)
Evaluation
Problem-solving
Design and creativity
Numeracy
Communciation
Time management

Assessment
Photostory - students complete a Photostory illustrating each stage of the design and development of their food product with an emphasis on their evaluation skills.

Challenge for All
All student work is supported by their Food Technology workbook. It provides scaffolded tasks, exemplar materials for evaluations and vocabularly lists. Practical work is demonstrated to students to provide a visual representation to support their written recipe instructions. More able students are provided with opportunities to extend their design work and attempt more complex practical tasks.

Students work in groups for their practical and assessment work to develop their communication, planning and problem-solving skills.

Subject: **Food Technology**
Year/Course: **Year 9**

Knowledge and Understanding
By the end of this course students will have built on the knowledge and skills gained in the Year 8 Food Technology unit. Students will continue to work with the following concepts, however, apply these to two new food products; extending their designing and manufacturing skills:

- stages of the design process
- production and manufacture of biscuit products and novelty cakes
- developing a design specification
- how to gather and analyse research
- methods used for market research
- strategies to generate design ideas
- product analysis of commercial products
- evaluating products against design specifications

Subject Specific Skills developed
Students will develop skills in the following areas:

- Producing new biscuit and novelty cake products to meet the requirments of a design brief.
- Use kitchen equipment correctly and safely
- Gather and analyse research using a range of strategies
- Generate a range of ideas to trial and test.
- Evaluate their performance and quality of end-product

Transdisciplinary and generic skills developed
Learning Technologies (digital photography, MS Excel/graphing, MS Word)
Evaluation
Problem solving
Design and creativity
Numeracy
Communication
Time management

Assessment
Design and Make project. Students commence with a design brief and then work through each stage of the design process to develop a new food product. Students receive weekly feedback on their work through learning conversations between teacher and students. Students also complete weekly self-evaluations.

Challenge for All
All student work is supported by their Food Technology workbook. It provides scaffolded tasks, exemplar materials for evaluations and vocabulary lists. Practical work is demonstrated to students to provide a visual representation to support their written recipe instructions. More able students are provided with opportunities to extend their design work and attempt more complex practical tasks. Students work in groups for their practical and assessment work to develop their communication, planning and problem-solving skills.

Subject: **GCSE Food Technology**
Year/Course: **Year 10**

Knowledge and Understanding
Year 10 is the first year of the two-year GCSE course. By the end of this year students will have been exposed to a large range of food commodities and practical skills and techniques not covered in KS3. Students will gain an understanding of the food industry and how new products are developed for the market. There is a strong emphasis on understanding ingredients and components and how to manipulate these into quality products.

Subject Specific Skills developed
Students will develop skills in the following areas:
- Producing different food products demonstrating a range of techniques, processes and skill.
- Conduct market research
- Gather research and analyse data.
- Use a range of strategies to generate ideas
- Apply the principles of quality and hazard control to food production
- Evaluate product's and performance in practical situations.

Transdisciplinary and generic skills developed
Learning Technologies (digital photography, MS Excel/graphing, MS Word)
Evaluation
Problem solving
Design and creativity
Numeracy
Communication
Time management

Assessment
Design and Make Project (formative - to reflect expectations for Coursework)
Mock examination (formative)
Weekly self-evaluations (formative)

Challenge for All
Students use a subject-specific text which is supported by an online program 'Kerboodle'. This allows all students to extend the work covered in class and also to consolidate knowledge for revision purposes. Coursework is scaffolded using detailed task sheets and exemplars. Students now begin to work individually and therefore modelling is used extensively. Students are also guided with their choice of coursework to suit their interests and ability level.

Subject: **GCSE Food Technology**
Year/Course: **Year 11**

Knowledge and Understanding
Year 11 is the final year of the GCSE course. By the end of this year students will have developed skills in modifying and developing their own design work to solve an initial problem. The emphasis in this year is on the understanding and application of large scale manufacturing of food products.

Subject Specific Skills developed
Students should gain skills in the following areas:
- Experimentation and development of components and ingredients to improve the quality of food products.
- Apply the processes of large scale manufacture to their chosen product.
- Gather user-trial feedback throughout the design process.
- Produce innovative and original products demonstrating high-level making skills.
- Evaluate products and processes throughout."

Transdisciplinary and generic skills developed
Learning Technologies (digital photography, MS Excel/graphing, MS Word, Nutritional analysis software)
Evaluation
Problem solving
Design and creativity
Numeracy
Communication
Time management

Assessment
Coursework (60% of total GCSE result)
External Exam (40% of total GCSE result)
Feedback is provided throughout coursework through verbal and written feedback. Self-assessment is on-going.

Challenge for All
Students use a subject-specific text which is supported by an online program 'Kerboodle'. This allows all students to extend the work covered in class and also to consolidate knowledge for revision purposes. Coursework is scaffolded using detailed task sheets and exemplars. Students now begin to work individually and therefore modelling is used extensively.

Subject: **A-Level Food Technology**
Year/Course: **Advanced Diploma**

Knowledge and Understanding
"By the end of this course students will have focused on the following key areas in the Food Industry:
Qualtiy of Food
Processing of Food
Packaging and Labelling
Nutrition value and contribution to dietary control and sustained good health.
Health and Safety
New technologies
Food science.
Sustainability and environmental impact.

Subject Specific Skills developed
Students should develop skills in the following areas:

- develop knowledge, understanding, skills and application of designing food products.
- develop the ability to produce food products that are fit for purpose, satisfy wants or needs and enhance our day-to-day lives.
- demonstrate a range of design and technology capability
- develop skills in planning, research, analysis, product development, project planning and evaluation.

Transdisciplinary and generic skills developed
Planning
Research
Analysis and problem solving
Design and creativity
Different modes of communication
Learning Technologies
Evaluation

Assessment
Summatively students are assessed over the two years by:
A Portfolio of Creative Skills
Coursework
Two external exams

Challenge for All
Coursework and Portfolio tasks are scaffolded using detailed task sheets and exemplars. Modelling is used extensively with students. Students are also guided with their choice of coursework to suit their interests and ability level. More able students are encouraged and guided to choose more complex tasks and problems to solve. Students are allowed individual choice of topics in Year 13 Coursework to meet their own interests and experiences and therefore increase the chance of a successful outcome.

Subject: **IB Design and Technology (Food Technology)**
Year/Course: **IB Higher**

Knowledge and Understanding
This course is offered at SL and HL. The intent is the same for both courses, however the nominal hours for the SL course is less. By the end of this course students will have been exposed to the following areas of study:

- Design and Technology methods and techniques.
- Working with materials, ingredients and components to develop new food products for the market.
- Incorporating knowledge, skills and design principles in problem-solving contexts, while at the same time maximising the use of local and readily available resources.
- The design cycle.

Subject Specific Skills developed
Students should have developed skills in:
- Researching and analysing data
- Applying critical thinking skills to technological problems
- Expressing ideas creatively using a variety of communication methods.
- Producing new food products for the market in a global context.
- Evaluating products and processes
- High-level manipulative skills

Transdisciplinary and generic skills developed
All elements of the IB Learner Profile are addressed in the Design and Technology course.

Assessment
Internal Investigations (3 small investigations in Year 12)
Major Design Project (Year 13)
External examinations (3 papers)

Students receive exemplar material and detailed task sheets for all internal assessment. Self-assessment is on-going.

Challenge for All
Internal investigations and design project tasks are scaffolded using detailed task sheets and exemplars. Modelling is used extensively with students. Students are also guided with their choice of project to suit their interests and ability level. More able students are encouraged and guided to choose more complex tasks and problems to solve. Students are allowed individual choice of topics in Year 13 Design Project to meet their own interests and experiences and therefore increase the chance of a successful outcome.

Subject: **Textiles Technology**
Year/Course: **Year 7**

Knowledge and Understanding
By the end of this course students will have gained a understanding of the following concepts and topics:

- Safety in the Textiles room
- Care and use of specialist equipment.
- Properties and characteristics of fabrics.
- Simple pattern instructions.
- Using CAD to produce textiles designs
- Process of manufacturing an apron.

Subject Specific Skills developed
Students should have developed skills in:
Pattern cutting
Using a sewing machine and overlocker correctly and safely
Use CAD to effect a pocket design
Construct an apron
Sublimation printing
Critically evaluate their product.

Transdisciplinary and generic skills developed
Time management
Design and Creativity
Measuring and estimation
Learning Technologies (use of Speedstep/CAD)
Planning
Evaluation

Assessment
Students are assessed formatively through their Workbooklet.
Summatively they are assessed by producing a final product with their own design and critical evaluation.

Challenge for All
Classes are supported by a Textiles Technician to offer more assistance to less able students. Modelling is an important part of assisting all students. More able students are given the opportunity to extend their design and manufacturing skills by going beyond the initial task requirements. Exemplars/models are provided for all students to ensure that evaluations are critical and in-depth.

Subject: **Textiles Technology**
Year/Course: **Year 8**

Knowledge and Understanding
By the end of this course students will have gained a understanding of the following concepts and topics:

- Stages of the design process
- Manipulating fabric to enhance design
- Care and use of specialist equipment.
- Properties and characteristics of fabrics.
- Pattern markings
- Process of manufacturing a bag to a design brief and theme.

Subject Specific Skills developed
Students should be able to:
- Conduct a product analysis to assist their generation of ideas.
- Analyse a task fully to assist planning
- Create a mood board to address a specific theme
- Design and manufacture a bag.
- Apply processes of fabric manipulation eg applique and embroidery
- Critically evaluate product and processes.

