

HONLEY HIGH SCHOOL

CURRICULUM GUIDE 2023-2024

FOOD, NUTRITION & TEXTILES (KS3)

FOOD & NUTRITION (KS4)

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STRIVE FOR THE HIGHEST





Food and Textiles Year 7

AUTUMN 1

FOOD - HEALTH AND SAFETY
Students will learn about health and safety. They will learn basic knife skills and begin to look at healthy eating.

TEXTILES - ANIMAL PENCIL CASE
Students will learn about health and safety. They will learn how to set up and use a sewing machine. They will begin the Animal Pencil Case project.

Prior Learning
At KS2 students are taught to understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

CAREERS LINKS

ICT Teacher, graphic designer, games developer, product designer, engineer, using CAD as a designer, architect or engineer, fashion designer, fabric specialist, costume designer, textile technician or textile developer, careers in catering, as a chef, food hygiene, product development, manufacturing and many more.

AUTUMN 2

FOOD
Students will continue learning about healthy eating. They will develop knowledge on the rubbing in method and simple raising agents.

TEXTILES
Students will continue with their Animal Pencil Case.

Prior Learning
In KS2 students are taught to identify and solve their own design problems they also develop and communicate design ideas using annotated sketches.

SPRING 1

FOOD
Students will continue looking at raising agents. They will begin to understand nutritional analysis and cook a dish of their own choice.

TEXTILES
Students will complete their Animal Pencil Case.

Prior Learning
At KS2 are taught to select from and use specialist tools, techniques, processes, equipment and machinery precisely and use a complex range of materials considering their properties.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment (performance virtues), resilience, learning from failure, awareness of the needs of others, awareness of environmental issues (civic virtues), critical thinking, problem solving, making judgements, awareness of health and wellbeing (moral virtues).

SPRING 2 – ROTATION OF SUBJECTS

TEXTILES - ANIMAL PENCIL CASE
Students will learn about health and safety. They will learn how to set up and use a sewing machine. They will begin the Animal Pencil Case project.

FOOD - HEALTH AND SAFETY
Students will learn about health and safety. They will learn basic knife skills and begin to look at healthy eating.

Prior Learning
In KS2 they are taught to understand and apply the principles of a healthy and varied diet.

KEY ASSESSMENT DATES

Assessments will take place throughout the topics:

- Waste to Wear poster
- Basic skills assessment
- Quality of applique
- Practical knife skills – Couscous Salad
- Nutrition written test
- Consolidation of skills – Apple Crumble

Students will study ½ a year of food and ½ a year of textiles, rotating at February half term**

SUMMER 1

TEXTILES
Students will continue with their Animal Pencil Case.

FOOD
Students will continue learning about healthy eating. They will develop knowledge on the rubbing in method and simple raising agents.

Prior Learning
Students know how to work safely and hygienically in the food work shop. They will have had some exposure to the importance of a balanced diet at KS2.

SUMMER 2

TEXTILES
Students will complete their Animal Pencil Case.

FOOD
Students will continue looking at raising agents. They will begin to understand nutritional analysis and cook a dish of their own choice.

Prior Learning
Students will have practiced the following skills, working safely, working hygienically, the bridge and claw grips, using the oven and the rubbing in method

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Food and Textiles Year 8

AUTUMN 1

TEXTILES
Students will re-visit the sewing machine and begin to create a range of samples to support their design work on juggling balls.

FOOD
Students will look at Health Eating. They will re-cap the rubbing in method and learn how to make a sauce and how to work with high risk ingredients.

Prior Learning
Y7 - students are taught basic skills on the sewing machine and how to do a simple applique technique. Students are also taught how to collect and use secondary research to inspire their own design work.

CAREERS LINKS

ICT teacher, graphic designer, games developer, product designer, engineer, using CAD as a designer, architect or engineer, fashion designer, fabric specialist, costume designer, textile technician or textile developer, careers in catering, as a chef, food hygiene, product development, manufacturing and many more.

