

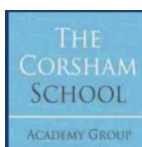
Subject: Design and Technology	Year: 7
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Due to the curriculum requirements, we cannot map out exactly what your child/ren will be learning each term. Instead pupils rotate across five subjects in Year 7. Starting points will differ between each pupil. Please see your child/ren's timetable (accessible via Classcharts) to check which rotation they are in.

Food: An introduction to skills and food safety and hygiene	Textiles: Resilient Friend	Resistant Materials: Bookends	CAD/CAM: Introduction to laser cutting and 3D printing	Graphics: Healthy Snack Bar Wrapper
Duration: 7 weeks	Duration: 7 weeks	Duration: 7 weeks	Duration: 7 weeks	Duration: 7 weeks
Content: Pupils will learn basic skills through a range of practical tasks supported with relevant theory work.	Content: Pupils will be introduced to textiles tools and equipment and will research, design and make a Resilient Friend.	Content: Pupils will be introduced to the workshop and will research, design and make a bookend.	Content: Pupils will be introduced to CAD/CAM and will learn how to programme designs in readiness for laser cutting and 3D printing.	Content: Pupils will be introduced to graphic skills to research, design and make a healthy snack bar wrapper.
8 Key concepts students need to understand (Core Knowledge): Safe and accurate use of kitchen tools and equipment. Hygiene and safety. Understanding of processes and function of ingredients. Creaming method. Rubbing in method. Melting method. Pastry making. Shaping.	8 Key concepts students need to understand (Core Knowledge): Safe and accurate use of tools and equipment. Use of the sewing tools and equipment. Accurate measuring and marking. Working with a variety of textile fabrics. Surface decoration. Natural fibres and fabrics knowledge. Research. Design approach. Making for a client.	8 Key concepts students need to understand (Core Knowledge): Safe and accurate use of tools and equipment. Accurate measuring and marking. Traditional wood joining. Timber knowledge. Research. Design approach. Use of CAD/CAM. Making for a client.	8 Key concepts students need to understand (Core Knowledge): Understand how to design ideas using CAD, understand how to use tools in CAD, understand how use CAM (laser cutter and 3D printer), understanding the advantages and disadvantages of CAD/CAM, accurate transfer of measurement and marking, understand how CAD/CAM is used in industry, understand how enterprise plays a role in production, CAD/CAM theory.	8 Key concepts students need to understand (Core Knowledge): Design fonts, logos and branding, learn about importance of packaging, learn how to manipulate paper and board, design skills, paper and board theory, learn about healthy food and food labels.

SMSC Opportunities (including evidence of British Values)	Out of classroom opportunities	Assessment opportunities (Please see Assessment Calendar on Website)
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Introduction to equipment and tools across all discipline areas, including use of the workshop machines, sewing machines, knife skills, ovens and hobs. Pupils are introduced to a range of material areas. Different approaches to design enhance pupil's creativity in their learning. Textiles; pupils learn about resilience and what makes others resilient, how to build their resilience. RM; pupils learn how literacy levels impact adult life and learn how to solve the problem. Food; pupils learn about the importance of food provenance in today's world.	After school clubs / house challenges / raising awareness of external opportunities such as summer cookery school.	Within each rotation, pupils will be assessed on their research, design, make and evaluation skills (depending on the subject). Pupils share the same Curriculum Expectations assessment sheet, so they will understand if they have <i>not yet/met/exceeding</i> curriculum expectations throughout the year. Summative assessment will take place <u>w/c 20th May 2024</u> .
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Subject Curriculum Overview: DT Yr8



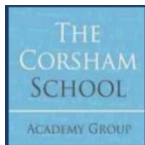
Subject: DESIGN TECHNOLOGY	Year: 8
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Due to the curriculum requirements, we cannot map out exactly what your child/ren will be learning each term. Instead pupils rotate across five subjects in Year 7. Starting points will differ between each pupil. Please see your child/ren's timetable (accessible via Classcharts) to check which rotation they are in.

Food: Healthy eating and nutrition	Resistant Materials: Automata Toy	Textiles: Islamic Wall hanging	Graphics: Pop-up book
Duration: approx. 11 weeks	Duration: approx. 11 weeks	Duration: approx. 11 weeks	Duration: approx. 11 weeks
Content: Pupils will learn about the importance of healthy eating and basic nutrition. The role of bread in the British diet.	Content: Pupils learn about mechanical devices to research, design and make an Automata Toy.	Content: Pupils learn about Islamic art and further textile techniques to research, design and make an Islamic Wall Hanging.	Content: Pupils learn graphical skills and how to manipulate paper to research, design and make a pop-up book.
8 Key concepts students need to understand (Core Knowledge): Healthy eating guidelines. Balanced meals. The role of sugar in the diet. The role of fat in the diet. Sensory analysis. Bread making. Shaping. Design task.	8 Key concepts students need to understand (Core Knowledge): mechanical devices theory such as movement, pulley systems and cams, build on woodwork skills, build on design skills, understand how to incorporate CAD/CAM into designs, wood finishing, accurate measuring and	8 Key concepts students need to understand (Core Knowledge): Build on textiles knowledge, tools and equipment; resist dye (tie-dye techniques), printing techniques, embellishment, hemming, learning about Islamic culture and art, impact of the textiles industry on the	8 Key concepts students need to understand (Core Knowledge): learn how to measure, mark, score, cut paper, to manipulate paper into 3D, build on research, build on designing for others, paper theory, paper finishing techniques, such as hand finish and printing.

	marking, independence in the workshop.	environment theory lessons, building on design work.	
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SMSC Opportunities (including evidence of British Values)	Out of classroom opportunities	Assessment opportunities (Please see Assessment Calendar on Website)
Pupils learn about the impact of food on health and well being and the importance of making informative decisions. Pupils learn how religion and cultures influence products and design ideas. Pupils learn empathy and compassion whilst making products for clients from a range of diverse backgrounds, cultures and beliefs.	After school clubs, house challenges, raising awareness of external opportunities such as summer cookery school.	Within each rotation, pupils will be assessed on their research, design, make and evaluation skills (depending on the subject). Pupils share the same Curriculum Expectations assessment sheet, so they will understand if they have <i>not yet/met/exceeding</i> curriculum expectations throughout the year. Summative assessment will take place <u>w/c 3rd June 2024.</u>



Subject Curriculum Overview: DT Yr9



Subject: Design and Technology	Year: 9
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Due to the curriculum requirements, we cannot map out exactly what your child/ren will be learning each term. Instead pupils rotate across five subjects in Year 7. Starting points will differ between each pupil. Please see your child/ren's timetable (accessible via Classcharts) to check which rotation they are in.

Food: Nutrition and the Environment	Textiles: Stencil pencil case	Resistant Materials: Memphis inspired clock	CAD/CAM: Food Packaging	Electronics: Steady hand game
Duration: 7 weeks	Duration: 7 weeks	Duration: 7 weeks	Duration: 7 weeks	Duration: 7 weeks
Content: Pupils will study the role of the different nutrients in the diet, with reference to special diets. Practical work will support the theory work.	Content: Pupils will build on their textiles skills and techniques in order to research, design and make a stencil pencil case.	Content: Pupils will build on their workshop skills and gain knowledge working with polymers. They will research,	Content: Pupils will use CAD/CAM and learn about food packaging and nutritional needs in order to research, design and	Content: Students will be introduced to electronics in order to design and make an electronic steady hand game.

Students will also focus on food wastage and organic foods.		design and make a Memphis inspired clock.	make food packaging for a chosen client.	
8 Key concepts students need to understand (Core Knowledge): Function of Macro nutrients. Function of micro nutrients. Special diets. Adapting recipes. Meat preparation. Veg preparation. Pastry making. Food safety.	8 Key concepts students need to understand (Core Knowledge): Safe and accurate use of tools and equipment. Use of the sewing machine. Accurate measuring and marking. Working with a variety of textile fabrics. Surface decoration. Natural fibres and fabrics knowledge. Research. Design approach. Making for a client. Inserting a zip.	8 Key concepts students need to understand (Core Knowledge): Safe and accurate use of tools and equipment. Accurate measuring and marking. Polymer knowledge. Research into Memphis design movement. Marking, cutting and finishing polymers.	8 Key concepts students need to understand (Core Knowledge): paper and card theory, paper and card manipulation; measure, mark, score, bend and cut, paper finishing; printing and hand finishing, importance of packaging, nutritional information, designing for other dietary needs.	8 Key concepts students need to understand (Core Knowledge): Understanding theory of electronics; inputs, outputs and processes, learning how to solder, learning how to vacuum form and to understand that this is an additional polymer process, building on design skills and working safely in a workshop.

SMSC Opportunities (including evidence of British Values)	Out of classroom opportunities	Assessment opportunities (Please see Assessment Calendar on Website)
Pupils learn to appreciate the needs of individuals, respecting choices made. Understand and recognise the importance of healthy eating and nutrition in relation to health and well being. Pupils learn about the role technology has on our every day lives. Pupils learn empathy and compassion whilst making products for clients from a range of diverse backgrounds, cultures and beliefs.	After school clubs / house challenges / raising awareness of external opportunities such as summer cookery school	Within each rotation, pupils will be assessed on their research, design, make and evaluation skills (depending on the subject). Pupils share the same Curriculum Expectations assessment sheet, so they will understand if they have <i>not yet/met/exceeding</i> curriculum expectations throughout the year. Summative assessment will take place <u>w/c 13th November 2023.</u>