

Term → Year ↓	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
7	<p>Rotation between:</p> <p><b>1. Materials:</b> Plastics/Electrical components &amp; functions <b>Project Title:</b> Steady hand game. <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Blockbots <b>Summary of Learning:</b> Using/Learning about timber/wood related tools/techniques and equipment- Band facer, Hardwood, Softwood &amp; manufactured boards, Tenon saw, bench hook, pillar drill etc.</p> <p>or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Understanding basic cooking techniques and nutrition</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Plastics/Electrical components &amp; functions <b>Project Title:</b> Steady hand game. <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Blockbots <b>Summary of Learning:</b> Using/Learning about timber/wood related tools/techniques and equipment- Band facer, Hardwood, Softwood &amp; manufactured boards, Tenon saw, bench hook, pillar drill etc.</p> <p>or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Understanding basic cooking techniques and nutrition</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Plastics/Electrical components &amp; functions <b>Project Title:</b> Steady hand game. <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Blockbots <b>Summary of Learning:</b> Using/Learning about timber/wood related tools/techniques and equipment- Band facer, Hardwood, Softwood &amp; manufactured boards, Tenon saw, bench hook, pillar drill etc.</p> <p>or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Understanding basic cooking techniques and nutrition</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Plastics/Electrical components &amp; functions <b>Project Title:</b> Steady hand game. <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Blockbots <b>Summary of Learning:</b> Using/Learning about timber/wood related tools/techniques and equipment- Band facer, Hardwood, Softwood &amp; manufactured boards, Tenon saw, bench hook, pillar drill etc.</p> <p>or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Understanding basic cooking techniques and nutrition</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Plastics/Electrical components &amp; functions <b>Project Title:</b> Steady hand game. <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Blockbots <b>Summary of Learning:</b> Using/Learning about timber/wood related tools/techniques and equipment- Band facer, Hardwood, Softwood &amp; manufactured boards, Tenon saw, bench hook, pillar drill etc.</p> <p>or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Understanding basic cooking techniques and nutrition</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Plastics/Electrical components &amp; functions <b>Project Title:</b> Steady hand game. <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Blockbots <b>Summary of Learning:</b> Using/Learning about timber/wood related tools/techniques and equipment- Band facer, Hardwood, Softwood &amp; manufactured boards, Tenon saw, bench hook, pillar drill etc.</p> <p>or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Understanding basic cooking techniques and nutrition</p>

Term → Year ↓	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
8	<p>Rotation between:</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Desk Tidy <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Plastics, Laser friendly Wood &amp; composite materials <b>Project Title:</b> 2D Keyring &amp; 3D mantel piece project <b>Summary of Learning:</b> Using/Learning about all CAD/CAM related Software, Techniques &amp; Equipment- 2D Design, 3D Design, Techsoft 2D, SketchUp Pro, Solid Works, Laser cutter, 3D Printer, 3D Router etc. or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Food safety and the function of ingredients</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Desk Tidy <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Plastics, Laser friendly Wood &amp; composite materials <b>Project Title:</b> 2D Keyring &amp; 3D mantel piece project <b>Summary of Learning:</b> Using/Learning about all CAD/CAM related Software, Techniques &amp; Equipment- 2D Design, 3D Design, Techsoft 2D, SketchUp Pro, Solid Works, Laser cutter, 3D Printer, 3D Router etc. or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Food safety and the function of ingredients</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Desk Tidy <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Plastics, Laser friendly Wood &amp; composite materials <b>Project Title:</b> 2D Keyring &amp; 3D mantel piece project <b>Summary of Learning:</b> Using/Learning about all CAD/CAM related Software, Techniques &amp; Equipment- 2D Design, 3D Design, Techsoft 2D, SketchUp Pro, Solid Works, Laser cutter, 3D Printer, 3D Router etc. or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Food safety and the function of ingredients</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Desk Tidy <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Plastics, Laser friendly Wood &amp; composite materials <b>Project Title:</b> 2D Keyring &amp; 3D mantel piece project <b>Summary of Learning:</b> Using/Learning about all CAD/CAM related Software, Techniques &amp; Equipment- 2D Design, 3D Design, Techsoft 2D, SketchUp Pro, Solid Works, Laser cutter, 3D Printer, 3D Router etc. or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Food safety and the function of ingredients</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Desk Tidy <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Plastics, Laser friendly Wood &amp; composite materials <b>Project Title:</b> 2D Keyring &amp; 3D mantel piece project <b>Summary of Learning:</b> Using/Learning about all CAD/CAM related Software, Techniques &amp; Equipment- 2D Design, 3D Design, Techsoft 2D, SketchUp Pro, Solid Works, Laser cutter, 3D Printer, 3D Router etc. or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Food safety and the function of ingredients</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Natural and manufactured timber <b>Project Title:</b> Desk Tidy <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of plastics &amp; shaping plastics, H&amp;S involved in both etc., or</p> <p><b>1. Materials:</b> Plastics, Laser friendly Wood &amp; composite materials <b>Project Title:</b> 2D Keyring &amp; 3D mantel piece project <b>Summary of Learning:</b> Using/Learning about all CAD/CAM related Software, Techniques &amp; Equipment- 2D Design, 3D Design, Techsoft 2D, SketchUp Pro, Solid Works, Laser cutter, 3D Printer, 3D Router etc. or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Food safety and the function of ingredients</p>

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9	<p>Rotation between:</p> <p><b>1. Materials:</b> Metals <b>Project Title:</b> Metals-Sculptures <b>Summary of Learning:</b> Learning about the different types of metal &amp; their properties. Using/learning about metal related tools/techniques &amp; equipment- Junior/Hacksaw, metal files, punches, Ball pein hammer, engineering vice, Brazing, etc.</p> <p>or</p> <p><b>1. Materials:</b> Plastics/Electrical components &amp; functions <b>Project Title:</b> Moodlight <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of electrical components ,plastics &amp; shaping plastics, LED's, outputs &amp; inputs, H&amp;S involved in both etc.</p> <p>or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Where food comes from and factors affecting choice</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Metals <b>Project Title:</b> Metals-Sculptures <b>Summary of Learning:</b> Learning about the different types of metal &amp; their properties. Using/learning about metal related tools/techniques &amp; equipment- Junior/Hacksaw, metal files, punches, Ball pein hammer, engineering vice, Brazing, etc.</p> <p>or</p> <p><b>1. Materials:</b> Plastics/Electrical components &amp; functions <b>Project Title:</b> Moodlight <b>Summary of Learning:</b> Using/learning about electronics and methods of joining electrical components &amp; also properties of electrical components ,plastics &amp; shaping plastics, LED's, outputs &amp; inputs, H&amp;S involved in both etc.</p> <p>or</p> <p><b>3. Food Technology</b> <b>Summary of Learning:</b> Where food comes from and factors affecting choice</p>	<p>Rotation between:</p> <p><b>1. Materials:</b> Metals <b>Project Title:</b> Metals-Sculptures <b>Summary of Learning:</b> Learning about the different types of metal &amp; their properties. 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10	<p><b><u>New and emerging technologies Unit 3.1.1</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>Robotics, automation and production in industry</li> <li>Production techniques and systems – automation</li> <li>Enterprise</li> <li>Market pull and technology push</li> <li>People, society and culture Sustainability and the environment</li> <li>Critical evaluation of new and emerging technologies – planned obsolescence</li> <li>Design for maintenance</li> <li>Ethics in design</li> <li>The environment</li> </ul> <p><b><u>Energy generation and storage Unit 3.1.2</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>Renewable and non-renewable resources</li> <li>Nuclear energy</li> <li>Energy storage</li> <li>Kinetic pumped storage systems</li> <li>Alkaline and rechargeable batteries</li> </ul> <p><b><u>Systems approach to designing Unit 3.1.4</u></b></p>	<p><b><u>Mock NEA project to cover 3.2 Section B</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>The idea of iterative thinking.</li> <li>Functionality</li> <li>Aesthetics</li> <li>Environmental</li> <li>Factors</li> <li>Availability</li> <li>Cost</li> <li>Social factors</li> <li>Ethical factors</li> </ul> <p><b><u>Communication of ideas Unit 3.3.5</u></b></p> <p>In this unit, students will learn about Designing which includes:</p> <ul style="list-style-type: none"> <li>sketching</li> <li>modelling</li> <li>testing</li> <li>Evaluation of work.</li> </ul> <p><b><u>Ecological and social footprint Unit 3.2.3</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>The six <u>Rs</u></li> <li>Ecological issues in design and manufacture</li> </ul> <p><b><u>Sources and origins Stock forms types and sizes Units 3.2. 