AUTUMN 2

TEXTILES
Students will design and begin to create the fabric for their juggling balls.

FOOD
Students will practice working with high risk ingredients. They will begin a project on the uses and properties of eggs.

Prior Learning
Y7 - research images for a mood board and produce some initial ideas. They then produce a final design idea which has been annotated.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment (performance virtues), resilience, learning from failure, awareness of the needs of others, awareness of environmental issues (civic virtues), critical thinking, problem solving, making judgements, awareness of health and wellbeing (moral virtues).

SPRING 1

TEXTILES
Students will finish and evaluate their juggling balls.

FOOD
Students will continue learning about eggs. They will learn how to adapt a recipe and how to nutritionally analyse a food product.

Prior Learning
Y7 - basic skills, pinning tacking and sew two basic stitches on the sewing machine.

SPRING 2 – ROTATION OF SUBJECTS

FOOD
Students will look at Health Eating. They will re-cap the rubbing in method and learn how to make a sauce and how to work with high risk ingredients.

TEXTILES
Students will re-visit the sewing machine and begin to create a range of samples to support their design work on juggling balls.

Prior Learning
Y7 - working safely, working hygienically, how to use the bridge and claw grips, using the oven safely, how to do the rubbing in method

KEY ASSESSMENT DATES

Assessments will take place throughout the topics:

- Construction of juggling bean bags
- Assess macaroni cheese dish practical
- Understanding of food safety test
- Egg theory test

Students will study ½ a year of Food and ½ a year of Textiles, rotating at February half term

SUMMER 1

FOOD
Students will practice working with high risk ingredients. They will begin a project on the uses and properties of eggs.

TEXTILES
Students will design and begin to create the fabric for their juggling balls.

Prior Learning
Y7 - Students know how to work safely and hygienically in the food work shop.

SUMMER 2

FOOD
Students will continue learning about eggs. They will learn how to adapt a recipe and how to nutritionally analyse a food product.

TEXTILES
Students will finish and evaluate their juggling balls.

Prior Learning
Y7 - working safely, working hygienically, the bridge and claw grips, using the oven and the rubbing in method.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Textiles, Food and DT Year 9

TEXTILES

EDO MORALES

Students will re-cap health and safety, Student will learn a range of new embellishment techniques and use these to create an artefact design based on the artist Edo Morales.

EDO MORALES

Students will continue their work on Edo Morales applying their knowledge to make their finished artefact.

Prior Learning

Build on skills and knowledge from Years 7 and 8 - students learnt how to set up a sewing machine, basic skills, complete a simple applique technique and know how to use mood boards and research to inspire their own design work including annotating their design.

CAREERS LINKS

FOOD - good preparation for any career in the food, drink and hospitality industry: Recipe and Product development, Food Promotion, Sales and Advertising, Food Hygiene, Education, Child Care Sector, Dietician, Catering
TEXTILES – Designer, Fabric Specialist, Costume Designer, Textiles Technician, Manufacturing, Product Development
DT – Graphic Designer, Product Designer, Construction, DIY, Architect, Engineer

FOOD

PASTA AND BREAD MAKING

Students will develop knowledge and skill on pastry and bread making.

PASTA AND BREAD MAKING

Students will develop knowledge and skill on raising agents. They will begin to look at nutritional analysis.

Prior Learning

Build on skills learning in Y7 & Y8– students learnt how to work safely and hygienically and rubbing in method for pastry.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment, resilience, awareness of the needs of others, critical thinking, problem solving, awareness of health and safety, creativeness

DESIGN & TECHNOLOGY

STRUCTURES PROJECT

Students will learn about conventional house construction and what the different parts of a house must do for it to retain structural stability.

Students will build a model house and learn why various construction techniques are applied during the building process.

PEWSTER CASTING

Students will learn about the sources and production of metal and some of the ways it is shaped and formed. They will design and finish a small pewter key ring.

