



Curriculum Changes due to COVID- Food and Nutrition

	Key Stage Three
Changes to curriculum content	<p>No Practical lessons taken place while students learning from home. Continued with the theory and design side of Food Technology. Looked at topics covering the following aims of the NC:</p> <ul style="list-style-type: none">• How to plan and modify recipes, meals and diets to reflect the nutritional guidelines for a healthy diet.• The working characteristics, functional and chemical properties of raising agents. chemical (baking powder, bicarbonate of soda, self-raising flours which produce carbon dioxide)• The License to Cook website reinforces knowledge and skills covered in lessons.• Know and understand how food-based materials are selected and processed for commercial products• Understand why aids are used to judge quality and accuracy before and during processing• To understand how to document production of a product through the writing of a flow diagram.• Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health• Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.



Curriculum Changes due to COVID- Textiles

	Key Stage Three
Changes to curriculum content	<p>No Practical lessons taken place while students learning from home. Continued with the theory and design side of Textiles Technology. Looked at topics covering the following aims of the NC:</p> <ul style="list-style-type: none">• Design a prototype for a new range of pencil cases or cushions.• To understand Health & Safety Rules in Textiles.• To be able to name and identify the different parts of the sewing machine.• To understand how to plug in and set up a sewing machine.• To understand how to thread up a sewing machine.• To understand and be able to identify the difference between manmade/ synthetic fibers and organic/natural fibers.• To be able to name and identify the different methods that fabric can be constructed from spun fibers.• To understand why designers, conduct market research.• To understand why designers, look at existing products.• To understand what SCAMFC stands for.• To use SCAMFC to analyses and evaluate their pencil case.• To gain the knowledge and understanding of what a design specification is.• To understand the content of a design specification.• To identify the difference between desirable and essential criteria.



Curriculum Changes due to COVID- Resistant Materials

	Key Stage Three
Changes to curriculum content	<p>No Practical lessons taken place while students learning from home. Continued with the theory and design side of RM Design Technology. Looked at topics covering the following aims of the NC:</p> <ul style="list-style-type: none">• Demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice.• Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.• Use imagination, experimentation and combine ideas when designing.• Develop the skills to critique and refine their own ideas whilst designing and making.• Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.• Develop decision making skills, including the planning and organisation of time and resources when managing their own project work.• Develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.• Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.• Consider the costs, commercial viability and marketing of products.• Use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.