

# HOME ECONOMICS 7-10 CURRICULUM **OVERVIEW**

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## Year 9

#### Year 10

#### Unit 1: Kitchen and Food Safety WEEK 1 Students will complete a brief unit on kitchen safety and hygiene. Students will watch a video WEEK 2 and complete a formative assessment task.

WEEK 3

WEEK 4

WEEK 5

WEEK 6

WEEK 7

WEEK 8

WEEK 9

**WEEK 10** 

**WEEK 11** 

WEEK 1

WEEK 2

WEEK 3

WEEK 4

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WEEK 9

**WEEK 10** 

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WEEK 9

**WEEK 10** 

WEEK 1

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WEEK 9

**TERM 1** 

## Unit 2: Healthy Lifestyles

# Students will recognise the importance of living a balanced healthy lifestyle with a focus on mealtimes. Practicals and learning will include how to plan, select and prepare food for each mealtime to maintain good health and programme and prepare food for each mealtime to maintain good

#### Unit 3: Healthy Snack or Lunch Option with a paddock to plate focus

Students will design, select, produce and evaluate a healthy snack or lunch takeaway dish that reflects the principles of paddock to plate. The dish must best reflect the Australian Guide to Healthy Eating and be low in fat, sugar and salt and include natural sources of dietary fibre.

### Unit 4: Introduction to Sewing

Students will complete a brief unit on sewing safety, the parts and functions of the sewing machine and overlocker. Students will also learn the range of different tools and equipment used in

#### Unit 5: Drawstring Bags

Students will design, make and evaluate qualities.

## Unit 1: Kitchen and Food Safety

Students will complete a brief unit on kitchen safety and hygiene. Students will watch a video and complete a formative assessment task.

Year 8

#### Unit 2: Australian Guide to Healthy Eating/Healthy Lifestyle

Students will recognise the importance of living a balanced healthy lifestyle. Students will explore the Australian Guide to Healthy Eating and complete formative assessment tasks.

#### Unit 3: Mystery Box

In pairs, students will design, produce and evaluate a healthy savoury dish using a prescribed set of "mystery" ingredients, which must best reflect the Australian Guide to Healthy Eating.

#### Unit 4: Introduction to Sewing

Students will complete a brief unit on sewing safety, the parts and functions of the sewing machine and overlocker. Students will also learn the range of different tools and equipment used in textiles.

#### Unit 5: Personalised Apron

Students will design, make and evaluate a personalised apron suitable for the kitchen. They must use the information from the design brief in order to design and create an apron. The apron needs to include both functional and design qualities

#### Unit 1: Influences on Food Choices

Students analyse the influences on our food choices through investigating cultural and environmental factors

#### Unit 2: Convenience Foods vs Homemade

establish students understanding of convenience/processed food, how they effect health and how to make alternative/healthier food choices. Design a healthy takeaway (convenient) meal and suitable packaging/ labelling that adheres to the Food Standards Australia New Zealand Code. Students will complete an evaluation report.

#### Unit 3: Sewing Safety & Equipment

Students will complete a brief unit on sewing safety, the parts and functions of the sewing machine and overlocker. Students will also learn the range of different tools and equipment used in textiles.

#### Unit 4: Design Elements/Fibres & Fabrics

Students will complete a brief unit on fibres and fabrics. They will learn how fabric is made and the difference between synthetic and natural fibres. Students will also learn the structure of fabric and the different weaves of

#### Unit 5: Storage Device

To design, make and evaluation a storage device suitable for school using the skills learnt previously. Students must use the information from the design brief in order to design and create your storage device. The storage device needs to include both functional and design qualities.

#### Unit 1: Pasta Design

Students will build upon the skills learnt to research, design and produce a pasta dish. They will consider the basic principles of food design and highlighting one of Australia's cultural influences. The final product must follow the design brief and represent balance. Students will reflect on their design decisions and outcomes in an evaluation.

### Unit 2: Flavour Imposter Challenge

Working in pairs, students investigate, design, and produce a sweet replica of a popular savoury teenage dish. Students are to show evidence of investigation and research, appropriate production techniques and evaluate the designed/produced dish.

#### Unit 3: Sewing Safety & Equipment

Students will complete a brief unit on sewing safety, the parts and functions of the sewing machine and overlocker. Students will also learn the range of different tools and equipment used

#### Unit 4: Design Elements and Patchwork Principles

apply this knowledge to complete a patchwork sample in order to build skills for the final product (windsock).

#### Unit 5: Windsock Design

To design, plan, construct and evaluate a windsock using patchwork and applique techniques. The windsock must also illustrate the importance of line and shape to enhance their finished product.

#### Unit 1: Kitchen and Food Safety

Students will complete a brief unit on kitchen safety and hygiene.

#### Unit 2: Cooking on a Budget

Students will learn the principles of budgeting with food and apply this knowledge to complete 2 main assignments which have a strong focus on best reflecting the Australian Guide to Healthy Eating and the Australian Dietary Guidelines along with budget constraints. Students will use the design process to best meet each design brief, make and then evaluate on the processes used and success outcomes achieved.

#### Unit 3: Moving Away From Home

Students investigate the reasons young people leave home, costs involved in moving and the types of accommodation that may be available to them. They investigate issues around sharing accommodation with others and how to avoid conflict.

#### Unit 4: Decorating on a Budget

Using the design process students explore, select and make a sustainable article they can use in the home using recycled, upcycled or cheap resources.

They will also select, plan and upcycle secondhand clothing or articles into something new. Students will also reflect and evaluate the successes and outcomes of both tasks.

#### Unit 1: Food Design

Students investigate the principles of food design to best reflect a design brief and explore creative design solutions. During this unit they will also explore Australian indigenous ingredients and create a selection of dishes using these ingredients. They explore ingredient qualities and characteristics and how to use them in contemporary dishes.

#### Unit 2: Flavour Forecast Challenge

Students will investigate flavour trends set by the McCormack company and using the National Flavour Forecast Challenge create a unique dish best reflecting one of the 4 flavour trends. They will use the food design process to create their dish, create a recipe, cost the recipe and style and photograph their food. This is a national food challenge and there is a possibility that they will have their work entered in the competition for judging. Students reflect on the processes skills and outcomes obtained.

#### Unit 3: Principles of a Pattern

#### Unit 4: Commercial Pattern

During this unit students will apply key knowledge and understanding to interpret their selected commercial pattern to create/make their selected article. They will spend a predominate amount of time constructing their article, make design decisions in relation to their pattern and complete an evaluation that reflects on their decisions, processes and techniques used and success outcomes. Key emphasis is on sustainability and environmental impact and the use of second hand fabrics/commercial patterns is encouraged. Students are expected to provide/organise all materials for this unit.

a personalised drawstring bag. They must use the information from the design brief to design and create the The drawstring bag needs to include both functional and design

\*Please note: The Unit order may alter due to facility and resource availability

**TERM 4**