

Co-op Belle Vue DT five year overview Year 7-9	
Year 7 Long Term Plan (2 rotations per year)	
Half Terms 1-3	Half terms 4-6
DT Food	DT Product Design
Key concepts	Key concepts
<p>TOPIC: Lunchbox products</p> <p>Concepts: culture, heritage, healthy eating, nutrition, portion control, food provenance and sustainability, seasonality</p> <p>Methods and techniques: weighing dry ingredients, measuring wet ingredients, personal and kitchen hygiene and safety, appropriate selection and use of basic equipment, knife skills, heat control using oven and hob</p> <p>Media: food ingredients, all small and large equipment, weighing scales, measuring jugs, the hob, the oven</p>	<p>TOPIC: 3D Design - Belle Vue Chess</p> <p>Concepts: Design communication, CAD modelling, understanding CAM through 3D printing</p> <p>Methods and techniques: develop design skills through different tasks, use CAD software to understand its potential when designing, prototype with the 3D printer, use of real-world context to solve a problem.</p> <p>Media: pencils, fine liners, drawing equipment, Tinkercad software, 3D printer, PLA polymer, chrome books</p>
<p>Assessment: Powerful Knowledge google forms quiz Achievement assessment - practical skills</p>	<p>Assessment: Powerful Knowledge google forms quiz Achievement assessment - practical skills</p>

Year 8 Long Term Plan	
Half terms 1-3	Half Terms 4-6
DT Food	DT Architecture
Key concepts	Key concepts
<p>TOPIC: Food From Around the World</p> <p>Concepts: street food, culture, heritage, healthy eating, nutrition, portion control, food provenance and sustainability, seasonality</p> <p>Methods and techniques: weighing dry ingredients, measuring wet ingredients, personal and kitchen hygiene and safety, appropriate selection and use of basic equipment, knife skills, heat control using oven and hob</p> <p>Media: food ingredients, all small and large equipment, weighing scales, measuring jugs, the hob, the oven</p>	<p>TOPIC: Architecture and Design</p> <p>Concepts: Designer profiling, sketching, drawing, the design process, 3D design, computer aided design, aesthetics and functionality in designing, following a design context</p> <p>Methods and techniques: researching a designer, creating a design using 2D and 3D design skills eg oblique and isometric sketching</p> <p>Media: 2B pencil, colour pencils, black pen, Tinkercad</p>
<p>Assessment:</p> <p>Powerful Knowledge google forms quiz</p> <p>Achievement assessment - practical skills</p>	<p>Assessment:</p> <p>Powerful Knowledge google forms quiz</p> <p>Achievement assessment - practical skills</p>

Year 9 Long Term Plan	
Half Terms 1-3	Half Terms 4-6
DT Food	DT Textiles
Key concepts	Key concepts
<p>TOPIC: Food Safety and Factors That Affect Food Choices</p> <p>Concepts: dietary needs related to medical conditions, age and religious/cultural beliefs, the eatwell guide, macronutrients, micronutrients, hygiene and safety, food evaluation and sensory evaluation</p> <p>Methods and techniques: weighing dry ingredients, measuring wet ingredients, personal and kitchen hygiene and safety, appropriate selection and use of basic equipment, knife skills, heat control using oven and hob</p> <p>Media: chrome books, food ingredients, all small and large equipment, weighing scales, measuring jugs, the hob, the oven</p>	<p>TOPIC: Fabrics and Fibres</p> <p>Concepts: Designer profiling, creating pattern, colour palette, stitching techniques, machine stitching, fabric composition, sustainable fashion</p> <p>Methods and techniques: researching a designer, creating repetition in pattern, colour palette creation, block printing, creating block printing stamps, hand and machine stitching, embroidery</p> <p>Media: 2B pencil, colour pencils, black pen, cotton, calico, embroidery threads, paints, cardboard, sewing machine</p>
<p>Assessment:</p> <p>Powerful Knowledge google forms quiz</p> <p>Achievement assessment - practical skills</p>	<p>Assessment:</p> <p>Powerful Knowledge google forms quiz</p> <p>Achievement assessment - practical skills</p>

Co-op Belle Vue SUBJECT five year overview Year 10 and 11

Overview of curriculum and key concepts:

Qualification Assessment Overview

- 1 hour 30 minutes examined assessment - 40% (Written examination in the Summer of year 11)
- 16 hours 30 minutes non-exam assessment plus 2 hours preparation and research time 60% (assessment completed during lessons in controlled conditions)

KEY CONCEPTS

The objectives of this qualification are to:

- provide an understanding of health and safety relating to food, nutrition and the cooking environment
- provide an understanding of legislation in the food industry
- identify and understand food provenance
- provide an understanding of the main food groups, key nutrients and what is required as part of a balanced diet
- identify factors that can affect food choice
- explore recipe development and how recipes can be adapted
- understand how to cater for people with specific dietary requirements
- demonstrate menu and action planning
- be able to evaluate and consider how to improve completed dishes
- demonstrate the application of practical skills and techniques through all aspects of the qualification content areas

Key concepts:

Health and safety relating to food, nutrition and the cooking environment.

