




		Cycle A LTP for KS3 Design Technology		
		Y7&Y8		Y9
		Y7	Y8	Curriculum offer for the core of learners
Autumn	Key area of understanding	Wooden keepsake box Working with wood to produce a product.	Wooden keepsake box Working with wood to produce a product. Developing equipment and hand tools skills and Hand S knowledge	International Clock Project Working with plastics and designing with computer aided design.
	Knowledge & skills development	<ul style="list-style-type: none"> • Research – Students will learn about woods, their properties and about joining it in different ways. • Design Path – Students will be taught how to draw a simple idea or come up with an idea from a range of sources. They will learn what annotation is. Students will learn that we express our feelings about our work and it is called an evaluation • Making – Students will learn how to mark out using templates, rulers, or a marking gauge (Depending on ability) • Students will learn the skills to shape wood using a hacksaw/Tenon saw, file and abrasive papers (Tenon saw – high ability students) • Health and Safety – Students will learn how to stay safe in the workshop. The use of a junior hacksaw and file will be incorporated into this. 	<ul style="list-style-type: none"> • Research – Students will learn about woods, their properties and about joining it in different ways. • Design Path – Students will be taught the importance of coming up with a range of ideas to help get their points across. Students will be encouraged to develop their annotation skills to include; theme, construction and materials. Students will learn to answer questions about how they worked and their work. They will be encouraged to comment on peers work too. Students will learn the importance of explaining 'why?' and encouraged to write full sentences to support this. • Making – Students will learn how to mark out using templates, rulers, or a marking gauge (Depending on ability). Students will learn the skills to shape wood using a hacksaw, file and abrasive papers. Students will be expected to compare the use of a junior hacksaw/Tenon saw to a coping saw and why we make the decision to use each one. Students will be taught how to safely use the belt sander. • Students will be actively encouraged to tackle more difficult wood joints. HA year 7 students may be identified and similarly encouraged. • Health and Safety – Students will re-emphasise how to stay safe in the workshop. The use of hacksaws, Tenon saws and a belt sander will be a focus. 	<ul style="list-style-type: none"> • Research – students will learn about a country of their choice, incorporating mood boards. Students will learn about plastics, their properties and their effect on the environment. • Design – Students will learn how to use a wide range of tools and techniques in computer aided design (CAD). Extended draw functions, arrays, edits, vectorising, contouring, layering, use of colour will be learned. They will also use a range of drawing skills too. Students will etch and cut into plastics using the laser cutter. Students will be able to individually use the laser cutter. Students will be expected to explain their thoughts to give solutions and modifications. They will learn to produce a modified idea following construction, testing and peer evaluation. • Making – students will learn to independently mark out wood creating their own template and shape it using their choice of tools appropriate to the job. • Health and safety – students will learn to follow the correct health and safety procedures for the tools and equipment they have chosen to use (Under supervision and guidance) Hand S recaps will occur to ensure safety.

Spring	Key area of understanding	Electronics and how electricity has changed our lives. Incorporating Programming and control LA	Electronics and how electricity has changed our lives. Incorporating Programming and control HA Year 8 students have not done any electronics so many students across year 7 and 8 will be at a similar point in their learning, so the main consideration with regards to differentiation is solely on ability, rather than ability and year group.	Smart Monster Development of textiles and electronics skills and understanding smart materials
	Knowledge & skills development	<ul style="list-style-type: none"> • Research – students will learn about the history of electricity and how we use it today. • Students will experience working with a circuit board and components. Students will know about current and voltage. Students will know the different components names and their roles. Students will know components symbols too and why we use them. • Students will know what inputs and outputs are. They will know what sensors and triggers are and how they work with circuits. • Students will understand that computers can be used to control a range of output devices. • Students will learn to program a basic sequence of events (Outputs) virtually and physically. • Students will learn to write flowcharts. • Students will know how to shape and edge finish plastic safely, what tools to use and their names. 	<ul style="list-style-type: none"> • Research – students will learn about the history of electricity and how we use it today. • Students will experience working with a circuit board and components. Students will know about current and voltage. HA students will know about series and parallel circuits and how current flow is affected. Students will know the different components names and their roles. Students will know components symbols too and why we use them. • Students will know what inputs and outputs are. They will know what sensors and triggers are and how they work with circuits. • Students will understand that computers can be used to control a range of output devices. • Students will learn to program a basic sequence of events (Outputs) virtually and physically. HA students will learn to program a more complex sequence of events incorporating inputs. • Students will learn to use flowcharts to program. • Students will know how to shape and edge finish plastic safely, what tools to use and their names. 	<ul style="list-style-type: none"> • Research - Students will learn what a target market is and the importance of designing for it. (Principally children but will investigate others) • Students will learn to design for a target market (children) • Students will learn about a range of textiles, their forms, properties, uses, sources and how designers are influenced and utilise them. • Students will learn what smart materials are and their uses and incorporate them into their design. • Students will extend their skills in textiles by learning a variety of stitches, and using a variety of associative techniques to produce a complex shape from a template designed by them on a sewing machine.
Summer	Key area of understanding	Use of Flour and pizza Design Incorporating basic cooking and nutrition for year 7s	Use of Flour and pizza Design Incorporating developing basic cooking and nutrition for year 8s. Widening pallet of equipment and utensils as well as	Foods of the world Broadening knowledge of ingredients, cooking techniques and dishes as well as nutrition, H&S,

