

## **KS3 Design TECHNOLOGY (Product Design & Textiles) Curriculum Narrative**

Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality Design Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. Students learning DT will experience it through the medium of Product Design, as well as Textiles.

This curriculum of learning has been designed to build upon the experiences encountered at Key Stage 2 at and the [curriculum](#) taught at Primary school.

## **KS3 DT FOOD PREPARATION and NUTRITION Curriculum Narrative**

In Key Stage 3 the programme of study focuses on the fact that learning how to cook is a crucial life skill that enables students to feed themselves and others affordably well now and in later life. Students develop basic skills using a wide range of foods. The healthy eating unit aims to provide students with the knowledge of healthy eating, a balanced diet and current government initiatives such as the eat well guide. All students in KS3 are encouraged to follow basic recipes that allow them to express their creativity alongside developing key skills in food preparation, hygiene and nutrition. Students are taught appropriate knife skills as well as how to use a range of equipment safely and hygienically. Students will develop their knowledge in regards to baking processes, including breads, cakes and pastries. Alongside practical work, students are encouraged to develop their written work by evaluating their products, taste-testing items and using specific technical language. Students will also learn about the function of ingredients and their chemical properties in a combination of practical and experimental food science theory lessons and investigations.

This curriculum of learning has been designed to build upon the experiences encountered at Key Stage 2 at and the [curriculum](#) taught at Primary school.

# KS3 Design Technology Curriculum Map

	Textiles	Product Design	Food Prep & Nutrition	
Year 7	<p><b>CRAFTY CREATURES: Key skills &amp; knowledge:</b></p> <ul style="list-style-type: none"> <li>- Health &amp; Safety</li> <li>- Basic measuring &amp; marking</li> <li>- Equipment Safety</li> <li>- Finishing techniques</li> <li>- Testing &amp; Evaluating</li> <li>- Threading up a sewing machine</li> <li>- Standard Components</li> <li>- Material properties (basics)</li> <li>- Tie and Dye</li> <li>- Manipulating fabrics</li> </ul>	<p><b>Year 7 – Manufacturing Basics</b></p> <p><b>Project: Key skills &amp; knowledge:</b></p> <ul style="list-style-type: none"> <li>- Health &amp; Safety/Workshop rules</li> <li>- Basic measuring &amp; marking</li> <li>- Machine Safety</li> <li>- Transfer printing/laminating</li> <li>-Finishing techniques</li> <li>-5 Major Design considerations</li> <li>-Testing &amp; Evaluating</li> <li>-Engineers drawing/dimensions</li> <li>-Removing machine lines</li> <li>-Standard Components</li> <li>-Material properties (basics)</li> <li>-Basic CAD</li> <li>- Existing designers &amp; iconic design</li> </ul>	<p><b>Key skills &amp; knowledge: Foods</b></p> <ul style="list-style-type: none"> <li>- Healthy and safety rules in a kitchen and how this can prevent food poisoning</li> <li>- Know what the Eat well guide is and how we can use this to plan healthy meals</li> <li>- Identify what the macro/micronutrients are and their source and function</li> <li>- Basic knife skills</li> <li>- Use of the oven and different pieces of equipment</li> <li>- Learn different preparation techniques and cooking methods</li> <li>Follow a basic recipe independently</li> </ul>	<p>NB DT is taught on a rotation with Food, as it forms part of the same National Curriculum Subject. As a result, the timing of when each topic will be taught will depend upon where your child is in the rotation. Once the subject has been started, your child will follow the topics to the left.</p>
Year 8	<p><b>CUSHION PROJECT: Key skills &amp; knowledge:</b></p> <ul style="list-style-type: none"> <li>- Sustainability (materials)</li> <li>- Presenting design ideas</li> <li>- Function Vs Aesthetics</li> <li>- Advanced measuring/marketing</li> <li>- Quality design presentation</li> <li>- Developmental decision</li> <li>- Production Methods</li> <li>- Manufacturing with precision</li> <li>- Surface Finishes</li> <li>- Testing &amp; Evaluating</li> </ul>	<p><b>KS3 Year 8 – Candle Shade</b></p> <p><b>Project: Key skills &amp; knowledge:</b></p> <ul style="list-style-type: none"> <li>- Sustainability (materials)</li> <li>- Industrial testing</li> <li>- Presenting design ideas</li> <li>- Function Vs Aesthetics</li> <li>- Advanced measuring/marketing</li> <li>- Quality design presentation</li> <li>- Producing a card model (iteration)</li> <li>- Developmental decision</li> </ul>	<p><b>Key skills &amp; knowledge: Multicultural Foods</b></p> <ul style="list-style-type: none"> <li>- Understand more about ingredients and products from other countries</li> <li>- More advanced techniques learnt e.g. bread making, pastry making and a roux sauce</li> <li>- Follow more complex recipes independently</li> <li>- Research recipes and plan their own practical lesson</li> <li>- Understand the function of</li> </ul>	<p>NB DT is taught on a rotation with Food, as it forms part of the same National Curriculum Subject. As a result, the timing of when each topic will be taught will depend upon where your child is in the rotation. Once the subject has been started, your child will follow the topics to the left.</p>