CAD/CAM

Students will gain experience of using Google Sketch Up and draw a range of different objects including chocolate bards and boats.

Prior Learning

Students have prior knowledge of 2D and 3D drawing techniques, awareness of stress and strain (Y7 structures project and physics lessons) properties of materials and manufacturing processes. They may have some knowledge of Google Sketch Up from ICT lessons.

KEY ASSESSMENT DATES

Assessments will take place at the end of each topic.
Subjects rotate every ½ term

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Hospitality & Catering Year 10

AUTUMN 1

PRINCIPLES OF NUTRITION

Students will learn about the definition, source and function of macro and micronutrients.
 Students will also further develop their practical skills during this unit of study.
 PLEASE NOTE THE CURRICULUM CHANGED FROM FOOD & NUTRITION TO HOSPITALITY & CATERING

Prior Learning

There is no requirement for learners to achieve any specific qualifications prior to undertaking this qualification.

CAREERS LINKS

Good preparation for any career in the food, drink and hospitality industry. Recipe and product development. Food promotion and sales. Sales advertising. Education and Child Care sector. Dietician.

AUTUMN 2

HOSPITALITY & CATERING IN ACTION – PREPARATION

During this term, students will complete practice tasks for the NEA assessment.
 Students will complete practice tasks in the following areas:
 - Research and menu planning - Nutritional analysis
 - Preparation, cooking, and presentation of dishes - Evaluation

Prior Learning

Students will continue to build on their knowledge from the Food KS3 curriculum.

CHARACTER LINKS

Moral virtues of respect, honesty and understanding are fostered when considering the role ethics, medical and moral choices come in to play with food. Civic virtues of citizenship, community awareness is harnessed when exploring food cultures and tolerances locally, nationally and globally

SPRING 1

Students will complete an NEA assessment in response to a brief set by the exam board.
 Students will produce assessed materials in the following areas:
 - Research and menu planning - Nutritional analysis
 - Preparation, cooking, and presentation of dishes - Evaluation
 This work will contribute up to 60% of the final assessment grade.

Prior Learning

Students will continue to build on their knowledge from the Food KS3 curriculum.

SPRING 2

Students will produce assessed materials in the following areas:
 - Research and menu planning - Nutritional analysis
 - Preparation, cooking, and presentation of dishes - Evaluation
 This work will contribute up to 60% of the final assessment grade.

Prior Learning

Students will continue to build on their knowledge from the Food KS3 curriculum.

KEY ASSESSMENT DATES

SUMMER 1

Students will gain knowledge and understanding of hospitality and catering provision.
 This will cover:
 - Hospitality and catering providers - Working in the hospitality and catering industry
 - Working conditions in the hospitality and catering industries
 - Contributing factors to the success of hospitality and catering provisions

Prior Learning

Students will continue to build on their knowledge from the Food KS3 curriculum.

SUMMER 2

Students will gain knowledge and understanding of hospitality and catering provision.
 This will cover:
 - Hospitality and catering providers - Working in the hospitality and catering industry
 - Working conditions in the hospitality and catering industries
 Contributing factors to the success of hospitality and catering provisions

Prior Learning

B Students will continue to build on their knowledge from the Food KS3 curriculum.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Food Year 11

AUTUMN 1

NEA 1 – FOOD SCIENCE INVESTIGATION

Introduction to the task

Teacher input about the NEA topic content. Science behind the topic and other possible issues. Students can write notes to help them with their research. Students to independently gather both primary and secondary research

Planning and Food science investigation/Evaluation of results

Teacher input about the controlled food experiment. Planning of food science investigation / setting up a fair test/ recording information using sensory testing 2 hours food science practical. To record their results from the food science experiment. Sensory analysis and photographic work will also be included. Teacher input on how to write up the food science investigation. Students to evaluate the food science investigation taking into account research / practical investigations / sensory evaluations/ their hypothesis and the write a final conclusion against their hypothesis.