			possible ingredients.	hygiene, food storage, and recipe reading and planning.
	Knowledge & skills development	<ul style="list-style-type: none"> Students will know what flour is, where it comes from and its production. They will experience and learn to make a range of dishes based on flour. Students will learn the basic rules of working in the food room with regards to safety and hygiene. Students will understand how to use a range of utensils and equipment safely, effectively and know their names. Students will learn that there are different nutrient groups and how they are good for us. Students will evaluate their meals taste and look. 	<ul style="list-style-type: none"> Students will know what flour is, where it comes from and its production. They will experience and learn to make a range of dishes based on flour. Students will understand how to stay safe and clean when using a range of equipment and utensils and demonstrate a confidence and independence. Students will also recognise and possess the skills to keep themselves, others, equipment and food items clean and hygienic to prevent infection. Students will evaluate their meals taste, look and nutritional qualities 	<ul style="list-style-type: none"> Students will learn that different ingredients can come from different countries. Students will as a result learn to create a wider range of dishes based on international meals and ingredients, considering ingredient properties and nutrition. Students will learn about the dangers posed by food, infection and intolerances and in the kitchen; cross contamination. Students will know the names of a wider range of kitchen utensils and equipment and demonstrate their use more independently and safely. Students will understand the storage of different foods and how we need to preserve them and their positions in cupboards, fridges and freezers. Students will evaluate their meals taste, look, texture and nutritional qualities in greater depth

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.


		Cycle B LTP for KS3 Design Technology		
		Y7&Y8		Y9
		Y7	Y8	Curriculum offer for the core of learners
	Key area of understanding	Automata project Working with and understanding mechanisms (Spooky Theme)	Automata project Working with and understanding mechanisms Developing equipment and hand tools skills and Hand S knowledge	International Clock Project Working with plastics and designing with computer aided design
Autumn	Knowledge & skills development	<ul style="list-style-type: none"> Research - Students will learn about the types of motion. They will also learn about mechanisms and machines. Students will learn about the Design Path, from research to Evaluation and experience each 	<ul style="list-style-type: none"> Research - Students will learn about the types of motion. They will also learn about mechanisms and machines. Design Path – Students will be taught the importance of coming up with a range of ideas to 	<ul style="list-style-type: none"> Research – students will learn about a country of their choice, incorporating mood boards. Students will learn about plastics, their properties and their effect on the environment