	<ul style="list-style-type: none"> <li>- Scales of Production</li> <li>- Fastenings</li> <li>- Emerging materials &amp; tech</li> </ul>	<ul style="list-style-type: none"> <li>- CAD/CAM in batch production</li> <li>- Manufacturing with precision</li> <li>- Surface Finishes</li> <li>- Testing &amp; Evaluating</li> <li>- Scales of Production</li> <li>- Emerging materials &amp; tech</li> </ul>	<ul style="list-style-type: none"> <li>ingredients</li> <li>- Learn how to modify recipes for taste and health benefits</li> </ul>	
Year 9	<p><b>SLEEP SHORTS: Key skills and knowledge:</b></p> <ul style="list-style-type: none"> <li>- Analysis of task</li> <li>- Existing Product Analysis</li> <li>- Fashion design</li> <li>- Presenting design ideas</li> <li>- Function Vs Aesthetics</li> <li>- Advanced measuring/marketing</li> <li>- Production Methods</li> <li>- Manufacturing with precision</li> <li>- Pocket making</li> <li>- Testing &amp; Evaluating</li> <li>- Fastenings</li> <li>- Evaluation and testing techniques</li> </ul>	<p><b><i>Year 9 – Key skills &amp; knowledge:</i></b></p> <p>In the 2021-22 ONLY, Year 9 students work on the Candle Shade project they missed due to Covid. This is to catch-up on vital manufacturing skills in the workshop. The project will be shortened to just the key making skills and due to the fact that some design and theory work was delivered in non-specialist rooms. The additional time in the Year 9 rotation will be used to cover the final required elements of KS3 (listed below) and for an End of KS3 assessment to gauge progress.</p> <ul style="list-style-type: none"> <li>- Applying Design Considerations</li> <li>- Advanced Manufacturing</li> <li>-Advanced Drawing Skills</li> <li>-Programming (Crumble)</li> </ul>	<p><b><u>Key skills &amp; knowledge</u></b></p> <p>Students to have a better understanding of how they can make more from the ingredients they have at home to avoid food wastage. The impact food waste has on the environment and ways we can reduce food wastage.</p> <p>looking at why we choose the foods we do and how we plan meals accordingly</p>	<p>NB DT is taught on a rotation with Food, as it forms part of the same National Curriculum Subject. As a result, the timing of when each topic will be taught will depend upon where your child is in the rotation. Once the subject has been started, your child will follow the topics to the left.</p>

# KS4 DESIGN and TECHNOLOGY (Product Design) Curriculum Narrative

Our GCSE syllabus, AQA Design and Technology, is a qualification with creative design and making at its heart, with the content providing an ideal grounding for KS5 qualifications. At GCSE, students will work on a series of practical projects that look to sharpen the subject knowledge gained at KS3. The initial projects start by acting as independent aspects of the NEA that is expected in the final year of their GCSE. At KS4, students design and manufacture a product through an iterative process taking into consideration the needs and wants of a real end user. In order for students to successfully achieve a thorough outcome, they will split their focus across three key areas: core technical principles; specialist technical principles; designing and making principles. For GCSE students to make effective design choices they will cover a breadth of core technical knowledge and understanding that will consist of new and emerging technologies, mechanical devices and firm knowledge of materials and their working properties. Students will study the process of designing and innovation and examine the impact of new technology on our society and the environment. This will be examined by an externally set paper. Students study 6 PG Online theory units that cover all required subject knowledge and broaden their understanding of global design and manufacture. This prepares students for the final 2hr exam in June of Y11 (50% of the final grade). These units run consecutively in Y10 and are examined using end of unit exams. An average theory grade is drawn from these exams, consolidated by mock exams and shared with students and parents. The NEA forms the final part of the two-year course (50% of the final grade) where students will demonstrate and apply knowledge and understanding of the designing and making principles in relation to the use of primary and secondary data, investigating and evaluating the work of others through disassembly and specialist techniques and processes. The non-examined assessment takes the form of a design and make project. This will be examined on the individual's skills to investigate, design, make and evaluate a prototype of a product.

