



Striving For Excellence Together

Year 9 Design & Technology Curriculum Map

<p>Key Concepts: (Threshold Concepts) <i>State the big ideas or skills that students will revisit throughout the curriculum</i></p>	<p>Understanding of hazards & risks. Material properties & applications. The development of practical experience, knowledge, and skillset. Understanding the links between Design & Technology and industry/ careers.</p>
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9	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
DT Product	World Clock Project	<p><u>Practical outcomes:</u> Students will design and manufacture a clock based on a country of their choice. The two main materials used will be Acrylic and Pine.</p> <p><u>World Clock Project Design Ideas:</u> This is a design assessment task. Students will demonstrate their drawing skills to produce a range of ideas. Students will demonstrate their specific vocabulary knowledge through annotation. Written teacher feedback will be given.</p>	<ul style="list-style-type: none"> -Students will design and manufacture a functioning clock. - Exploration of theme ideas through research. -Students gain an understanding and the value of modelling/ prototyping within industry. -Students will gain an understanding of the relevant material properties hardwoods & softwoods. 	Pine Component Acrylic Prototype	Life Beyond SWR Life After SWR Diversity & Inclusivity	<ul style="list-style-type: none"> -Link to Y7 PD project and building upon theory learnt in relation to thermoplastics (Acrylic) - Continuing to develop workshop practical skills such as cutting, shaping & finishing developed in both Y7 & Y8. - Continuation of workshop practical skills and the exploration of electrical tools in preparation for GCSE DT.
DT Graphics	Event Promotion	<p><u>Product Analysis:</u> students will use descriptive, analytical, evaluative, and conclusive thinking and written skills to analyse design ideas from existing event promotion material. This will include the general visual identity as well as the individual application of the formal design elements.</p> <p><u>Final Design Board Presentation:</u> Students will use verbal, visual and written skills to explain why they have made key design decisions including what they have decided to design and why, their use of visual identity and formal elements and how these relate to the event brief, client and design specification.</p>	<ul style="list-style-type: none"> -Students produce a graphical presentation to include a ticket, logo and t-shirt. -Students will explore the importance of evaluation. -Students explore branding and marketing and its links to industry. 	Specification Critique Merchandise Prototype Formal Elements Marketing	Life Beyond SWR Life After SWR	<ul style="list-style-type: none"> - Increases students experience of working with CAD software & CAM equipment potentially used at GCSE. -Revisits the theme of visual identity covered in Y8 Graphics.
DT FP&N		<p><u>Assessment Practical Task – Meringues</u> You will show that you understand the science behind each stage of making meringues and show an awareness of personal and food hygiene. You will be assessed on how organised and independent your working skills are, including your mise en place throughout your practical assessment</p> <p><u>Assessment Theory Task: Exam question – Chicken rearing & eggs</u> You will need to evaluate your flatbreads in a mini – GCSE task. You will need to show that your time plan is easy to follow, including all relevant quality and safety points. Costings for your flatbreads alongside any nutritional information is required with any additional adaptations to suit dietary needs.</p>	<ul style="list-style-type: none"> -Students will explore multicultural food to understand a wide range of dishes with different cooking properties and nutrition. - Food impact on a global scale and looking at factors effecting food choice. 	Emulsification Gelatinisation Macronutrients Hydration Mise En Place Roux Umami	Life Beyond SWR Life After SWR Diversity & Inclusivity	<ul style="list-style-type: none"> -Cooking skills and techniques can be re-visited at GCSE. - Practical work will allow for consolidation of skills acquired in Y7 & Y8.