		<p>element. Research, Analysis, Design, Development, Making and Evaluation</p> <ul style="list-style-type: none"> • CAD – Students will learn what CAD is and why we use it in design and manufacture. Students will learn the basic commands to etch a simple image into CAD. Students will learn what CAM is and experience it in the form of a laser cutter. Some students may operate it. • Making – Students will learn the skills to shape wood using a coping saw, file and abrasive papers • Health and Safety – Students will learn how to stay safe in the workshop. The use of a coping saw and file will be incorporated into this. 	<p>help get your point across. Students will be encouraged to develop their annotation skills to include; theme, construction and materials. Evaluation – Students will learn to answer questions about how they worked and their work. They will be encouraged to comment on peers work too. Students will learn the importance of explaining ‘why?’ and encouraged to write full sentences to support this.</p> <ul style="list-style-type: none"> • Students will develop the basic commands to etch a simple image into CAD, however will learn and be encouraged to add an original element or element into the design. Draw functions will be explored. Students will learn how to operate a CAM machine (Laser cutter) • Making – Students will learn the skills to shape irregular wood using a coping saw, file and abrasive papers. Students will be expected to compare the use of a Tenon saw to a coping saw and why we make the decision to use each one. • Health and Safety – Students will re-emphasise how to stay safe in the workshop. The use of coping saws and files will be a focus. 	<ul style="list-style-type: none"> • Design Path – Students will learn how to use a wide range of tools and techniques in computer aided design (CAD). Extended draw functions, arrays, edits, vectorising, contouring, layering, use of colour will be learned. They will also use a range of drawing skills too. Evaluation - Students will be expected to explain their thoughts to give solutions and modifications. They will learn to produce a modified idea following construction, testing and peer evaluation. Students will etch and cut into plastics using the laser cutter. Students will be able to individually use the laser cutter. • Making – students will learn to independently mark out wood creating their own template and shape it using their choice of tools appropriate to the job. • Health and safety – students will learn to follow the correct health and safety procedures for the tools and equipment they have chosen to use (Under supervision and guidance) Hand S recaps will occur to ensure safety.
Spring	Key area of understanding	Draw String Bag Project (Travel and the world). Introduction to textiles and basic skills.	Draw String Bag Project (Travel and the world). Introduction to further textiles and development of basic skills.	Smart Monster Development of textiles and electronics skills and understanding smart materials.
	Knowledge & skills development	<ul style="list-style-type: none"> • Students will understand what a logo is and their importance in design, as well as what makes a successful logo. • Design Path – Students will be encouraged to draw a range of simple ideas or come up with a range of ideas from a range of sources. They will learn that annotation can be concerned with construction, theme, textures, and materials. They will also learn that annotation can be in the form of a sentence rather than one word answers to help explain thoughts. Evaluation – Students will learn to 	<ul style="list-style-type: none"> • Students will understand what a logo is and their importance in design, as well as what makes a successful logo. • Design Path – Students will be taught how to draw a simple idea or come up with an idea from a range of sources. They will learn what annotation is. Evaluation – Students will learn to answer questions about how they worked and their work. They will be encouraged to comment on peers work too. Students will be expected to come up with a modified idea. 	<ul style="list-style-type: none"> • Research - Students will learn what a target market is and the importance of designing for it. (Principally children but will investigate others) • Students will learn to design for a target market (children) • Students will learn about a range of textiles, their forms, properties, uses, sources and how designers are influenced and utilise them. • Students will learn what smart materials are

		<p>answer questions about how they worked and their work. They will be encouraged to comment on peers work too.</p> <ul style="list-style-type: none"> • Making – Students will learn to hand weave and sew. • Students will learn to use a sewing machine, sewing a simple geometric shape (Straight lines) • Health and Safety – Students will learn how to stay safe in the workshop with a focus on textiles (Sewing machine, needles and pins) 	<ul style="list-style-type: none"> • Making – Students will learn to hand weave and sew. Students will learn to use a sewing machine, sewing a simple geometric shape (Straight lines) • Health and Safety – Students will learn how to stay safe in the workshop with a focus on textiles (Sewing machine, needles and pins) 	<p>and their uses and incorporate them into their design.</p> <ul style="list-style-type: none"> • Students will extend their skills in textiles by learning a variety of stitches, and using a variety of associative techniques to produce a complex shape from a template designed by them on a sewing machine.
Summer	Key area of understanding	Basic Cooking and Nutrition Seasonal British Dishes	Basic Cooking and Nutrition Seasonal British Dishes Developing skills and knowledge learned in year 7, such as cooking skills, techniques, H&S, hygiene, nutrition, team work.	Foods of the world Broadening knowledge of ingredients, cooking techniques and dishes as well as nutrition, H&S, hygiene, food storage, and recipe reading and planning.
	Knowledge & skills development	<ul style="list-style-type: none"> • Students know or experience what British means. Students will also learn about seasonality and that different ingredients grow and are harvested at different times of the year, but due to developments can be available all year round. The ethics will be investigated. • Students will learn the basic rules of working in the food room with regards to safety and hygiene. • Students will understand how to use a range of utensils and equipment safely, effectively and know their names. • Students will learn that there are different nutrient groups and how they are good for us. • Students will evaluate their meals taste and look. 	<ul style="list-style-type: none"> • Students know or experience what British means. Students will also learn about seasonality and that different ingredients grow and are harvested at different times of the year, but due to developments can be available all year round. The ethics and food miles will be investigated. Students will learn how to research ingredients and know what their properties are and nutritional values. • Students will understand how to stay safe and clean when using a range of equipment and utensils and demonstrate a confidence and independence. Students will also recognise and possess the skills to keep themselves, others, equipment and food items clean and hygienic to prevent infection. • Students will evaluate their meals taste, look and nutritional qualities. 	<ul style="list-style-type: none"> • Students will learn that different ingredients can come from different countries. Students will as a result learn to create a wider range of dishes based on international meals and ingredients, considering ingredient properties and nutrition. • Students will learn about the dangers posed by food, infection and intolerances and in the kitchen; cross contamination. • Students will know the names of a wider range of kitchen utensils and equipment and demonstrate their use more independently and safely. • Students will understand the storage of different foods and how we need to preserve them and their positions in cupboards, fridges and freezers. • Students will evaluate their meals taste, look, texture and nutritional qualities in greater depth.

