

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Child Development

Year Group:	Year 10
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	OCR
Assessment requirements:	60% controlled assessment (Child Study 30%, three short tasks 10% each. 40% examination
Scheme of work overview:	Topics covered are <ul style="list-style-type: none"> • Family and parenting • Preparation for pregnancy and birth • Physical Development • Intellectual, social and emotional development • Nutrition and health • Community support
Reading materials/resources:	Child Development GCSE Home Economics for OCR (Heinemann)(Revised 2009) OCR Home Economics for GCSE: Child Development Students Book (Hodder) 2009 Collins Essential GCSE Child Development revision guide and workbook

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Food Technology

Year Group:	7
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	
Assessment requirements:	Students are assessed for their knowledge, making skills and planning skills.
Scheme of work overview:	<p>They learn how to use the cooker, and a range of equipment, independently. They are taught safe knife skills.</p> <p>Also, they learn how to eat healthily, plan and manage their time, weigh foods accurately, and how to evaluate foods using their senses. The focus for their research is the value of eating fruit and vegetables.</p> <p>The main aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> • Prepare an ordered sequence for managing the task • Identify alternative methods of proceeding if first attempts should fail • Make safe and hygienic use and choice of equipment and ingredients to prepare and cook products • Consider aesthetics when presenting products, i.e. use of garnishes, finishes and moulds. • Be aware of different roles within a group and support others (SEAL) • Show an understanding of the Eatwell plate and 8Tips for healthy eating, and apply when designing food products. • Understand the nutritional, functional and sensory properties of foods and use to them when evaluating food products. • Select and use a variety of research sources to support designing. • Consider factors that affect food choices. • Critically reflect when evaluating design tasks.
Reading materials/resources:	Students will need to provide their own ingredients www.eatwell.gov.uk

	<p>www.5aday.nhs.uk www.soilassociation.org.uk (why organic?) www.lovebritishfood.co.uk www.bbc.co.uk/health www.eatseasonably.co.uk</p>
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HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Catering

Year Group:	Year 10 and 11
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	WJEC
Assessment requirements:	<p>60% Controlled Assessment Task 1 –20% (Afternoon Tea) completed end of year 10 Task 2 –40% Task 2 (International food) completed in Year 11</p> <p>40% written exam paper (1 hour 15 minutes)</p>
Scheme of work overview:	<ul style="list-style-type: none"> • The catering industry, food service, job roles, employment & training • Health, safety and hygiene • Food preparation, cooking methods, culinary terms & presenting food • Nutrition & healthy eating, menu planning • Portion control & costing • Specialist equipment • Communication & record keeping • Environmental issues • Food packaging
Reading materials/resources:	<p>WJEC Hospitality and Catering textbook provided by school. CGP GCSE WJEC Catering Study and Exam Practise textbook is available to buy through school. Students will need to provide their own ingredients</p>

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: GCSE Graphics

Year Group:	10 and 11
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	AQA
Assessment requirements:	60% Controlled Assessment 40% written exam paper (2 hours)
Scheme of work overview:	<p>The Controlled Assessment is assessed as follows:</p> <ul style="list-style-type: none"> • Criteria 1 (Investigating the Design Context) • Criteria 2 (Development of Design Proposals) • Criteria 3 (Making) completed by February half term • Criteria 4 (Testing and Evaluation) completed middle of March <p>The examination is broken down into:</p> <p>Section A: Designing a Graphic product to a pre-determined theme (Distributed March 1st) Section B: Testing the student's knowledge of the Specification eg. Industrial practice, Printing methods, graphic materials, processes, Health & Safety, Quality Control etc.</p>
Reading materials/resources:	Nelson Thorne GCSE D&T Graphic Products. Available to buy through school and available in the LRC and workshops to use. SerifDraw X8. Student copy £10 available from school.

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: GCSE AQA Resistant Materials

Year Group:	Year 10 and 11
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	AQA
Assessment requirements:	60% Controlled Assessment (Spilt into 4 Criteria's) 40% written exam paper (2 hours)
Scheme of work overview:	<p>Pupils choose from a wide range of briefs from the exam board for their controlled assessment task. Through the Criteria's below they research, design and then make a high quality product such as a light, radio, speaker, gadget tidy or a musical or sporting equipment. This is then tested and evaluated.</p> <p>Criteria 1 – Investigating the design context Criteria 2- Development of design proposals Criteria 3- Making Criteria 4- Testing and evaluation</p>
Reading materials/resources:	Available to buy through school and available in the LRC and workshops to use. Nelson Thorne GCSE D&T Resistant Materials

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Design & Technology: Food Technology

Year Group:	Year 12/13
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	AQA
Assessment requirements:	<p>FOOD1: Materials, Components and Application 50% of AS, 25% of A Level 2 hour written paper</p> <p>FOOD2 Learning Through Designing and Making 50% of AS, 25% of A Level Coursework – approx 50 hours</p> <p>FOOD3 Design and Manufacture 25% of A Level 2 hour written paper</p> <p>FOOD4 Design and Making Practice 25% of A Level Coursework – approx 60 hours 85 marks</p>
Scheme of work overview:	<p>A-level Design and Technology: Food Technology (2540) has been designed to encourage candidates to take a broad view of design and technology, and food science and nutrition, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.</p> <p>Unit 1 FOOD1 Materials, Components and Application</p> <p>This unit provides details of the subject content to be covered by candidates at AS level. Candidates are required to use the knowledge and understanding stated when completing their coursework unit at AS. The content has been divided into three sections:</p> <ul style="list-style-type: none"> • Section A: Materials and Components • Section B: Design and Market Influences • Section C: Processes and Manufacture <p>Section A: Materials and Components Candidates should develop an understanding of the physical properties of a broad range of ingredients and components.</p> <p>Macro-nutrients – protein, carbohydrate & fat Micro-nutrients – Vitamins & minerals Water Diet & Health Energy Food Additives</p>

	<p>Section B: Design and Market Influences Through study and detailed analysis of a wide range of products, candidates should begin to develop knowledge and understanding of the broader issues for the designer such as: environmental sustainability of products and their manufacture, healthy issues and social factors, the influence of culture and consumer safety.</p> <p>Dietary planning Health Social factors Dietary needs of individuals Food choice Issues affecting the design of new products Design in practice Communication methods</p> <p>Section C: Processes and Manufacture Through study and first-hand experience in practical project work, candidates will also develop knowledge of the health and safety issues relevant to working with materials. Coursework projects may also provide an opportunity for students to learn about the use of computer aided design (CAD) and computer aided manufacture (CAM).</p> <p>Food safety & hygiene Health safety & quality Food labelling</p>
<p>Reading materials/resources:</p>	<p>Book provided by school</p>

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: 3D Design – Product Design – Design and Technology

Year Group:	AS and A2: Years 12 and 13
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	AQA
Assessment requirements:	<p>AS Examinations (Award 1551)</p> <p>Unit 1 - PROD1 Materials, Components and Application 50% of AS, 25% of A Level 2 hour written paper 80 marks Based primarily on Materials and Components and consisting of three sections Section 1 contains compulsory limited response questions Section 2 offers a choice of one question from two Section 3 contains one compulsory question Available January and June</p> <p>Unit 2 - PROD2 Learning Through Designing and Making 50% of AS, 25% of A Level Coursework - approx 50 hours 80 marks Written (or electronic) design portfolio Manufactured outcome(s) Coursework may take a number of forms: a simple design-and-make project, two smaller projects or a portfolio of work Available June only</p> <p>A Level Examinations (Award 2551)</p> <p>Unit 3 - PROD3 Design and Manufacture 25% of A Level 2 hour written paper 84 marks Based primarily on Design and Manufacture and consisting of two sections Candidates answer three questions: one question from three in each section, plus a final question from either section. Includes synoptic assessment</p>

	<p>Available June only</p> <p>Unit 4 - PROD4 Design and Making Practice 25% of A Level Coursework - approx 60 hours 85 marks Written (or electronic) design folder Manufactured outcome Candidates submit evidence of a simple, substantial designing and making activity Available June only</p>
<p>Scheme of work overview:</p>	<p>For AS 3D Design our Coursework project is to Design and Make a lighting product for a client of the student's choosing. For this we follow the Design Process in detail and cover the full requirements for PROD 2 Learning through Designing and Making.</p> <p>For A2 3D Design our Coursework project is to Design and Make an item of seating for a client of the student's choosing. For this we follow the Design Process in detail and cover the full requirements for PROD 4 Designing and Making Practice.</p>
<p>Reading materials/resources:</p>	<p>Books Title: Author(s): AQA Design and Technology: Product Design (3-D Design). Nelson Thornes. ISBN 978-0-7487-8257-4 Brian Evans & Will Potts. Cool Hunting Green Dave Evans The Eco-Design Handbook Alastair Faud -Luke Design Museum: Contemporary Design Catherine McDermott Arts & Crafts Companion Pamela Todd 50 Product Designs: Process Jennifer Hudson Designs of the Times Lakshmi Bhaskaran Bauhaus Benedict Taschen Making IT Manufacturing Techniques For Product Design Chris Lefteri Memphis Bigitte Fitoussi The Measure of Man and Women: Human Factors in Design Alvin R. Tilley & Henry Dreyfuss Associates Drawing For Designers Alan Pipes Designed for Kids Phyllis Richardson German Design: The classics Bernd Polster Italian Design Daab Software: SerifDraw X8 Sketch up</p>

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HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Graphic Products

Year Group:	7
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	
Assessment requirements:	They will be assessed within three different categories. Design, knowledge and make.
Scheme of work overview:	<p>Maze Packaging: In Year 7 pupils design and make a blister packaging. The packaging is for a hand held maze that they make in Resistant Materials. They will create a logo and learn about industrial practices in the construction of the packaging.</p> <p>The main aim of this unit is for pupils to: Understand the importance of brand identity and create their own logo. Learn how to design imaginative and creative solutions to a given brief Develop traditional drawing skills Learn how to use CAD to aid their design skills Learn about the industrial practice of die cutting to manufacture graphic products</p> <p>The homework project supports and extends what has been taught in the lessons. It encourages pupils to look at the work of existing designers to support and inspire their own designs. It also includes a piece of extended writing.</p>
Reading materials/resources:	

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Resistant Materials

Year Group:	7
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	
Assessment requirements:	They will be assessed within three different categories. Design, knowledge and make.
Scheme of work overview:	The Maze Project: In Year 7 pupils learn about how to use tools and equipment safely, how to design for a wider audience and about different materials. They produce a range of designs, manufacture a hand held maze in acrylic and produce a 'puzzles and plastics' presentation as part of an independent learning project.
Reading materials/resources:	Access to the internet for images and research.

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Food Technology

Year Group:	8
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	
Assessment requirements:	Student will be assessed for three following criteria: Planning and making, knowledge and evaluation.
Scheme of work overview:	<p>Mega Meals: In Year 8 students continue to develop their food preparation and cooking skills. They learn more about the importance of hygiene & safety and their role in ensuring that food is safe to eat.</p> <p>The homework research project is about Starchy Foods and encourages the pupils to understand the importance of a healthy balanced diet that includes a range of different starchy foods such as pasta, rice, cous cous and potatoes.</p> <p>The main aim of this unit is for students to:</p> <ul style="list-style-type: none"> • Apply knowledge and understanding of materials and techniques • Work independently to research starchy foods • Complete a project and extension tasks • Be able to apply knowledge to choice of practical tasks/ingredients and when designing a sizzling stir fry meal. <p>Students will:</p> <ul style="list-style-type: none"> • Understand the importance of safety and food hygiene • Know about temperature control and the handling of high risk foods. • Understand the basic food groups and how to eat a healthy balanced diet. • Build on and extend their practical skills to produce a range of dishes based on starchy foods. • Be aware of the factors affecting food choice and how to shop wisely. • Have a basic understanding of nutritional labelling and date marks on foods. • Produce a process plan for making including hygiene, safety and estimate timings.
Reading materials/resources:	<p>Recipe books</p> <p>www.foodafactoflife.org.uk</p> <p>www.jamieshomecookingskills.com</p> <p>for researching starchy foods, and encouraging students to cook at home.</p> <p>Students will need to provide their own ingredients.</p>

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Graphics

Year Group:	8
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	
Assessment requirements:	Pupils will be assessed within three different categories. Design, make and knowledge.
Scheme of work overview:	<p>In Year 8 pupils learn about different pop up mechanisms and how to use CAD to decorate these mechanisms. They then use these skills to design and make a pop up book. Pupils are encouraged to be creative and develop the mechanisms further.</p> <p>The homework research project is investigating how pop up books are manufactured which includes an extended writing task.</p> <p>The main aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> • Be able to work independently • Understand the importance of accuracy • Learn how to use a range ICT skills • Learn how to make a range of simple mechanisms • Understand the basic principles of mechanisms • Select and use a variety of research sources to support designing. • Be able to create imaginative ideas • Evaluate and modify work as it develops • Critically reflect when evaluating design tasks.
Reading materials/resources:	www.technologystudent.com www.robertsabuda.com www.madehow.com