Prior Learning

Bringing together Food science knowledge from bread/ pastry /raising agents / how food is cooked / changes in function/ appearance of food products, and sensory evaluations of food in Year 9/10

CAREERS LINKS

Good preparation for any career in the food, drink and hospitality industry. Recipe and product development. Food promotion and sales. Sales advertising. Food sales. Education and Child Care sector. Dietician.

AUTUMN 2

NEA2 – CONTROLLED TASK 2

Introduction to NEA 2 TASK

To understand the assessment criteria for the NEA 2 task. Teacher input on how to / students will; Write a task analysis for the NEA 2 task, be able to use primary and secondary research to effectively answer the task. write up research findings. Students write up a plan of action for next steps in the task

Research Trial Dishes

Identify from the research findings a range of trial dishes. Plan each trial dish/ Make each trial dish. Justify each of trial dishes and evaluate their suitability for the task. Students to use sensory analysis charts to evaluate the success of their first trial dish. Students to then self-assess their work against the success criteria. From the evaluation of the trial dishes and research students will decide on the final dishes they will complete in the final 3-hour practical exam. Dishes will showcase the students' abilities and should include a range of high skilled dishes with side dishes. Students will cook 3 final dishes.

Prior Learning

Year 10 - identify the contents of food related key words with their knowledge
Year 10 - Sensory analysis charts/ evaluation techniques
Year 9/10 - practical skills and techniques learnt

CHARACTER LINKS

Moral virtues of respect, honesty and understanding are fostered when considering the role ethics, medical and moral choices come in to play with food. Civic virtues of citizenship, community awareness are harnessed when exploring food cultures and tolerances locally, nationally and globally

SPRING 1

NEA2 – CONTROLLED TASK 2

Practical

To identify three dishes (and accompaniments) for the NEA 2 practical task. Discuss possible dishes and side dishes that can be used and meet the brief. Identify the skills that they are using when made. Consider the food styling and plating techniques used. To know how to write a plan of action (timeplan) for the assessed practical lesson. Teacher input Introduce the success criteria for a time plan to students. Recap on information that should be included on the timeplan. Outline the colour coding system and the skills reference list that needs to be included. Students to complete a 3 hour practical exam successfully combine ingredients to make three dishes(+ sides). To demonstrate their individual skills in the making of 3 dishes.

Prior Learning

They will draw on planning, practical skills and techniques learnt throughout the course to showcase their skills in the 3 hour practical exam

KEY ASSESSMENT DATES

NEA1 – Deadline December
NEA2 – Deadline March
Final Exam - End of year

SPRING 2

NEA2 – CONTROLLED TASK 2

Evaluation

Discuss the criteria for a successful evaluation with the students. Emphases the importance of using detailed sensory language to test the dishes with and how to construct the star diagrams correctly. Outline how to compare their dishes to ones made by others and how to then state possible improvements to their dishes. students to; Write a detailed evaluation analyse their performance and the outcome of their dishes against the task, Test the sensory properties of their dishes, Consider the improvements that could be made to their dishes, compare dishes against existing products./ complete Bibliography

Prior Learning

Students prior experience of; Evaluating/ sensory data in year 10.
NEA 1 task of analysing sensory data /results.
Prior theory from Year 10

SUMMER 1

REVISION - THEORY AND SCIENTIFIC CONCEPTS FROM YEAR 10 UNIT 3

What to expect in the exam/ tips on answering questions Model exam answers / explain key command words/ explain how to plan answers to extended questions. Students will practice a range of exam style questions which will include extended response questions

REVISION

To revisit theory and scientific concepts from year 10
Unit 4 – Food Provenance
Unit 5 – Factors Affecting food choice.
Unit 6 Food science

Prior Learning

Theory from Year 10
Gained knowledge from controlled task 1 and 2

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Textiles Year 10

AUTUMN 1

ARCHITECTURE

Mixed media artist Jon Measures acts as inspiration for the initial project of Y10 GCSE Art. Students will analysis his multi layered architectural compositions of buildings before creating their own artworks using collage, batik, transfer printing, free machine embroidery, mono printing and mixed media.