## KS4 D&T PRODUCT DESIGN Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b><u>Intro to design theory</u></b> - 5 major design considerations - research &amp; presentation skills</p> <p><b><u>Basic Manufacturing (recap)</u></b> -Material Samples -Laminating acrylic -Bot Block head -Acrylic wind-charm -Manufacturing Basics Test (Kahoot)</p> <p><b><u>Advanced Manufacturing</u></b> -Material properties -Hanging wall calendar Project -Design folder basics (KeyNote) -Intro to communication skills</p>	<p>- Design drawing (isometric, perspective, orthographic) -Drawing Skills assessment</p> <p>Intro 1st major design folder: Educational toy, passive speaker or Lampshade</p> <p>-Further communication and presentation skills &amp; Diary of Manufacture (1st attempt)</p> <p>-Material working properties and finishes</p> <p>Intro to programming – Crumble</p> <p>Batch production – Xmas card task</p>	<p><b><u>Intro to PG Online resources</u></b> -Access to resource -Filing and managing revision notes -Hwk structure</p> <p>PG Online Unit 1 Theory – New &amp; Emerging Technology (5 lessons) -Revision skills</p> <p>End of Unit 1 test</p> <p>PG Online Unit 2 Theory – Energy, Materials &amp; Systems (8 lessons)</p>	<p>PG Online Unit 3 Theory – Materials &amp; working properties (5 lessons)</p> <p>End of Unit 3 test</p> <p>PG Online Unit 4 Theory – Common Specialist techniques (5 lessons)</p> <p>End of Unit 4 test</p> <p>PG Online Unit 6 Designing Principals (5 lessons)</p> <p>End of Unit 6 test</p>	<p>PG Online Unit 7 Theory – Making Principals (4 lessons)</p> <p>End of Unit 7 test</p> <p>--- June 1st NEA release ---</p> <p><b>Final NEA</b></p> <p>Study the theme</p> <p>Carry research and folder of evidence</p> <p>Initial ideas</p>	<p><b>Final NEA</b></p> <p>Initial ideas</p> <p>Client Feedback</p> <p>Developed ideas</p>

			- End of Unit 2 test			
<b>Year 11</b>	<b>Final NEA</b> Developing ideas Modelling Trialling, testing Product Spec	<b>Final NEA</b> Manufacturing final product Recording Manufacture in folder --Y11 Mock & Prep--	<b>Final NEA</b> Manufacturing final product Finishing & Realisation Testing & Evaluation Improvements <b>FINAL NEA SUBMISSION</b>	Final revision and exam preparation	Final revision and exam preparation	

## KS4 DESIGN and TECHNOLOGY (Textiles) Curriculum Narrative

Our GCSE syllabus, AQA Design and Technology, is a qualification with creative design and making at its heart, with the content providing an ideal grounding for KS5 qualifications. At GCSE, students will work on a series of practical projects that look to sharpen the subject knowledge gained at KS3. The initial projects start by acting as independent aspects of the NEA that is expected in the final year of their GCSE. At KS4, students design and manufacture a product through an iterative process taking into consideration the needs and wants of a real end user. In order for students to successfully achieve a thorough outcome, they will split their focus across three key areas: core technical principles; specialist technical principles; designing and making principles. For GCSE students to make effective design choices they will cover a breadth of core technical knowledge and understanding that will consist of new and emerging technologies, mechanical devices and firm knowledge of materials and their working properties. Students will study the process of designing and innovation and examine the impact of new technology on our society and the environment. This will be examined by an externally set paper. The NEA forms the final part of the two-year course where students will demonstrate and apply knowledge and understanding of the designing and making principles in relation to the use of primary and secondary data, investigating and evaluating the work of others through disassembly and specialist techniques and processes. The non-examined assessment takes the form of a design and make project. This will be examined on the individual's skills to investigate, design, make and evaluate a prototype of a product.