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Resistant Materials

Year Group:	8
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	
Assessment requirements:	They will be assessed within three different categories. Design, knowledge and make.
Scheme of work overview:	<p>Speaker Project: In Year 8 pupils learn about electronic components and how to solder. They build an amplifier circuit which they then design and make the housing for.</p> <p>The main aim of this unit is for pupils to: Learn about basic components and electrical circuits. Learn how to solder components to a circuit board safely and successfully. Develop their confidence in the workshop and enable them to select and use the correct tools and equipment. Develop their understanding of Health and Safety in the workshop. Learn how to design imaginative and creative solutions to a brief and including specific guidelines. Develop traditional woodworking skills as well as learning about and using CAD/CAM.</p> <p>The homework project supports and extends what has been taught in the lessons. It also includes a piece of extending writing.</p>
Reading materials/resources:	

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Food Technology

Year Group:	9
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	
Assessment requirements:	The following design sub skills will be assessed: Applying knowledge and understanding of materials and techniques; Planning, organising and making; Reflecting on own designing.
Scheme of work overview:	<p>Topic: Design and make a healthy two course meal</p> <p>The main aims of this unit are for pupils to:</p> <ul style="list-style-type: none"> • Apply knowledge and understanding of materials and techniques • Work independently to research protein foods • Complete 2 projects and extension tasks • Be able to apply knowledge to choice of practical tasks/ingredients and design a healthy two course meal <p>Plan, organise and make:</p> <ul style="list-style-type: none"> • Plan a two course meal of own choosing • Predict time needed and sequence of tasks • Select and work with a variety of ingredients and equipment with some accuracy, paying attention to quality of finish. • Practice a broad range of skills to produce meals and single and multiple products. • Work both safely and hygienically. <p>Reflect on own designing:</p> <ul style="list-style-type: none"> • Carry out sensory evaluation of all food products • Evaluate own working practice <p>Students will:</p> <ul style="list-style-type: none"> • Understand the main nutrients and how to eat a health balanced diet. • Know why people have different dietary needs and the reasons for choosing food types. • Build on and extend their practical skills to produce a range of dishes and then choose their own. • Have an understanding of nutritional labelling and be able to use nutrition analysis software. • Produce a process plan for making including hygiene, safety and estimate timings.

Reading materials/resources:

Recipe books

www.foodafactoflife.org.uk

www.nutrition.org.uk

www.jamieshomecookingskills.com

Students will need to bring in their own ingredients.

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Graphics

Year Group:	9
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	Introduction of the AQA Graphic Products GCSE content
Assessment requirements:	Pupils will be assessed within three different categories. Design, make and knowledge.
Scheme of work overview:	<p>In Year 9 pupils learn about the functions of packaging through a Design and Make project to design and make a cover for a Computer Game. This is then extended by producing a Point of Sale Display to support the game on the shop counter.</p> <p>Through carrying out this task, students develop the skills that have been introduced to them through Graphics projects in Year 7 and 8.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Product analysis • Writing a specification • Designing logos and characters • Development using Serif Draw X5 • Isometric sketching • Manufacturing Skills <p>The main aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> • Be able to work independently • Understand the importance of accuracy • Learn how to use a range of ICT skills • Introduction to basic photo manipulation techniques using Serif Photo-plus • Select and use a variety of research sources to support designing. • Be able to create imaginative ideas • Evaluate and modify work as it develops • Critically reflect when evaluating design tasks.
Reading materials/resources:	<p>www.technologystudent.com</p> <p>www.madehow.com</p> <p>SerifDraw X8</p> <p>Serif Photoplus</p>

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Resistant Materials

Year Group:	9
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	
Assessment requirements:	Design, knowledge and make.
Scheme of work overview:	<p>Clock Project: In Year 9 the project is more closely linked to GCSE style work. The design brief enables pupils more freedom when designing and making than has been possible in Year 7 & 8.</p> <p>Pupils need to be able to work much more independently and apply skills they have learnt in Year 7 & 8 Pupils are encouraged to be creative in their designing and ensure their designs are going to stretch their practical skills. They then go on to develop and plan the manufacture of their clocks as each one is unique. Pupils will then select and use the correct tools and equipment to manufacture their clock ensuring that they are working safely at all times.</p> <p>The homework projects cover Health and Safety and use of tools in the workshop in more depth than in previous years and looks at materials in more detail considering the properties and the sustainability of the materials used</p>
Reading materials/resources:	<p>www.technologystudent.com Nelson Thorne AQA Design and Technology Resistant Materials</p>