Prior Learning

Y9 Art - Artist analysis, artist response, colour theory, observational drawing, mixed media, mono printing, collage

AUTUMN 2

ARCHITECTURE

Students will use their own artworks from the first half-term to design a block print design. Use reduction printing to create layers of colour and textures within their prints. The printing process is followed by a series of workshop focused on mixed media techniques. Students will also have an opportunity to develop personal artworks using a taught technique of their own choice.

Prior Learning

Y9 - Artist analysis, artist response, colour theory, batik, transfer printing, free machine embroidery

SPRING 1

SELF-IMAGE

Initially using photographer Rankin as inspiration, students will complete a photoshoot to capture expressive portraits of each other's. These primary images will then be 'destroyed' using a wide variety of material and processes (including wire work, biro drawing, texture drawing and font design), aiming to increase students' ability to explore ideas and take creative risks. The abstracted figures of painter Christiane Spangsberg act as an initial inspiration for exploring experimental drawings.

Prior Learning

Y9- Teesha Moore- Portrait drawing

Y10 - Architecture

SPRING 2

SELF-IMAGE

Following on from primary photos and drawings, students are introduced to the work of expressive painter Jean-Michel Basquiat. Informed by a short series of painting workshops, students will need to use their primary photos to create their own artwork to the figurative work of Basquiat. This also provide the opportunity to combine artistic influences, ideas, materials and processes explored within this project to create a highly personal and meaningful response to the theme 'Self Image'.

Prior Learning

Y9 Art - Landscape painting
Y10 - Architecture

SUMMER 1

OUR WORLD

Taking inspiration from their own research and primary studies, students will explore the theme 'Our World'. Students will need to demonstrate an ability to record their observations and refine their ideas. Students will make visual responses that take inspiration from their chosen artist(s) in suitable materials.

Prior Learning

Y10 - Architecture

SUMMER 2

OUR WORLD MOCK EXAM

Using the artwork from the previous half-term, students will need to work with an increased amount of independence, developing a personal artwork inspired by the theme of 'Our World' and their research from the previous half term.

Prior Learning

Y10 - Flora

CAREERS LINKS

Fine Artist, photographers, mixed media artist. Shoe designers and fine artists, artists, sculptors, puppet makers, animators

CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

KEY ASSESSMENT DATES

Coursework is constantly reviewed with verbal feedback. Formative teacher assessment and guidance is ongoing. Summative assessment takes place every 4 weeks. Mock exam June

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Textiles Year 11

AUTUMN 1

OUR WORLD: EXTENDED PROJECT

A personal project that shows explicit coverage of the four assessment objectives. It must evidence the journey from initial engagement to the realisation of intentions.

Prior Learning

Y10- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

CAREERS LINKS

Fine artist, photographers, mixed media artist. Shoe designers and fine artists, artists, sculptors, puppet makers, animators

AUTUMN 2

PORTFOLIO PRESENTATION

Students will complete and improve their coursework made throughout the course and present their Component 1 portfolio, worth 60% of their final GCSE grade.

Prior Learning

Y10- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

SPRING 1

COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

KEY ASSESSMENT DATES

Coursework is constantly reviewed throughout lessons with verbal feedback. Summative assessment takes place 4 weeks, combination of lesson and homework.

SPRING 2

COMPONENT 2: EXTERNALLY SET ASSIGNMENT

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

SUMMER 1

PORTFOLIO PRESENTATION

Students will complete and improve their coursework made throughout the course and present their portfolio of artwork ahead of final submission for work before GCSE grading.

Prior Learning

Y10/Y11- Artist analysis, development of ideas, record observations, personal outcomes, presentation of coursework, annotations, independent work

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST