

	Term 1 Weeks 1-8	Term 2 Weeks 10-16	Term 3 Weeks 19-24	Term 4 Weeks 26-30	Term 5 Weeks 33-38	Term 6 Weeks 40-46
Year 7	<p><b>PD: Research and Analysis: Hand/eye coordination game</b></p> <p>This unit will aid transition and continuity between KS2 to 3. Students are introduced to the key skills they will be expected to develop over the course of KS3. They will focus on drawing techniques, rendering, and explore the basic properties of wood. Students will gain an understanding about the design process. Students will research and design a product which will benefit others. They will respond to a design brief and learn how to write a specification.</p>	<p><b>PD: Design and Make: Hand/eye coordination game</b></p> <p>Students will begin to design their product based on the research they have done. Students will learn the importance of prototyping. Students will make the product they have design. They will experiment with working with wood. Students will focus on the following practical skills when using wood: Marking out, cutting, joining and finishing</p>	<p><b>Mechanisms: Linkages</b></p> <p>Students will look into how things work. They will take part in disassembly to explore what products the inside of a mechanical product will look like. Students will gain and build their own mechanisms using linkages and pivots.</p>	<p><b>Healthy Eating</b></p> <p>Students will learn about hazards and hygiene to ensure a working knowledge of good practice in the kitchen. Students will learn about the government guidelines and discover what is required for a healthy diet. Particular focus will be on the Eatwell Plate and the 8 guidelines for a healthy diet. Students will learn about the use of yeast as a raising agent and will consider the conditions needed for growth, and will also consider the role of gluten in the structure of bread. Students will learn about the use of a chemical raising agent in self raising flour and the science behind the rubbing in method. Students will consider seasonality of fruits and food miles.</p> <p><i>Practical skills: safe use of the hob, grill and oven, grating, knife skills, making dressing, breadmaking, measuring, kneading, shaping, rubbing in, portioning, melting.</i></p> <p><b>Practicals: Pitta Pizza, Rice Salad, Bread, Rock Buns, Fruity Flapjacks</b></p>	<p><b>Textiles - Research and Analysis: London Cushion Project</b></p> <p><b>Students will learn about the origin of fibres and fabrics, produce samples of decorative techniques and design a range of ideas for their product.</b></p> <p>Students will learn about and use a wide range of materials and components. Students will experiment with a variety of decorative techniques including 'Heat transfer and 'Applique' and will produce samples of these. Students will learn how to evaluate their own work using level descriptors. Students will learn how to generate ideas in response to a theme and how to develop these till they find the best final solution. Students will annotate their ideas and test them against their design specification before producing a final idea.</p>	<p><b>Textiles - Design and Make: London Cushion Project</b></p> <p><b>Students will create a cushion which reflects a London theme.</b></p> <p>Students will learn about and use a variety of construction techniques including 'Tacking'; 'Hemming' and 'Machine stitching' which they will use to assemble their cushion. Students will apply the decorative skills they have learned and the cushions they make will feature these techniques. Students will learn how to fasten fabric together using buttons/ bows. Students will learn how to use the sewing machine correctly and safely.</p>
	Assessment	An end of topic summative assessment of design folder to assess for recall and application of understanding. Focusing on the student's ability to apply their knowledge to designing and developing ideas.	Students are assessed on good planning, working safely and quality of design work.	A Level Assessed Task. Focusing on student's ability to build a mechanism using linkages and pivots. Focusing on student's ability to use Google-sketch up to assist their designing skills. Focusing on the student's ability to apply their knowledge to making a good quality product.	An end of lesson assessment looking at practical skills using kitchen equipment.  Students will be working towards the 1 star chef award via the Sainsbury's Active Kids: Cooking and Nutrition scheme.	Level is awarded for 'Making' (samples of techniques and processes) as well as 'Ideas' and 'Development of ideas'
ICT	Internet research, interactive, enquiry(standard presentation),		Research – internet research Google sketch up for design ideas.		Internet research, publisher, power point, drawing tools.	Internet research, Publisher, drawing software
Year 8	<p><b>PD: Research and Analysis: Flat-packed gift</b></p> <p>The students will focus on basic properties of plastic. Students will gain an understanding about the Industrial production and explore how plastic products are made in factories. Students will learn about sustainably Students will research and design a product which will benefit others. They will learn how to write a design brief and specification, using the design problem to assist them.</p>	<p><b>PD: Design and Make: Flat-packed gift</b></p> <p>Students will begin to design their product based on the research they have done. Students will develop their prototyping skills. Students will make the product they have design. They will experiment with working with a combination of wood and plastic, main focus being on plastic. Students will focus on the following practical skills when using plastic: Marking out, cutting, joining and Finishing.</p>	<p><b>Electronics: LED Frame</b></p> <p>Students will learn the basics of electronics. They will learn how a circuit board work. Students will develop skills in soldering.</p>	<p><b>Electronics: LED Frame</b></p> <p>Students will develop prototyping skills. Students will be making their photo frame and adding their circuit board to it. Students will learn about different joining techniques and apply this knowledge to their product.</p>	<p><b>Textiles - Research and Analysis: William Morris bag</b></p> <p><b>Students will learn about the properties and characteristics of fibres and fabrics, produce samples of decorative techniques and design a range of ideas for their product.</b></p> <p>Students will experiment with a variety of decorative techniques including 'Blanket stitch', 'Chain stitch and 'Reverse applique'. Students will learn how to evaluate their own work using level descriptors. Students will learn how to generate ideas in response to a theme and how to develop them into the best final solution. Students will annotate their ideas and test them against their design specification before producing a final idea. Students will learn about smart fabrics and how they enhance Fashion and Textiles.</p>	<p><b>Textiles - Design and Make: William Morris bag</b></p> <p><b>Students will create a bag which is inspired by the artist William Morris.</b></p> <p>Students will learn about and use a variety of construction techniques and will use machine stitching to assemble their bags. Students will apply the decorative skills they have learned and the bags they make will feature these techniques. Students will learn how to make a casing to hold a drawstring and loops to put the drawstring cord through. Students will learn how to use the sewing machine correctly and safely.</p>
	Assessment	An end of topic summative differentiated test to assess for recall and application of understanding. Focusing on the student's ability to apply their knowledge to designing and developing ideas.	Assessing student ability to apply the knowledge and understanding of plastic to a situation.	An end of topic assessment focusing on student's ability to put together components for a successful circuit board and soldering.	Level is awarded for 'Making' (samples of techniques and processes) as well as 'Ideas' and 'Development of ideas' Focusing on the student's ability to apply their knowledge to making a good quality product.	Level is awarded for 'Making' (samples of techniques and processes) as well as 'Ideas' and 'Development of ideas'
ICT	Internet research, interactive, enquiry(standard presentation),		Focusing on students ability to use Google-sketch up to assist their designing skills		Internet research, publisher, power point, drawing tools.	Internet research, Publisher, drawing software