3.2.4</u></b></p>	<p><b><u>Specialist techniques and processes 3.2.8</u></b></p> <p><b><u>Material management 3.3.9</u></b></p> <p><b><u>Tolerances 3.3.8</u></b></p> <p>In this units, students will learn about :</p> <ul style="list-style-type: none"> <li>Tools, equipment and processes</li> <li>Quality control</li> <li>How materials are cut, shaped and formed to a tolerance</li> </ul> <p><b><u>Surface treatments and finishes 3.2.9</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>The preparation and application of surface treatments and finishes</li> <li>Quality control Surface treatments and finishes</li> <li>Quality control</li> </ul> <p><b><u>Forces and stresses 3.2.2</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>Types of forces and reinforcing materials</li> <li>Manipulating materials to resist/work with forces</li> </ul> <p><b><u>Mock NEA project to cover 3.3 Section C</u></b></p> <p><b><u>The work of others 3.3.3</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>Investigate, analyse and evaluate the work of past and present designers/ companies</li> </ul>	<p><b><u>Investigation, primary and secondary data 3.3.1</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>Using primary and secondary data to understand client and/or user needs.</li> <li>Market research, interviews, human factors</li> </ul> <p><b><u>Environmental, social and economic challenge 3.3.2</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>Constraints that are presented to designers</li> </ul> <p><b><u>Investigation, primary and secondary data 3.3.1</u></b></p> <p><b><u>Design strategies 3.3.4</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>How to write a design brief</li> <li>Generating imaginative and creative designs</li> <li>How to write a design specification</li> </ul> <p><b><u>Communication of design ideas 3.3.5</u></b></p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> <li>Isometric and perspective designs</li> <li>Exploded diagrams</li> <li>Working drawings</li> <li>Computer-based tools</li> </ul>	<p><b><u>Tolerances 3.3.8</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>Working accurately</li> </ul> <p><b><u>Selection of materials and components 3.3.7</u></b></p> <p><b><u>Material management 3.3.9</u></b></p> <p>In this unit, students will learn about</p> <ul style="list-style-type: none"> <li>Cutting, shaping and forming materials to tolerance</li> <li>Planning the cutting of materials to minimize waste (linking to tolerance)</li> <li>Using measuring and marking out to create and accurate and quality prototype</li> </ul> <p><b><u>Specialist tools and equipment 3.3.10</u></b></p> <p><b><u>Specialist techniques and processes 3.3.11</u></b></p> <p><b><u>Surface treatments and finishes 3.3.11</u></b></p> <p><b><u>Using and working with materials 3.2.5</u></b></p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> <li>Selection of the correct hand tools and machinery</li> <li>Safe use of tools</li> <li>Selection and use of specialist techniques (used to shape, fabricate, construct)</li> </ul>	<p><b><u>Actual NEA</u></b></p> <p><b><u>Context given for Non-exam assessment</u></b></p> <p><b><u>External context is set by the exam board ( AQA)</u></b></p> <ul style="list-style-type: none"> <li>It's intended to be an iterative design process so the learning activities will be directed by the student and will depend on their project</li> </ul> <p><b><u>Actual NEA</u></b></p>

	<p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>• Systems</li> </ul> <p><b><u>Mechanical devices Unit 3.1.5</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>• Types of motion</li> </ul> <p><b><u>Materials and their working properties Unit 3.1.6</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>• Material properties</li> </ul> <p><b><u>Selection of materials or components Unit 3.2.1</u></b></p> <p><b><u>Using and working with materials Unit 3.2.5</u></b></p>	<p>In this unit, students will learn about :Commercially available types and sizes of materials</p> <p><b><u>Investigation, primary and secondary data Unit 3.3.1</u></b></p> <p><b><u>Communication of ideas Unit 3.3.5</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>• Manufacturing</li> <li>• Specification/working drawings</li> </ul> <p><b><u>Specialist techniques and processes Units 3.2.8</u></b></p> <p><b><u>Material Management Unit 3.3.9</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>• Tools, equipment and processes</li> <li>• Quality control</li> </ul>	<p><b><u>Design strategies 3.3.4</u></b></p> <p><b><u>Communication of design ideas 3.3.5</u></b></p> <p>In this unit, students will learn about :</p> <ul style="list-style-type: none"> <li>• Generating imaginative and creative designs</li> </ul>	<ul style="list-style-type: none"> <li>• Audio and visual recordings</li> <li>• Modelling</li> </ul> <p><b><u>Prototype development 3.3.6</u></b></p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> <li>• Satisfy the requirements of the brief</li> <li>• Functionality</li> <li>• Aesthetics</li> <li>• Potentially marketable</li> </ul> <p><b><u>Selection of materials and components 3.3.7</u></b></p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> <li>• Materials are selected based on functionality, cost and availability</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing a material for a surface finish</li> <li>• Applying a surface finish</li> <li>• How materials can be altered to change their properties</li> </ul> <p><b><u>Scales of production 3.2.7</u></b></p> <p><b><u>Specialist techniques and processes 3.2.8</u></b></p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> <li>• Scales of production</li> <li>• Commercial processes</li> </ul>	<p><b><u>Context given for Non-exam assessment</u></b></p> <p><b><u>External context is set by the exam board ( AOA)</u></b></p> <ul style="list-style-type: none"> <li>• It's intended to be an iterative design process so the learning activities will be directed by the student and will depend on their project</li> </ul>
