

Curriculum Map: CONNECT KS3 23-24

	Term 1 Food	Term 1 Design and Technology	Term 2 Food	Term 2 Design and Technology	Term 3 Food	Term 3 Design and Technology
Topic	Food around the world	Junk Monster (Textiles)	The Hospitality and Catering Industry	Phone Case (3D)	Bradford 2025	Bradford 2025 (3D/ Textiles)
Intent	To inspire students' enthusiasm in the subject. To link learning to real-life contexts so that students can relate to the content. To introduce them to recipes which they can use at home and in the future and develop key knife/ practical skills.	To build on skills learned in Textiles and introduce a range of knowledge, understanding and skills. Students will design and make high-quality prototypes and a final product (Junk E-monster) to meet a specification and specific application (to be replicated and made for children of refugee families). Students will critique and evaluate the work of themselves and others and will test their ideas and products using feedback, to enhance their work.	To inspire and foster students' enthusiasm in the subject and build on skills learned in Term 1. To link learning to real-life contexts so that students can relate in more depth to the content. To introduce and refine existing, practical cooking skills/ recipes which they can use at home and in the future to feed themselves and others.	To build on skills learned in first project and introduces and refines a range of knowledge, understanding and skills in a 3D context. Students will design and make high-quality prototypes and a final product (phone case and stand) to meet a specification and specific applications. Students will critique and evaluate the work of themselves and others and will test their ideas and products using feedback, to enhance their work.	To inspire and foster students' enthusiasm in the subject and prepare them for next year. To link learning to real-life contexts so that students can relate in more depth to the content. To introduce, refine and embed existing, practical cooking skills/ recipes which they can use at home and in the future to feed themselves and others.	To build on skills learned in first project and refines and embeds a range of knowledge, understanding and skills in a 3D or Textiles context. Students will design and make high-quality prototypes and a final product to meet a specification and specific applications. Students will critique and evaluate the work of themselves and others and will test their ideas and products using feedback, to enhance their work.
Key Knowledge	To know and understand where food is grown, reared, and caught, seasonality, cuisines from a local, national, and international context. To be able to test the various qualities of food and be able to use the sensory properties of food to adapt and improve their cooking. To know and understand how the work of various chefs can be used to inspire their dishes. To understand how to use a range of knives and equipment, safely and with precision.	To know and understand how to research and use research, develop part of a specification, develop, and communicate design ideas using annotated sketches, select and use specialist tools (pattern making tools, fabric shears, hand embroidery needles, pinking shears, sewing machine, making a simple circuit to light up LEDs). To know and understand how to analyse the work of others (Junker Jane, Felt Mistress, Hive Arts Charity, Teddy Trust), test, evaluate and refine their ideas against their specification considering the views of the intended users. To understand how design affects the environment.	1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety 1.4.1 Food related causes of ill health 1.4.2 Symptoms and signs of food-induced ill health 1.4.3 Preventative control measures of food-induced ill health 1.4.4 The Environmental Health Officer (EHO) (Mapped to WJEC Hospitality and Catering)	To refine skills in how to research and use research, identify, and solve a design problem, develop a specification, develop, and communicate design ideas using modelling, digital presentations, computer software, select and use specialist tools (card, sublimation paper, heat press, acrylic). To know and understand how to analyse the work of others (phone case brands: Pela, Wake Life proof), test, evaluate and refine their ideas against their specification considering the views of the intended users. To understand how developments in Technology such as drones, autonomous underwater vehicles (AUVs) can support coral conservation.	2.1.1 Understanding the importance of nutrition 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices 2.1.2 How cooking methods can impact on nutritional value 2.2.1 Factors affecting menu planning 2.2.2 How to plan production 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance	To embed skills in how to research and use research, identify, and solve a design problem, develop a specification, develop, and communicate design ideas using modelling, digital presentations, computer software, select and use specialist tools. To know and understand how to analyse the work of others, test, evaluate and refine their ideas against their specification considering the views of the intended users. To understand how developments in Technology link to their chosen outcome.