Transdisciplinary and generic skills developed
- Time management
- Design and Creativity
- Problem solving
- Measuring and estimation
- Planning
- Analysis and Evaluation

Assessment
Formative assessment - Student Work booklet
Summative assessment - Final product, mood board, evaluation.

Challenge for All
Classes are supported by a Textiles Technician to offer more assistance to less able students. Modelling is an important part of assisting all students. More able students are given the opportunity to extend their design and manufacturing skills by going beyond the initial task requirements. Exemplars/models are provided for all students to ensure that evaluations are critical and in-depth.

Subject: **Textiles Technology**
Year/Course: **Year 9**

Knowledge and Understanding
By the end of this course students will have gained an understanding of the following concepts and topics:

- Use of specialist equipment
- Stages of the design process
- Sublimation printing to create fabric design.
- Care and use of specialist equipment.
- Properties and characteristics of fabrics.
- Pattern instructions
- Process of manufacturing a pair of board shorts to a design brief and theme.

Subject Specific Skills developed
Students should be able to:
Analyse a task fully to assist planning
Following written and visual instructions
Use equipment correctly and safely
Create a mood board to address a specific theme
Design and manufacture a pair of board shorts.
Apply process of sublimation printing/CAD to fabric
Critically evaluate product and processes.

Transdisciplinary and generic skills developed
Time management
Design and Creativity
Measuring and estimation
Learning Technologies - use of CAD
Planning
Following procedures
Evaluation

Assessment
Formative assessment - Student work booklet
Summative assessment - Final product, mood board and evaluation.
Students receive on-going verbal feedback throughout the design process to improve the quality of their product. Self-assessment is on-going.

Challenge for All
Classes are supported by a Textiles Technician to offer more assistance to less able students. Modelling is an important part of assisting all students. More able students are given the opportunity to extend their design and manufacturing skills by going beyond the initial task requirements. Exemplars/models are provided for all students to ensure that evaluations are critical and in-depth.

Subject: **GCSE Textiles Technology**
Year/Course: **Year 10**

Knowledge and Understanding
Year 10 is the first year of the two-year GCSE course. By the end of this year students will have have the opportunity to demonstrate creativity with the making of textile products. The emphasis in Year 10 is to develop an understanding of the Textile industry, fibres and fabrics, finishing and manufacturing processes/technqiues, product analysis, strategies and influences on design.

Subject Specific Skills developed
Students should have developed skills in:
Use and care of specialist equipment, both correctly and safely.
Design and manufacture a recycled garment through experimentation and trialling.
Following a production plan
Communicating ideas in a range of formats.
Evaluate both products and processes.
Conduct product analysis of commerical garments

Transdisciplinary and generic skills developed
Learning Technologies
Evaluation
Problem solving
Design and creativity
Numeracy
Communication
Time management

Assessment
Formative - recycled garment project and mock examination. Students are provided with ongoing written and verbal feedback. Self-assessment is an on-going feature of the course.

Challenge for All
Students use a subject-specific text which is supported by an online program 'Kerboodle'. This allows all students to extend the work covered in class and also to consolidate knowledge for revision purposes. Coursework is scaffolded using past exemplars to provide direction. Students work individually and therefore modelling is used extensively. Students are also guided with their choice of practical work to suit their interests and ability level.

Subject: **GCSE Textiles Technology**
Year/Course: **Year 11**

Knowledge and Understanding
Year 11 is the final year of the two-year GCSE course. By the end of this year students will have have the opportunity to demonstrate creativity with the making of textile products. The emphasis in Year 11 is to develop an understanding of design and market influences, social/cultural/ethical/environmental considerations with design, use of ICT to communicate ideas, large-scale manufacturing considerations and production planning, developing new products to suit a a design brief and design specification.

Subject Specific Skills developed
Students should have developed skills in the following areas:
Use and care of specialist equipment, both correctly and safely.
Design and manufacture a final product to meet a chosen design brief.
Following a production plan
Communicating ideas in a range of formats, using ICT and sketching.
Evaluate both products and processes.
Conduct product analysis of commercial garments.
Analyse tasks requirements
Gather and analyse research from a range of sources.
Develop through experimentation a good solution to a given problem.

Transdisciplinary and generic skills developed
- Learning Technologies
- Evaluation
- Problem solving
- Design and creativity
- Numeracy
- Communication
- Time management

Assessment
Summative assessment - 1 Coursework (60%) and 1 external examination (40%).

Student receive on-going feedback both written and verbal throughout the course. Self-assessment is on-going.

Challenge for All
Students use a subject-specific text which is supported by an online program 'Kerboodle'. This allows all students to extend the work covered in class and also to consolidate knowledge for revision purposes. Coursework is scaffolded using past exemplars to provide direction. Students now begin to work individually and therefore modelling is used extensively. Students are also guided with their choice of coursework to suit their interests and ability level.