	<b>PD: Research and Analysis: Aztec Jewellery</b>	<b>PD: Design and Make: Aztec Jewellery</b>	<b>Electronics: MP3 Audio Speakers</b>	<b>Electronics: MP3 Audio Speakers</b>	<b>Textiles - Research and Analysis: Sustainable garment</b>	<b>Textiles - Design and Make: Sustainable garment</b>
<b>Year 9</b>	The students will focus on basic properties of metal. Students will gain an understanding about the Industrial production and explore how metal products are made in factories. Students will learn about sustainably Students will research and design a product which will benefit others. They will learn how to write a design brief and specification, using the design problem to assist them.	Students will begin to design their product based on the research they have done. Students will develop their prototyping skills.	Students will develop existing electronics knowledge and learn about standard components. They will apply this knowledge and new understanding of different components to make a MP3 speaker.	Students will make the casing to house their speakers and circuit board. Students will make a prototype of their final product. They will experiment with working with a combination of wood plastic and metal in order to create their final product.	<b>Students will learn about sustainable Textiles, produce samples of construction techniques and design a range of ideas for their product.</b>  Students will learn about the role of the designer and the issues they face. Students will do research on the negative impact that Textiles production has on the environment and investigate how sustainable textiles and ethical fashion can reduce this negative impact. Students will experiment with a variety of construction techniques including 'darts', 'gathering' and 'pleats'. Students will learn how to evaluate their own work using level descriptors. Students will learn how to generate ideas in response to a theme and how to develop them into the best final solution. Students will annotate their ideas and test them against their design specification before producing a final idea.	<b>Students will design a garment that meets the criteria for being sustainable.</b>  Students will apply the construction techniques they have learned to construct/ recycle/ upcycle a garment/ garments. Students will use decorative techniques learned about in Years 7 & 8 to enhance and embellish their product. Students will use the sewing machine with skill and will thread up and change bobbins independently.
<b>Assessment</b>	An end of topic summative differentiated test to assess for recall and application of understanding. Focusing on the student's ability to apply their knowledge to designing and developing ideas.	Assessing student ability to apply the knowledge and understanding of wood, metal and plastic to a situation.	An end of topic assessment focusing on student's ability to put together components for a successful circuit board and soldering. Focusing on the student's ability to apply their knowledge to making a good quality product.	Level is awarded for 'Making' (samples of techniques and processes) as well as 'Ideas' and 'Development of ideas' Focusing on the student's ability to apply their knowledge to making a good quality product.	Level is awarded for 'Making' (samples of techniques and processes) as well as 'Ideas' and 'Development of ideas'.	Level is awarded for 'Making' (final practical outcome).
<b>ICT</b>	Internet research, interactive, enquiry(standard presentation),				Internet research, publisher, power point, drawing tools.	Internet research, Publisher, drawing software

**Enrichment opportunities:**