Key Skills	Work safely, recall of key knowledge from last year, Weighing and measuring, knife skills, use of the oven, test for readiness, use of correct chopping boards, dicing and large dice, use of hob and grill (applying heat in different ways) washing up. Handling chicken and fish, cooking rice, making a bread dough, coating and frying.	Work safely, demonstrate the recall of hand embroidery stitches and circuits, Be able to create a pattern, cut out fabric accurately, demonstrate accurate hand/ machine stitching, demonstrate how to wire a simple circuit to power LEDs. Be able to link to learning in BBEC Year 8 PSHCE curriculum on Discrimination and challenging injustice.	Work safely, recall of key knowledge from last year, Weighing and measuring, knife skills, use of the oven, test for readiness, use of correct chopping boards, dicing and large dice, use of hob and grill (applying heat in different ways) washing up. Skills appropriate to the dishes chosen according to the set brief.	Work safely, demonstrate how to use the heat press, mark out and measure acrylic, use the strip heater, use a range of hand tools and machinery in order to finish plastic accurately.	Work safely, recall of key knowledge from last year, Weighing and measuring, knife skills, use of the oven, test for readiness, use of correct chopping boards, dicing and large dice, use of hob and grill (applying heat in different ways) washing up. Skills appropriate to the dishes chosen according to the set brief.	Work safely, demonstrate the recall of hand embroidery stitches and circuits, Be able to demonstrate with confidence, a wide range of skills relevant to the intended 3D/ Textiles outcome.
Recipes (Food) OR Technical knowledge (DT)	Recipes: HT 1: Bibimbap/ Chow Mein, Sweet and Sour Chicken and rice, Spinach and potato curry with naan, Jambalaya, British dish (own choice), Own choice HT 2: Fish goujons and chips, Calzone with seasonal ingredients, Crumble/ pie with seasonal fruit, Own choice x 2, Christmas themed practical	Technical knowledge: To understand and use the properties of different types of fabrics, embroidery threads and embellishments to achieve a fully functioning solution.	Recipes: HT 1: Loaf cake, British dish (own choice), Own choice HT 2: Own choice x 2, Easter themed practical	Technical knowledge: To understand and use the performance of structural elements to achieve a fully functioning solution. To apply CAD skills in the design process. To apply computing skills to further develop the design to become SMART in the evaluation process.	Recipes: HT 1: Trial dishes chosen appropriate for the brief set HT 2: 2-course menu with accompaniments (trial and final exam) Assessed practical. Summer-themed recipes.	Technical knowledge: To understand and use the performance of structural elements to achieve a fully functioning solution. To apply CAD skills in the design process. To apply computing skills to further develop the design to become SMART in the evaluation process.
Misconceptions and adaptive strategies	Misconception: how to handle chicken Strategy: explicitly teach how the safety implications of handling raw chicken Misconception: how to weigh accurately Strategy: explicitly teach how to use the scale/ jug when measuring Misconception: how to use the knife to chop vegetables Strategy: Demonstrate in lesson 1, how to use the knife correctly.	Misconception: how to tie-on a knot and thread a needle. Strategy: establish clear guidance of how to do this and embed opportunities to practice throughout the scheme of work. Misconception: how to thread up a sewing machine. Strategy: allow time in the scheme of work to allow students to learn and master this specific skill.	Misconception: confusion between types of provision in the hospitality and catering industry. Strategy: ensure units are broken down into distinct lessons to ensure content is taught and learned before moving on.	Misconception: why discussions around sustainability are important i.e. coral conservation/ sustainable materials. Strategy: discuss the bigger picture and relate to student context throughout the project i.e. waste on a global and personal scale.	Misconception: confusion between cooking methods and the impact on nutrition. Strategy: ensure content is delivered in smaller chunks so as not to overload students with too many cooking methods at once.	Misconception: As appropriate to the intended outcome Strategy: As appropriate to the intended outcome
Key Vocabulary	Tier 2: Reared, Sensory, Inspire, Precision Tier 3: Seasonality, Star profile, Ranking, all of the key practical skill terminology. Any additional specific terminology related to the lessons planned.	Tier 2: design, make, evaluate, analyse, upcycle, critique Tier 3: research, specification, designer, consumer, prototype, hand embroidery, CAD, sublimation, heat press BBEC values in context.	Tier 2: induced, preventative, symptom, Tier 3: provision, hospitality, catering, environmental health officer List not exhaustive.	Tier 2: design, make, evaluate, analyse, application, critique, feedback, digital Tier 3: research, specification, designer, consumer, prototype, heat press, sublimation, strip heater, acrylic, band facer, pillar drill, CAD, CAM, drones, AUV BBEC values in context.	Tier 2: prepare, present Tier 3: nutrients, steaming, grilling, baking, boiling, vegetarian, vegan, halal, kosher, time plan, quality checks List not exhaustive.	Tier 2: As appropriate to the intended outcome Tier 3: As appropriate to the intended outcome