## KS4 D&T TEXTILES Curriculum Map

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Year 10</b>	Timbers Card and Boards Polymers Metals and Alloys Technical, modern and smart materials.  UNIT TEST  Design Principles  Fastenings	PRACTICAL PROJECT  Pyjamas:-  Pattern cutting Sleeves Pockets Collar Hems Buttons Facings Shorts Elasticated waistband	New and emerging technologies  Forces  Mechanical movement  Circuits and systems approaches  UNIT TESTS  PRACTICAL SKILLS Piping Gathers Strengthening and stiffening	Stock forms, types and sizes  FREE CHOICE PRACTICAL MINOR PROJECT 8 HOURS	FREE CHOICE PRACTICAL MAJOR PROJECT 12 HOURS	<b>NEA</b> Analysis of Task Client Profile Product Analysis Further research Design Specification
<b>Year 11</b>	<b>NEA</b> Development of ideas Final idea	<b>NEA</b> Practical outcome	<b>NEA</b> Practical outcome Manufacturing Specification Testing and evaluation FINAL NEA SUBMISSION	Final revision and exam preparation	Final revision and exam preparation	

## KS4 FOOD PREPARATION and NUTRITION Curriculum Narrative

At Manor CE Academy, we follow the AQA Food Preparation and Nutrition syllabus. Our GCSE syllabus is designed to enable students to show their creativity with the making of food products being the main feature. The course enables pupils to move forward from smoothly with all knowledge obtained from KS3. It is a practical subject, which requires the application of knowledge and understanding when developing ideas and students are expected to participate in practical or experimental food science work in the majority of lessons. These lessons will enable learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition. Students study six key areas: Food Commodities, Principles of Nutrition, Diet and Good Health, Science of Food, Where Food Comes From and Cooking and Food Preparation. In their final year of the course, the students will need to use all knowledge they have acquired in year 1 of the course to complete two Non-examination Assessments and a written examination. The first is a research investigation and the second is focussed on the practical element of the GCSE, which allows them to demonstrate their cooking skills as well as their knowledge of adapting dishes and ingredients. Students will be encouraged to push themselves to show a large range of skills by thinking independently and choosing dishes, which use a variety of ingredients and equipment and that, enable students to demonstrate a high standard of food styling.

## KS4 FOOD PREPARATION and NUTRITION Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<b>Introduction to the course</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Macronutrients</li> <li><input type="checkbox"/> Micronutrients</li> <li><input type="checkbox"/> Diet related illnesses</li> <li><input type="checkbox"/> Life stages</li> <li><input type="checkbox"/> Energy needs</li> <li><input type="checkbox"/> Energy balance</li> <li><input type="checkbox"/> End of unit test</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practice NEA2</li> <li><input type="checkbox"/> Food safety</li> <li><input type="checkbox"/> end of unit test</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Food Choices</li> <li><input type="checkbox"/> Sensory testing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Raising Agents</li> <li><input type="checkbox"/> Cooking methods</li> <li><input type="checkbox"/> heat transfer</li> <li><input type="checkbox"/> Practice NEA1</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chemical properties of protein</li> <li><input type="checkbox"/> Chemical properties of carbohydrates</li> <li><input type="checkbox"/> Chemical properties of fat</li> <li><input type="checkbox"/> end of unit test</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Food Provenance</li> <li><input type="checkbox"/> organic food</li> <li><input type="checkbox"/> Fair trade</li> <li><input type="checkbox"/> GM Food</li> <li><input type="checkbox"/> End of unit test</li> </ul>
Y11	<ul style="list-style-type: none"> <li><input type="checkbox"/> NEA 1: Food Science 15% of final Grade</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mock preparation</li> <li><input type="checkbox"/> Mock exam</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> NEA2Recipe trials</li> </ul>	Practical Exam	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exam preparation</li> </ul>	

	<ul style="list-style-type: none"><li><input type="checkbox"/> Food science practical investigations</li><li><input type="checkbox"/> Analysis and evaluations</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> NEA2: Food Preparation;35% of final GCSE grade</li><li>Research the task</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Plan, prepare and cook 3 dishes</li><li><input type="checkbox"/> Sensory testing, evaluate the dishes</li></ul>	Produce a time plan for the exam dishes. 3 hour exam Nutritional analysis Costings		
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## KS4 HOSPITALITY AND CATERING Curriculum Narrative

We follow the WJEC Level 1/2 Award in Hospitality and Catering. The 2-year course is designed to enable students to gain a good foundation of knowledge, understanding and skills that are required by the Hospitality and Catering industry. An industry, which is a major employer of people in the UK and can be a platform to working abroad as many companies have global operations. There will be the opportunity for students to develop a wide variety of skills, including food preparation and cooking skills, organisation, time management, planning, communication and problem solving. The course is made up of two units; Unit 1 - The Hospitality and Catering Industry and Unit 2 - Hospitality and Catering in Action.

