Subject and Year Group	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9
Design Technology	Students will complete a mini project taking them through the iterative design process Mini NEA 'Designing a LED lighting unit'		Mini NEA 'Developing a LED lighting Unit.		Mini NEA 'Making a LED Lighting Unit.'	
Core Knowledge and skills	Iterative design cycle.		Iterative design cycle.		Iterative design cycle.	
	DESIGN		DEVELOP		MANUFACTURE.	
	Working within the GCSE NEA framework.		Working within the GCSE NEA framework.		Working within the GCSE NEA framework.	
	Students have to design, test and manufacture from a range of materials including laser cutting.		Students have to design, test and manufacture from a range of materials including electronics.		Students have to design, test and manufacture a clock from a range of materials.	
Assessment	Base line assessment and design ideas		Modelling assessment		Final product and end of year assessment.	
Food and Textiles Rotation	Students will continue to learn new practical skills and be able to relate the nutrition of dishes to different people in society. They will consider factors that affect food choice including food availability, food waste ethical and environmental issues. Students will complete a vegan dishes tasting session, cook risotto and pastry cakes.		Enhanced practical skills through products made. Allergens and intolerances linked to dishes. Students will produce a healthy breakfast product linked to a specific target group. They will consider different types of establishment within the hospitality and catering industry and will design and make dishes that could be served at an event.		Textiles Product. A personalised product bringing together skills learnt through year 7 and 8. Introduction of the sublimation printer. Students will design their own image/logo using ICT software. They will use the sublimation printer to transfer the image to fabric which they will then incorporate into a small fabric product.	
Core Knowledge and skills	Deepen their knowledge of food and nutrition. To intrestructure of nutrients. To dunderstanding including the sources and functions. Understand the nutritional people within society and distinct products that suit to	needs of different be able to plan	food industry and farr Demonstrate a wider and cooking technique Allergens advice on formenus. Develop their underst	range of food preparation ues.	To develop their textiles practical skills. To develop use of CAD/CAM resources. To produce a product which has been designed by the student and made using textiles manufacturing techniques.	
Assessment	Baseline assessment prior to learning. Meal planning for teenagers. Sensory evaluation.		Awareness of ethical and environmental issues linked to the food industry focussing on reducing carbon footprint and meat consumption.		Elements of the design process will be assessed in their design work. Their final practical piece will also be assessed for their practical skills.	