

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Food Technology</b>  Life stages and food choices  (10 weeks)	<ul style="list-style-type: none"> <li>- Nutritional needs of different life stages</li> <li>- Extended reading 'UK's worst restaurant meals for children revealed'</li> <li>- Factors affecting food choice</li> <li>- Planning nutritional meals within a budget</li> <li>- Food labelling</li> <li>- Ethical food choices</li> <li>- Vegetarians</li> <li>- Locally sourced foods</li> </ul> <p>Food practicals to cover a range of medium - higher level skills building upon basic skills covered in Year 7 &amp; 8</p>	<p>All practical work to be assessed</p> <p><b>Theory assessment tasks</b></p> <ul style="list-style-type: none"> <li>- Children's menu analysis</li> <li>- Planning meals for elderly adults</li> <li>- Food choices assessment - budgeting</li> <li>- Ethical food choices assessment (long answer question)</li> <li>- Designing ethical food choices</li> <li>- Vegetarian research project</li> </ul> <p>levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces. Teacher will do group verbal feedback as well.</p>	<p>The Year 9 curriculum builds upon knowledge gained in Years 7 &amp; 8 and starts to look into further life stages. The year 9 curriculum covers many of the theory topics to be included in Year 10</p> <p>The skills assessed in the various tasks are useful to underpin the skills needed at KS4.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- Extended reading task</li> </ul> <p>All literacy opportunities are identified in booklets through the department's symbol system.</p> <p>-</p>

<p><b>Textiles</b></p> <p>Bauhaus Tote Bags</p> <p>(10 weeks)</p>	<p>Portfolio tasks to include:</p> <ul style="list-style-type: none"> <li>- Exploring design briefs</li> <li>- Carrying out research</li> <li>- Design ideas including review and refinement</li> <li>- Development and technique testing</li> <li>- Construction and decorative work using a variety of textiles techniques</li> <li>- Evaluations</li> </ul>	<p><b>Teacher Assessment Tasks:</b></p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Design ideas</li> <li>- Manufacturing</li> <li>- Evaluation</li> </ul> <p>Assessment criteria to be shared with the classes for each assessed task.</p> <p>Detailed written feedback provided on the tasks listed about Other tasks will be self and peer assessed using the checklist at the front of the booklet</p> <p>Group feedback on common misconceptions and corrections to be shared verbally</p>	<p>The Year 9 Textiles unit starts to bridge the gap between KS3 Design &amp; Technology and the BTEC Art (Textiles) course. Pupils are still taught the fundamentals of the design process but more artistic design and manufacturing skills are starting to be developed.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms - Extended reading task -</li> <li>- including comprehension and oracy discussion/debate task</li> </ul>
<p><b>Product Design</b></p> <p>Jewellery Cube</p> <p>(10 weeks)</p>	<ul style="list-style-type: none"> <li>- Extended reading 'the problem with plastic pollution'</li> <li>- Task analysis</li> <li>- Mood board</li> <li>- Materials research</li> <li>- Extended writing – existing product analysis</li> <li>- Design specification</li> <li>- Maths in DT</li> <li>- Design ideas and review</li> <li>- Isometric drawing</li> <li>- Manufacturing</li> <li>- EvaluationExtended reading – when engineering goes wrong!</li> <li>- Modelling and testing</li> <li>- Collaborative designing</li> </ul>	<p><b>Assessments to be carried out:</b></p> <ul style="list-style-type: none"> <li>- Product analysis – extended writing assessment</li> <li>- Design and development</li> <li>- Manufacturing</li> <li>- Evaluation</li> </ul> <p>These tasks to be assessed against the levelled criteria shared with pupils.</p> <ul style="list-style-type: none"> <li>- Informal assessments such as verbal feedback will be done throughout the project.</li> </ul>	<p>The Year 9 curriculum further develops the knowledge gained in Year 7 and 8 and provides a link to GCSE project work as it uses a simplified version of a past coursework task.</p>	<ul style="list-style-type: none"> <li>- Group / class discussions</li> <li>- Use of key terms. Pupils generate definitions through the course.</li> <li>- Extended reading task: 'The problem with plastic pollution'</li> </ul>

<p><b>Business Studies</b></p> <p>(10 weeks)</p>	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>- Breakeven</li> <li>- Profit &amp; Loss</li> <li>- Cashflow</li> <li>- Balance sheets</li> <li>- Designing and marketing profitable products</li> </ul> <p><b>Designing ethical beauty products</b></p> <ul style="list-style-type: none"> <li>- Designing with ethics and morals in mind</li> </ul>	<p>An end of unit written assessment where pupils will demonstrate knowledge and understanding of key topic terms.</p> <p>Group presentation</p>	<p>The topic Breakeven is delivered first as key terms such as revenue, turnover, sales, costs, loss, profit and breakeven are vital for the following topics.</p> <p>The concepts of revenue, sales, turnover, profit, loss introduced in the first topic are returned to as they appear on the profit and loss document.</p> <p>Pupils must understand the concepts of profit and loss covered in topic 1 and 2 before they can understand the difference between overall profit and not having enough cash in the business to cover debts.</p> <p>Pupils will develop their understanding of liquidity gained in the cashflow topic and apply it to balance sheets, where they complete current assets minus current liabilities which indicates liquidity.</p> <p>This project runs alongside the above topics, one lesson per fortnight. The financial documents of sustainable fashion businesses are taught in the above topics which help to inform pupils choice of materials and sourcing for their fashion designs.</p>	<p>Key word glossary.</p> <p>Class reading &amp; discussions</p> <p>Pupils will practice their oracy by presenting their ethical brand to the class.</p>
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