Unit 1 includes knowledge of the industry, establishment, job roles, provision and services of various operations, meeting customer needs and how to maintain a successful business and to provide food that is safe to eat and nutritionally balanced. This has an external examination in the second year of the course and is worth 40% of the final grade. Unit 2 includes acquisition of knowledge and skills related to safely preparing, cooking and presenting nutritional dishes. Students will draw on their learning of different types of provision, kitchen, and front of house operations from Unit 1, as well as personal safety in their preparations. This unit is internally assessed and is based on a scenario supplied by the exam board. Students will create a portfolio of written work and undertake a practical exam to demonstrate their knowledge and skills. The practical exam will be undertaken in the second year of the course and is worth 60% of their final grade. For this qualification it is important that students complete all the assessment criteria to be awarded a successful grade.

## KS4 HOSPITALITY AND CATERING Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Health and Safety Food safety and quality Hygiene (personal and food) Revisit different diets, factors affecting food choice and nutritional needs of different groups in more depth Factors affecting the industry and provision. Industry kitchen/F of H and customer needs		Environmental issues and menu planning Hospitality and catering providers, services and job roles Importance of the EHO Hospitality and catering industry food safety risk assessments and control Commodities, healthy eating and nutrition		Planning Mock controlled assessment (nutrition, life stages and special diets) Carrying out Mock Controlled assessment Coursework	Unit 1 Hospitality & Catering (48) Theory
Year 11	Unit 1 Hospitality & Catering (48) Theory  Unit 2 Hospitality & Catering (72) Theory  Advanced Practical Skills  Unit 2 Coursework, practical Exam & Evaluation		Unit 2 Hospitality & Catering (72) Theory  Advanced Practical Skills  Unit 2 Coursework, practical Exam & Evaluation		Exam Revision and Prep – Hospitality & Catering & Event Operations	

## KS4 EVENT OPERATIONS Curriculum Narrative

We follow WJEC Level 1/2 Vocational Award in Event Operations. The events industry brings in more than £40 billion to the UK economy. The UK has been host to many international sporting events such as the 2012 Olympics the Commonwealth Games in 2014 and Rugby World Cup in 2015, as well as the Tour de France. The UK is not only host to sporting events. Each year the World Travel Market and other international exhibitions are held here. There are well-known festivals such as Glastonbury and film premieres such as the Harry Potter series that take place in the UK regularly. According to the Britain for Events promotional campaign, there are more than 1 million corporate events every year in over 100,000 venues across the UK. The WJEC Level 1/2 Vocational Award in Event Operations has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. Learners will learn how these organisations operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to health and safety, finance and customer service, all of which are useful for learners who decide the events industry is not for them. This understanding is transferable to lots of other industries. In this qualification, learners will also have the opportunity to develop skills such as administration, communication and planning as well as transferable skills of problem-solving, organisation and time management.

This 2 year course will be assessed by a written exam in Year 11 and by 2 coursework folders covering Event Operations and Event Planning.

