

Levenshulme High School – Curriculum Map – DT Rotations – Rotate on termly cycle

| | | Term 1 | Term 2 | Term 3 |
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| | No. of Weeks | 7 + 6 | 6 + 6 | 5 + 6 |
| Year 8 | Subject /Topic | Food Technology Healthy Eating | Graphic Design Beauty Standards | Textiles Upcycling project |
| | <i>Pupils should know...</i> <i>Core knowledge and concepts to learned</i> | <p>How to work safely and hygienically in a professional kitchen.</p> <p>How to make informed and healthier choices when as both consumers and chefs along with the reasons and justifications for making dietary changes.</p> <p>The health implications of eating unhealthy foods, including which food groups are associated with the main diet related diseases most prevalent to them.</p> <p>Key nutritional principles, including 'The Eatwell Guide', the importance of macronutrients micronutrients.</p> <p>The various dietary needs and requirements affecting the food industry (in relation to life stages; ethical, cultural and</p> | <p>How to receive and analyse a customer brief around beauty standards and stereotypes.</p> <p>How to analyse, evaluate and interpret the work of Graphic designers in a meaningful and concise way.</p> <p>How to develop a professional layout for the front cover of a magazine. Considering; image framing, font concept and design, selection of background, composition.</p> <p>How to use sources to support their work and inspire visual outcomes, such as promotional materials.</p> <p>How to find their own visual resources to support the development of their work in relation to specific and personal areas of interest.</p> <p>How to design own magazine layout using publishing software. Microsoft publisher.</p> | <p>To understand current political, social and ethical issues linked with textiles industry and production. Tackling this through upcycling of materials.</p> <p>To analyze, respond to and evaluate a design brief. Looking at the work of Textiles designers as a starting point</p> <p>To understand the design process by looking at materials, pattern cutting, and structure of 3D designs.</p> <p>To understand the properties and surface textures of textile substances. To understand and maintain a high level of Health and Safety requirements by using specialist equipment.</p> |

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| | | religious choices; and allergens and intolerances). The different social, moral, and environmental issues affecting food choices and consumption. | | |
| | <i>Pupils should be able to do...</i> <i>Skills developed</i> | Follow, know and demonstrate: all health and safety rules. Where and how to store ingredients they bring in. How to use the ovens and hobs, setting them as well as using them safely. How to weigh and measure ingredients accurately . Washing up and tidying up routines. Food preparation and cooking skills, such as knife safety skills, weighing and food handling. To demonstrate understanding of food nutrition in preparing healthy balanced meals: Frying, Boiling, Baking. Know the function of all baking ingredients, some students will also make links to food science processes. Describe the different baking methods and give examples of use as well as complete | Interrogate an image and or font to understand aesthetics and visual communication. To understand the nuance and suggested meanings in advertising such as magazines and billboards. To identify a range of fonts and methods of communicating through words. To understand the needs of a target user or consumer. To create layouts on Publisher which communicate key messages using image, text, layout, tag lines and leading articles. | Follow, know and demonstrate: all health and safety rules when working in a professional textiles environment. To interrogate a 3D design and understand aesthetics and visual communication. To develop verbal and written analytical skills when discussing designers. To design and develop ideas in 2 dimensional plans then develop this as a 3 dimensional outcome. To develop dexterity in a range of skills: Hand sewing skills, pattern cutting, use of sewing machines. |

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| | | <p>practical tasks demonstrating this knowledge. Identify all and demonstrate some methods of cooking fish and meat.</p> | | |
| | <p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p> | <p>To embed strong working practises within the food rooms around health and safety, as well as best practice hygiene standards.</p> <p>To provide a good foundation of knowledge in relation to nutrition and food choices, to promote best health and wellbeing for all students as early as possible (so this can be built on in increasing detail as they progress through school life).</p> <p>To promote and further embed our beliefs and values as a school; embracing diversity and exploring how this relates to diet and dietary choices.</p> | <p>To provide students with opportunities to question beauty stereo types they may be challenged with and to give them a platform to communicate their own voice and ideas.</p> <p>To develop digital media skills that are used in the creative industries and to give students insight into what career pathways there are in the creative arts.</p> <p>To enable students to make connections between outcomes and conceptual thinking, such that they become aware of how all forms of digital media can be used for expression and exploration of ideas</p> | <p>To provide students with an insight into skills required for the textiles industry.</p> <p>To encourage them to develop independent reflections, research and ideas into Upcycling as a current design concept.</p> <p>To provide a progression of skills learnt in year 7 textiles.</p> |

