

Y9 ADT Curriculum Intent, Implementation and Impact Overview

Out of this world.	Year:9 Subject: ADT IMPLEMENTATION		
INTENT (including key concepts and skills)	Food	Art	Construction
Work safely with hand tools and materials/ingredients.	A range of equipment and ingredients will be used when making a variety of dishes.	A range of materials and techniques will be taught alongside H&S - painting, scalpel etc.	Using tools to repurpose reclaimed materials.
Work Safely with machine tools.	Using an electric whisk - making cakes.	Internet safety	Where applicable - design dependent.
Use modern technology and CAD/CAM	Nutritional analysis software	Digital editing using own devices as homework.	Where applicable - design dependent.
Developing observational skills and drawing with accuracy/record ideas.	Designing cupcakes.	Recording and observing the surrounding areas using drawing, painting and photography.	Recording accurately when planning out possible design ideas.
Develop skills in visual presentation/record ideas.	Presentation of food for serving including portion control	Artist research pages, presentation and development of an idea, final outcome.	Presentation of ideas and designs in workbooks. Presentation and quality of final product.
Design and manufacture products when responding to specific briefs and guidelines/using briefs.	Adapting meals/ dishes to fit specific dietary needs	Specification/art guidelines given for the final outcome of the project - students are to work within this brief when making their final piece.	Student provided with a specification to make an object (brief dependent) using reclaimed materials. Awareness of material sources, sustainability and related processes.
Demonstrate understanding of social, historical, cultural and moral factors in	Understanding how modern technology impacts on food availability.	Artist research across the art movement. An awareness of the context of Surrealism and the time in which it was created - the influence the	Exploration and application of knowledge of sustainable and responsible sourcing of materials.

design/research and respond.		movement has had on Western culture to date.	
Respond to contextual sources when generating creative responses and ideas/research and respond.		Artist research and process to inform the generation of personal and meaningful outcomes.	As above.
Develop problem solving skills and resilience when tackling difficult scenarios/experiment and trial.	Following recipes independently and adapting when things do not go to plan (contingency)	Responding to a brief independently. Approaches to drawing skills and confidence building. Starters providing thoughtful problems for students to consider and solve.	Independently tackling challenges within a practical workshop. Application of new knowledge and skills and development of existing skills to independently solve the brief.
Objective self-evaluation.	Evaluating the quality of practical dishes including sensory evaluation and adapting as a result e.g. tasting and seasoning.	Evaluation of the final piece and ideas as they develop.	Review of practical work and developments using a making log.
Understand healthy eating	Eat well guide applied to a range of dishes. Making a range of balanced healthy meals.		
IMPACT	<p>Assessment: Written assessment of exam style questions. Practically assessed live work Theory exam at the end of module. Progression to KS4: essential skills for practical assessment at GCSE, understanding how to adapt recipes to fit a brief.</p>	<p>Assessment: Surreal practical outcome Surrealism research and written response. Final outcome - personal response to the shoe design brief.</p> <p>Progression to KS4: The project covers all 4 GCSE assessment objectives.</p>	<p>Assessment: Design ideas Practical - final outcome.</p> <p>Progression to KS4: Response to a brief Knowledge of materials Practical application of H&S knowledge Application of practical skills.</p>

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.

In Design Technology, students in KS3 rotate around three distinct specialist areas (construction, food, Art) with 2 x 6 week rotations in each subject area. Rotations could take place in any order but all students will experience each specialist area during each academic year.

KEY **NATIONAL CURRICULUM CONTENT**
ADDITIONAL CONTENT