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		Hospitality	
		Y10/Y11 E2 Providing a Customer Service to others Developing a personal Progress Plan	Y10/Y11
Autumn	Key area of understanding	BTEC L1 Developing a personal Progress Plan BTEC E2 Providing a Customer Service	BTEC L1 Preparing a meal for others BTEC E2 Preparing a Meal for Others
	Knowledge & skills development	<ul style="list-style-type: none"> Students will think about own skills/behaviours and complete a skills audit. Students will consider interests or the things they might like to do and know why they have to consider it when thinking about career choices or plans for the future. Students will learn to consider what they would like to do after finishing school, or what job/career they would eventually like. Students will research possible job's and careers. Students will be able to produce their own CV and know what one is and know what a progression goal is. Student will be able to identify the skills needed for the next stage to achieve that goal (Most likely for college). Students will be able to match own skills/behaviours to that next step and complete an audit (College) and ask others/peers their opinions. Students will eventually produce a detailed plan which will incorporate succeeding on the course, completing KS4, success at college and then how to get to a job of their choice. <p>Hospitality Skills – continually work on throughout. Students will learn about the hospitality industry. Students will develop basic cooking and nutrition skills. Students will understand the importance of hygiene and health and safety.</p>	<ul style="list-style-type: none"> Students will further learn and develop the knowledge and skills to follow recipes and safely use a range of tools and equipment to prepare and cook food Students should learn to consider ingredients, planning, timings, and storage of ingredients, quality and presentation of dishes. Students will learn to use seasoning and tasting to ensure food is cooked properly. Students will develop their knowledge of maintaining good personal hygiene in the hospitality industry. Students will learn the importance of reporting accidents and near accidents and hazards to the relevant person. Students will follow this guidance. Students will learn about and follow the relevant sections of food hygiene regulations and safe and hygienic practices when preparing food. Students will research a possible dish which they could develop themselves. <ul style="list-style-type: none"> Students will investigate differing meal types. Students will investigate meals from differing cultures and countries. Students will investigate differing ingredients. Students will learn differing cooking styles. Students will learn a range of techniques. <p>Hospitality Skills – continually work on throughout. Students will learn about the hospitality industry. Students will develop basic cooking and nutrition skills.</p>

		<ul style="list-style-type: none"> • Students will research the hospitality industry. • Students will research events and parties. • Students will learn about hygiene, health and safety and dressing appropriately. • Students will look at the differing types of service. 	Students will understand the importance of hygiene and health and safety.
Spring	Key area of understanding	<p>BTEC L1 Developing a personal Progress Plan</p> <p>BTEC E2 Providing a Customer Service</p>	<p>BTEC L1 Preparing a meal for others – Creating their own meal.</p> <p>BTEC E2 Creating a Product</p>
	Knowledge & skills development	<ul style="list-style-type: none"> • Students will eventually produce a detailed plan which will incorporate succeeding on the course, completing KS4, success at college and then how to get to a job of their choice. • Students will help plan an event with others (Other BTEC students L1) • Students will learn how to serve others. • Students will help organise an event. 	<ul style="list-style-type: none"> • Students will continue researching their chosen dish. • Students will develop their own dish • Students will create a detailed production plan • Students will order their own ingredients following producing ingredient and equipment lists. • Students will create their own dish and evaluate it. • Students will work with others to think about creating a decorative cake. • Students will conduct market research to create a dish (Decorative cake). • Students will research how to make their cake, its theme and the ingredients they could use • Students will make a shopping list. • Students will create their cake. • Student will evaluate their cake and how they have worked.
Summer	Key area of understanding	<p>Students will learn to serve others and put on an event. Developing hospitality skills.</p> <p>BTEC L1 Organise and put on a themed event.</p> <p>BTEC E2 Providing a Customer Service</p>	<p>Students will learn to serve others and put on an event. Developing hospitality skills.</p> <p>BTEC L1 Organise and put on a themed event.</p> <p>BTEC E2 Providing a Customer Service</p>