## KS4 EVENT OPERATIONS Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p><b>Unit 1</b></p> <p>Understand the structure of the events industry:</p> <p>AC1.1 Describe different types of events</p> <p>AC1.2 Describe how organisations are involved in events</p> <p>AC1.3 Explain why organisations work together in event operations</p> <p>Understand the principles of event planning</p> <p>AC2.1 Describe the activities involved in event organisation</p> <p>AC2.2 Explain factors to consider when planning events AC2.3</p> <p>Assess event risks</p> <p>AC2.4 Recommend event contingency plans to minimise potential risks</p>	<p>Understand factors that affect the success of events</p> <p>AC3.1 Explain how events meet customer requirements</p> <p>AC3.2 Analyse factors that affect events</p> <p>AC3.3 Explain how events risks can be minimised</p> <p><b>Unit 2</b></p> <p>Understand the role of customer service in event operations</p> <p>AC1.1 describe principles of customer service</p> <p>AC1.2 explain how events meet customer needs</p> <p>AC1.3 analyse factors affecting customer service provided at events</p> <p>AC1.4 communicate with customers</p> <p>Understand how event teams operate</p>	<p><b>Unit 2</b></p> <p>AC2.1 describe roles of individuals in different types of team</p> <p>AC2.2 explain the benefits of teamwork</p> <p>AC2.3 explain how the principles of team working are applied in event operations</p> <p>AC2.4 contribute to team performance</p> <p>AC3.1 Set criteria to assess event success</p> <p>Be able to review event success</p> <p>AC3.1 Set criteria to assess event success</p> <p>AC3.2 evaluate own performance in event situations AC3.3 evaluate performance of others in event situations</p> <p>AC3.4 evaluate event success</p>
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<p><b>Unit 1</b>  Know how events comply with regulatory requirements  AC4.1 Describe how events meet regulatory requirements  AC4.2 Describe permissions required for events  AC4.3 Describe event insurance requirements</p> <p><b>Unit 3</b>  Understand event operations  AC1.1 explain event finances  AC1.2 describe event administration requirements  AC1.3 explain how promotional activities contribute to achieving event objectives  AC1.4 propose resource requirements for events</p>	<p><b>Unit 1</b>  Be able to process event operations  AC5.1 Administer event operations  AC5.2 Recommend venues for specified needs  AC5.3 Calculate event payments</p> <p><b>Unit 3</b>  Be able to investigate event requirements  AC2.1 design research tools  AC2.2 analyse event research  AC2.3 report research findings</p> <p>Be able to plan events  AC3.1 set event objectives  AC3.2 plan event activities  AC3.3 use planning tools  AC3.4 explain how experience of running events informs event proposals</p>	<p>Preparation and revision for Unit 1 written examination</p>
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# KS4 CHILD DEVELOPMENT Curriculum Narrative

Our syllabus, OCR Cambridge National in Child Development, is a qualification with content providing an ideal grounding for KS5 qualifications. Our Cambridge National in Child Development covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child’s development and well-being.

There are three mandatory units:

**R018: Health and well-being for child development - 50% exam**

This unit provides an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive.

**R019: Understand the equipment and nutritional needs of children from birth to five years- 25% coursework**

Students learn about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and they demonstrate in a practical activity how these needs are met to promote a child’s development and well-being.

**R020: Understand the development of a child from birth to five years - 25% coursework**

Students investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities.

## KS4 CHILD DEVELOPMENT Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p><b><u>RO19 LO1- Equipment for 0-1 yr old</u></b></p> <p>Complete the first piece of coursework based on prior learning from Y9</p>	<p><b><u>RO19 LO2 - Equipment for 1-5 yr old.</u></b></p> <p>Complete the second piece of coursework based on prior learning from Y9</p> <p><b><u>RO19 LO3 - Nutrition and feeding a 0-5 yr old</u></b></p> <p>Start their powerpoint presentation based on taught</p>	<p><b><u>RO19 LO3 - Nutrition and feeding a 0-5 yr old</u></b></p> <p>Complete their powerpoint presentation based on taught content in Y9.</p>	<p><b><u>RO19 LO4 - Feeding a child</u></b></p> <p>Planning and making a breakfast for a nursery setting for a 4 year old based on taught content from Y9.</p>	<p><b><u>PHYSICAL DEVELOPMENT</u></b></p> <p>Major motor skills Minor motor skills Milestones</p> <p><b><u>RO20 LEAFLET</u></b></p> <p>Coursework based on taught content from this half term</p>	<p><b><u>INTELLECTUAL DEVELOPMENT</u></b></p> <p>Nature v nurture Literacy Numeracy Concepts Language development</p> <p><b><u>RO20 LEAFLET</u></b></p> <p>Coursework based on taught content from this half term</p>

		content in Y9.				
<b>Year 11</b>	<p><b><u>RO19 LO2 - Equipment for 1-5 yr old.</u></b></p> <p>Complete the second piece of coursework based on prior learning from Y9</p> <p><b><u>RO19 LO3 - Nutrition and feeding a 0-5 yr old</u></b></p> <p>Complete their powerpoint presentation based on taught content in Y9.</p>	<p><b><u>RO19 LO4 - Feeding a child</u></b></p> <p>Planning and making a breakfast for a nursery setting for a 4 year old based on taught content from Y9.</p>	<p><b><u>RO20 CHILD STUDY COURSEWORK</u></b></p> <p>Students write up their initial visit to their child according to the proforma given from before Christmas.</p> <p>Visit 1 planning</p> <p>Visit 2 planning</p> <p>Write up visit 1</p>	<p><b><u>RO20 CHILD STUDY COURSEWORK</u></b></p> <p>Write up visit 2</p> <p>Links to RO18</p> <p>Bibliography</p>	Revision and preparation for final exam	