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10	<u><b>Unit 1 LO4 – Know how food can cause ill health</b></u>  In this unit, students will learn what causes food to become unsafe and make people ill, and how this can be prevented. They will also learn about food allergies, intolerances and the laws that protect consumers.	<u><b>Unit 1 LO1 – Understand the environment in which Hospitality and Catering</b></u>  In this unit, students will learn about the structure of the H&C unit and the services and jobs it provides. They will also learn about how the industry is rated according to different standards.	<u><b>Unit 1 LO2 – Understand how Hospitality and Catering provision operates</b></u>  Students will learn why good organisation of a kitchen is essential for making sure that high-quality, safe food is produced for customers, and that the use of ingredients, equipment and employees is as efficient as possible.	<u><b>Unit 1 LO3 – Understand how Hospitality and Catering provision meets H&amp;S requirements</b></u>  In this unit, students will learn about the responsibilities of H&C employees for personal safety in the workplace, to help prevent accidents and injuries.	<u><b>Unit 1 LO5 – Be able to propose a Hospitality and Catering provision to meet specific requirements</b></u>  In this unit students will apply knowledge gained in LO1-LO4 to suggest suitable H&C provision for specific needs, locations and situations  <b><u>Examination in June</u></b>	Unit 2 – Hospitality and catering in action  L01 – Understanding the importance of nutrition when planning a menu <ul style="list-style-type: none"> <li>- The function of nutrients in the body</li> <li>- Nutritional needs of specific people</li> <li>- Unsatisfactory nutritional intake</li> </ul>
<b>Year 11 term 1 will be spent on the Non-Exam Assessment ( NEA), Exams revision for PPE's and Final exams in the Summer</b>						
Term → Year ↓	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
11	The NEA intended to be an iterative process so the learning activities will be directed by the student and will depend on their project  <u><b>In the NEA Students will be working on &amp; completing the following six sections as follows.</b></u>  <u><b>4.4.4.1 Section A:</b></u> Identifying and investigating design possibilities <b>(10 marks)</b>  By analysing the contextual challenge students will identify design possibilities, investigate client needs and wants and factors including economic and social challenges. Students should also use the work of others (past and/or present) to help them form	<u><b>4.4.4.2 Section B:</b></u> Producing a design brief and specification <b>(10 marks)</b>  Based on conclusions from their investigations students will outline design possibilities by producing a design brief and design specification. Students should review both throughout the project.  <u><b>4.4.4.3 Section C:</b></u> Generating design ideas <b>(20 marks)</b> Students should explore a range of possible ideas linking to the contextual challenge selected. These design ideas should demonstrate flair and originality and students are encouraged to take risks	<u><b>4.4.4.4 Section D:</b></u> Developing design ideas <b>(20 marks)</b>  Students will develop and refine design ideas. This may include, formal and informal 2D/3D drawing including CAD, systems and schematic diagrams, models and schedules. Students will develop at least one model, however marks will be awarded for the suitability of the model(s) and not the quantity produced. Students will also select suitable materials and components communicating their decisions throughout the development process. Students are encouraged to reflect on their developed ideas	<u><b>4.4.4.5 Section E:</b></u> Realising design ideas <b>(20 marks)</b> Students will work with a range of appropriate materials/components to produce prototypes that are accurate and within close tolerances. This will involve using specialist tools and equipment which may include hand tools, machines or CAM/CNC. The prototypes will be constructed through a range of techniques,  <u><b>4.4.4.6 Section F:</b></u> Analysing and evaluating <b>(20 marks)</b>  Within this iterative design process students are expected to continuously analyse and evaluate their work, using their decisions to improve outcomes. This should include defining requirements,	NEA Completed  End of year Product Exhibition  Final exams Revision  Final exams in May/June	Final exams Revision  Final exams in May/June

