YEAR 9 DT

Y9 INTENT	**RM** - For some students, year 9 will be the last year they complete Design and Technology. Some students will go on to complete DT at GCSE level. We hope for all year 9's that they are able to leave at the end with practical skills to aid them in their future practical lives. This means that year 9's should have a strong grasp of basic tools and materials which are commonly found around the home. These skills will put those who are opting to take GCSE as an option as a good grounding for further education. **Food** - In Year 9, Food Prep student will be confident cooks who are able to and make skilled dishes and use all kitchen equipment safely. They should take risks and design their own dishes based on their knowledge on the functioning properties of ingredients. Student should be able plan an event in detail, including costing, portion control and nutrition analysis using computer software. By Year 9, some students will decide on taking Food Prep as a GCSE option and will build on their practical skills even more. Students will explore food provenance in detail and analyse both primary and secondary processing of food. Student will carry out food science experiments, for example "enzymic browning" in fruit and vegetables- how and why it happens and how to prevent it.

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
Research and filter relevant information Plan and event Create a consumer profile Follow a recipe Cook independently Create own ideas Nutrition analysis	Design to a brief. Writing a specification. Researching design movements. Design development. Creating an acrylic clock. Using machine and hand tools accurately. Working with acrylic more closely.
Can do statement 3 (M): Prepare, plan and cook dishes based on a given brief and existing recipes **Can do statement 2 (S):** Plan, prepare, cook, evaluate detailed menu based on a given brief and modify existing recipes. **Can do statement 1 (D):** Plan, prepare, cook, evaluate detailed menu based on a given brief and add ideas of my own, develop bespoke ideas and evaluate using computer software.	**Can do statement 3 (M):** I can analyse a brief and complete research on all of the design eras given showing a range of objects and artworks to understand the design era characteristics. My clock is designed using my research and show maturity when referencing the work. My designs are drawn in isometric with measurements. They are coloured neatly with solid shading. My acrylic clock is shaped well with smooth edges using files and wet and dry paper to achieve the desired finish. My final piece represents my final design idea clearly. The tools and machines are used safely and no H&S concerns have been raised to me about my working. **Can do statement 2 (S):** I can analyse a brief and complete in-depth research on one or more of the design eras with a selection of examples. My clock is designed using my research and you can see clear reference to the design era. My designs are drawn carefully with an attempt at 3D drawing. They are coloured carefully with no shading outside the lines. My acrylic clock is shaped well and with smooth edges using files and wet and dry paper to achieve the desired finish. The tools and machines are used safely and no H&S concerns have been raised to me about my working. **Can do statement 1 (D):** I can analyse part of the brief and research one of the design eras with a selection of examples. My clock is designed with some reference to one of the design eras. My designs are drawn in 2D but drawn neatly. They are coloured carefully, with a few errors. My acrylic clock is shaped well. My edges are mostly smooth. The tools and machines have been used safely, although I have been reminded to wear safety glasses or similar when working.