	<p>Knowledge & skills development</p>	<ul style="list-style-type: none"> • Students will research events, and what needs to be done to put on a successful event. • In a team, students will plan and organise an event. • Students will contribute to putting on an event and put it on themselves, each student having their own roles. • Students will evaluate how their event went and well they performed. • Students will understand the differing elements of the hospitality industry. • Students will investigate the careers within the hospitality industry as part of their work – Links to the real world and the roles they will be attending to, will be made. <p>The Event</p> <ul style="list-style-type: none"> • Students will learn to manage their time effectively when carrying their allocated role; planning their time so that they work effectively, utilising a time plan and sticking to it • Students will learn and develop their skills in being helpful and friendly, working as a team to serve food and drink. • Students will learn to take responsibility, listen to instructions, follow instructions, and providing advice and instructions. • Students will develop the skills to Be confident when completing a work activity such as: keeping focused when presented with a task, showing determination to complete a task, having ‘broad shoulders’ and not taking things personally, showing enthusiasm when trying overcoming task difficulties and engaging others in the task to achieve the objective, despite any difficulties. • Students will learn and demonstrate self-management skills such as: being appropriately dressed and presented for the event, being organised, good timekeeping, punctuality and fulfilling own duties. • Students will be able to provide contributions to an event such as: following instructions, personal confidence, proactive support, positive behaviour and respecting others and helping to set up the event facility. • Providing support for differing roles and responsibilities at the event such as: communicating issues to the organiser, covering for others, anticipating issues, and assisting customers. • Students will develop their preparation and cooking skills for both food and drinks, and H&S awareness. Dishes created will be appropriate for an event. 	<ul style="list-style-type: none"> • Students will research events, and what needs to be done to put on a successful event. • In a team, students will plan and organise an event. • Students will contribute to putting on an event and put it on themselves, each student having their own roles. • Students will evaluate how their event went and well they performed. • Students will understand the differing elements of the hospitality industry. • Students will investigate the careers within the hospitality industry as part of their work – Links to the real world and the roles they will be attending to, will be made. <p>The Event</p> <ul style="list-style-type: none"> • Students will learn to manage their time effectively when carrying their allocated role; planning their time so that they work effectively, utilising a time plan and sticking to it • Students will learn and develop their skills in being helpful and friendly, working as a team to serve food and drink • Students will learn to take responsibility, listen to instructions, follow instructions, and providing advice and instructions. • Students will develop the skills to Be confident when completing a work activity such as: keeping focused when presented with a task, showing determination to complete a task, having ‘broad shoulders’ and not taking things personally, showing enthusiasm when trying overcoming task difficulties and engaging others in the task to achieve the objective, despite any difficulties. • Students will learn and demonstrate self-management skills such as: being appropriately dressed and presented for the event, being organised, good timekeeping, punctuality and fulfilling own duties. • Students will be able to provide contributions to an event such as: following instructions, personal confidence, proactive support, positive behaviour and respecting others and helping to set up the event facility. • Providing support for different roles and responsibilities at the event such as: communicating issues to the organiser, covering for others, anticipating issues, and assisting customers. • Students will develop their preparation and cooking skills for both food and drinks, and H&S awareness. Dishes created will be appropriate for an event. <ul style="list-style-type: none"> • Students will be actively involved in helping prepare for the event • Students will learn to help to set up an event. • Students will help to put on their event with others. • Students will learn to evaluate how they worked and the event itself.
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		<ul style="list-style-type: none"> • Students will be actively involved in helping prepare for the event • Students will learn to help to set up an event. • Students will help to put on their event with others. • Students will learn to evaluate how they worked and the event itself. <p>Year 10 students will be learning this knowledge and these skills, developing skills and knowledge learned throughout KS3 cooking and nutrition.</p> <p>Year 11 students take a more dominant role in the organisation and planning and develop and master their skills.</p>	<p>Year 10 students will be learning this knowledge and these skills, developing skills and knowledge learned throughout KS3 cooking and nutrition.</p> <p>Year 11 students take a more dominant role in the organisation and planning and develop and master their skills.</p>
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