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| Year 9 | Subject/ Topic | Food Technology Cultural Cuisines | Graphic Design/Photography Identity | Textiles Weaving and Trapping |
| | <i>Pupils should know...</i> <i>Core knowledge and concepts to be learned</i> | <p>To demonstrate at all times Food Hygiene and Safety when working in a professional kitchen.</p> <p>Retrieval of knife safety and food handling and storage skills.</p> <p>To analyse the taste, texture and appearance when referring to food.</p> <p>To understand and demonstrate weighing, measuring and organisational skill.</p> <p>To adapt and follow recipes using suitable ingredients and tools to prepare and cook a range of cultural dishes.</p> <p>How to conduct research to meet the needs of a written brief.</p> <p>How to design a dish to meet the needs of a written brief.</p> | <p>How to receive and analyse a brief around Identity.</p> <p>How to analyse, evaluate and interpret the work of Graphic Designers and Photographers in a meaningful and concise way.</p> <p>Using analysis frameworks to discuss and complete written analysis of Graphic Designers and Photographers.</p> <p>To understand how to visually communicate emotional concepts of identity through analogue experiments with images.</p> <p>To understand digital processes for experimentation such as photography techniques, scanning and Photoshop.</p> | <p>To interrogate a 3D design and understand aesthetics and visual communication.</p> <p>To develop verbal and written analytical skills when discussing designers.</p> <p>To develop independent working practices building of design pathways. To design and develop ideas in 2 dimensional plans then develop this as a 3 dimensional outcome.</p> <p>Knowledge and application of colour theory.</p> <p>To understand the properties and surface textures of textile substances. To understand and maintain a high level of Health and Safety requirements by using specialist equipment.</p> |

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| | | To research and understand how food is produced and consumed. Different commodity groups, sources of the commodity and the nutrients it contains. | | |
| | <p><i>Pupils should be able to do...</i></p> <p><i>Skills developed</i></p> | <p>Use high quality decorative techniques with skill and confidence.</p> <p>Sensory testing and evaluation.</p> <p>Time management skills, including forward planning and multitasking.</p> <p>Demonstrate a range of cooking skills both oven and hob based when producing their dishes.</p> <p>Independent testing for readiness across a range of dishes alongside timings and food safety guidelines.</p> <p>A range of technical skill: Pastry dishes, Stewing, Frying, Baking, Handling and preparation of raw meats.</p> | <p>To interrogate a brief and develop personal and meaningful insights into this.</p> <p>Development of verbal and written analytical skills when discussing the work of professional Graphic Designers and Photographers.</p> <p>To create visual experiments with photography using analogue photography techniques. E.g.: folding, cutting, ripping, scrunching images. Then scanning and manipulating further.</p> <p>Digital manipulation skills; use of SLR cameras considering lighting, movement, framing, macro lenses.</p> <p>Digital manipulation skills in use of photoshop.</p> | <p>Follow, know and demonstrate: all health and safety rules when working in a professional textiles environment.</p> <p>To interrogate a 3D design and understand aesthetics and visual communication.</p> <p>To develop verbal and written analytical skills when discussing designers.</p> <p>To design and develop ideas in 2 dimensional plans then develop this as a 3 dimensional outcome.</p> <p>To develop dexterity and experimentation in a range of skills: Hand sewing skills, layering and surface design through weaving and fraying, use of sewing machines</p> |
| | <i>Why are we doing this now?</i> | To provide a more inspirational and career/ industry linked perspective on the food industry which introduces | To provide students with opportunities to question Identity and personal opinions and to give them a | To provide students with an insight into skills required for the textiles industry. |

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| | <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p> | <p>students to aspirational career paths and field within food and nutrition more widely.</p> <p>To ensure students develop their abilities to carry out testing and analysis of their own and others' outcomes using correct formats and processes; ensuring this can be done with greater independence and skill in the future.</p> <p>To ensure students have a clear understanding of high skill outcomes, with an ability to adapt recipes with confidence; ensuring that can be demonstrated with greater independence and skill at GCSE level.</p> | <p>platform to communicate their own voice and ideas.</p> <p>To develop digital media skills that are used in the creative industries and to give students insight into what career pathways there are in the creative arts.</p> <p>To enable students to make connections between outcomes and conceptual thinking, such that they become aware of how all forms of digital media can be used for expression and exploration of ideas</p> <p>To develop meaningful pathway of progression in skill and knowledge into GCSE options process.</p> | <p>To encourage them to develop independent reflections, research and ideas into surface design as a career pathway</p> <p>To enable students to make connections between outcomes and conceptual thinking.</p> <p>To develop meaningful pathway of progression in skill and knowledge into GCSE options process.</p> |
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