YEAR 8 DT

Y8 INTENT	**DT** - Throughout year 8, students will develop their knowledge of working to a brief, designing a product based on a user's needs and wants, creating a product based on a specification and using machines and tools confidently and safely. Workshop safety is integral to learning and by drawing on hat is learned in year 7, students will be able to move around the room in a safe and confident manner. **Food Tech** - In year 8 Students will recap hygiene and safety in the kitchen and build on it more by exploring pathogenic bacteria and how to prevent food poisoning when preparing and handling different foods. Students will learn how ingredients combine and work together scientifically to produce new products, for example, how flour and fat are combined through shortening to make pastry. In Year 8, Food Prep students should be able to use equipment such as food processors and temperature probes confidently and safely. Students explore food from around the world and focus on a country of their choice and research the culture, ingredients used and culinary practices from that country. Students will learn about dietary needs for different ages and health requirement. They must be able to plan and make a meal that is suited for a specific dietary requirement. Students should be able to make informed food choices based on their knowledge of the Eat well Guide and the ability to read and follow food labels accurately.

Exam Information (Y10-11)	**Board:**	**AQA**
	Qualification:	**Design and Technology**
	Website link to specification/resources:	AQA | Design and Technology | GCSE | Design and Technology

Food Preparation	Resistant Materials
Why is food stored in the fridge? What is the Danger zone? How do ingredients work in cooking? What are the 3 stages to check food for readiness? What are allergens? What information is on a food label? Why?	Establish user wants and needs via a brief and specification. Mould making using MDF, fret saw/coping saw and . Properties of pewter. Casting process. Polishing methods.
Can do statement 3 (M): I can identify high risk foods and name food poisoning bacteria. **Can do statement 2 (S)**: I can handle and prepare high risk food safely and explain the danger zone **Can do statement 1 (D)** :I can explain cross contamination, danger zone, handle and prepare high risk foods safely.	**Can do statement 3 (M**): I can analyse the brief and create a design which reflects the theme. My design is well considered and reflects the research I have completed. I have thought clearly about how I will convert my design into a casting mould. I have considered my design and created a mould which enables the pewter to be cast into a clear reflection of my idea. I may have used two layers to accomplish this. The MDF has been filed smooth to ensure there are minimal errors to be corrected by filing. I can create a pewter keyring which has smooth edges and an almost mirror shine. **Can do statement 2 (S):** I can analyse the brief and create a design which reflects the theme. My design reflects the research I have completed. I have considered my design and created a mould which enables the pewter be cast into a clear reflection of my idea. I may have used two layers to accomplish this. I can create a pewter keyring which has been filed and polished creating a smooth shiny surface with no sharp or dull areas. **Can do statement 1 (D):** I can create a design with some reference to the brief. The research I have completed has informed some of my design work. I can create a mould that roughly reflects my design idea. I can create a pewter keyring with some rough edges.