	<p>ideas. Research should be concise and relate to their contextual challenge. Students are also advised to use a range of research techniques (primary/secondary) in order to draw accurate conclusions. Students should be encouraged to investigate throughout their project to help inform decisions.</p> <p><b>PPE/Mock exams Revision/</b></p> <p><b>Sit PPE/Mock exams in exams conditions</b></p>	<p>with their designs. Students may wish to use a variety of techniques to communicate. Students will not be awarded for the quantity of design ideas but how well their ideas address the contextual challenge selected. Students are encouraged to be imaginative in their approach by experimenting with different ideas and possibilities that avoid design fixation. In the highest band students are expected to show some innovation by generating ideas that are different to the work of the majority of their peers or demonstrate new ways of improving existing solutions.</p>	<p>by looking at their requirements; including how their designs meet the design specification. Part of this work will then feed into the development of a manufacturing specification providing sufficient accurate information for third party manufacture, using a range of appropriate methods, such as measured drawings, control programs, circuit diagrams, patterns, cutting or parts lists.</p> <p><b>PPE/Mock exams Revision/</b></p> <p><b>Sit PPE/Mock exams in exams conditions</b></p>	<p>analysing the design brief and specifications along with the testing and evaluating of ideas produced during the generation and development stages. Their final prototype(s) will also undergo a range of tests on which the final evaluation will be formulated. This should include market testing and a detailed analysis of the prototype(s)</p> <p><b>PPE/Mock exams Revision/</b></p> <p><b>Sit PPE/Mock exams in exams conditions</b></p>	<p>Final exams Revision</p> <p>Final exams in May/June</p> <p>End of year Product Exhibition</p>	<p>Final exams Revision</p> <p>Final exams in May/June</p>
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Term → Year ↓	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
11	Unit 2 – Hospitality and catering in action  LO2 – Understand menu planning <ul style="list-style-type: none"> <li>- Understanding the needs of customers</li> <li>- Planning the production of dishes for a menu</li> <li>- Commodities</li> <li>- Preparation techniques</li> </ul>	Unit 2 – Hospitality and catering in action  LO3 - Be able to cook dishes and understand different methods of cooking <ul style="list-style-type: none"> <li>- Preparation techniques</li> <li>- Portion control</li> </ul>	Unit 2 – Hospitality and catering in action  <u><b>Learner assignment brief</b></u> The unit two assessment is carried out through a controlled (supervised) assessment task (CAT) in the form of a learner assignment brief (LAB). Students response to the LAB will be measured by their response to the Learning outcomes (LO's) enabling them to demonstrate knowledge and skills gained over the course.	Unit 2 – Hospitality and catering in action  <u><b>Learner assignment brief</b></u> The unit two assessment is carried out through a controlled (supervised) assessment task (CAT) in the form of a learner assignment brief (LAB). Students response to the LAB will be measured by their response to the Learning outcomes (LO's) enabling them to demonstrate knowledge and skills gained over the course	Unit 2 – Hospitality and catering in action  <u><b>Learner assignment brief</b></u> The unit two assessment is carried out through a controlled (supervised) assessment task (CAT) in the form of a learner assignment brief (LAB). Students response to the LAB will be measured by their response to the Learning outcomes (LO's) enabling them to demonstrate knowledge and skills gained over the course	
12	<u><b>A1:</b></u> Introduction to Design Engineering  <u><b>APP. 1</b></u> 2D and 3D skills	<u><b>A2:</b></u> Materials  <u><b>APP. 2</b></u> CAM project	<u><b>A3:</b></u> Mechatronics (Electronics and Mechanisms) and Smart Materials  <u><b>APP. 3</b></u> Health and safety, manipulating materials while learning about production methods.	<u><b>A4:</b></u> Materials science and structural integrity  <u><b>APP. 4</b></u> Mechatronic test rig  <i>Note: Revision Past papers will be set from time to time to ensure exam knowledge is maintained</i>	<u><b>A5:</b></u> Product analysis and skills leading to the Iterative Design Project  <u><b>APP. 5</b></u> -Up-cycling project	<u><b>Iterative Design Project set by Exams Board</b></u>  <i>Note: Revision Past papers will be set from time to time to ensure exam knowledge is maintained</i>
13	Iterative Design Project  <i>Note: Revision Past papers will be set from time to time to ensure exam knowledge is maintained</i>	Iterative Design Project  <i>Note: Revision Past papers will be set from time to time to ensure exam knowledge is maintained</i>	Iterative Design Project  <i>Note: Revision Past papers will be set from time to time to ensure exam knowledge is maintained</i>	Iterative Design Project  <i>Note: Revision Past papers will be set from time to time to ensure exam knowledge is maintained</i>	Completed Iterative Design Project  Revision for Final exams  End of year Product Exhibition	Revision for Final exams  Study leave and exams