Food legislation and food provenance.

Food groups, key nutrients and a balanced diet.

Factors affecting food choice.

Food preparation, cooking skills and techniques.
 Recipe amendment, development and evaluation.
 Menu and action planning for completed dishes.

Year 10 Long Term Plan

Food preparation, cooking skills and techniques will be visited throughout all of the care cycles, practical lessons will be related to the topic of the care cycle.

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic: Health and safety related to food, nutrition and the cooking environment	Topic: Food legislation and food provenance	Topic: Food groups, key nutrients and a balanced diet	Topic: Food groups, key nutrients and a balanced diet	Topic: Factors affecting food choice	Topic: Recipe amendment and evaluation
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
1.1 Safe and hygienic working practices relating to the individual and the cooking environment 1.2 Potential hazards and risks in the cooking environment 1.3 Hazard Analysis and Critical Control Point (HACCP) 1.4 Minimising risk in the cooking environment 1.5 Safe and hygienic	2.1 The Food Standards Agency and food safety legislation 2.2 Food provenance 2.2.1 Grown 2.2.2 Reared 2.2.3 Caught 2.3 Food transportation 2.4 Food processing 2.4.1 Why food is processed 2.4.2 Advantages of processed food 2.4.3 Disadvantages	3.1 Food groups 3.2 The components of a balanced diet 3.2.1 Proportions of the food groups 3.2.2 UK government healthy eating tips 3.3 Nutrients 3.3.1 Sources and functions of macronutrients 3.3.2 Sources and functions of micronutrients 3.3.3	3.6 Nutritional requirements for different groups of people 3.7 Food-related health conditions 3.7.1 Health conditions 3.7.2 Intolerances 3.7.3 Allergies 3.8 Nutritional information on food labels Powerful Knowledge google forms quiz	4.1 Social factors 4.2 Environmental factors 4.3 Seasonality	6.1 Recipe amendment 6.1.1 Amending and developing recipes 6.2 Evaluating completed dishes

working practices when using cooking equipment and utensils	of processed food 2.5 Food manufacturing 2.5.1 Why food is manufactured 2.5.2 Advantages of manufactured food 2.5.3 Disadvantages of manufactured food	Sources and functions of minerals 3.3.4 Sources and functions of water 3.4 Nutrient imbalances 3.5 Fibre	Diagnostic assessment - practical skills		
Assessment: Powerful Knowledge google forms quiz Diagnostic assessment - practical skills Fortnightly extended question analysis	Assessment: Powerful Knowledge google forms quiz Diagnostic assessment - practical skills Fortnightly extended question analysis	Assessment: Powerful Knowledge google forms quiz Diagnostic assessment - practical skills Fortnightly extended question analysis MOCK EXAM window	Assessment: Powerful Knowledge google forms quiz Diagnostic assessment - practical skills Fortnightly extended question analysis	Assessment: Powerful Knowledge google forms quiz Diagnostic assessment - practical skills Fortnightly extended question analysis	Assessment: Powerful Knowledge google forms quiz Diagnostic assessment - practical skills Fortnightly extended question analysis MOCK EXAM window

Year 11 Long Term Plan					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic: Menu and action planning for completed dishes	Topic: Non-Exam Assessment (NEA) 60%	Topic: Non-Exam Assessment (NEA) 60%	Completion of NEA Topic: Revision of all topic areas in preparation for final Examination (40%)	Topic: Revision of all topic areas in preparation for final Examination (40%)	Topic: Revision of all topic areas in preparation for final Examination (40%)
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
7.1 Interpreting a customer brief 7.2 Menu planning 7.3 Action planning 7.4 Evaluating the planning and outcome of completed dishes against the requirements of a customer brief	TBC - brief released 1st September 2025 by exam board	TBC - brief released 1st September 2025 by exam board			
Assessment: Powerful Knowledge google forms quiz Diagnostic assessment - practical skills Fortnightly extended question analysis	Assessment: Formal assessment using NCFE exam regulations for NEA	Assessment: Formal assessment using NCFE exam regulations for NEA	Assessment: Formal assessment using NCFE exam regulations for NEA	Assessment: Powerful Knowledge google forms quiz Diagnostic assessment - practical skills Weekly extended question analysis	Assessment: Final Exam

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