



# Striving For Excellence Together

## Curriculum Map Design & Technology

<b>Key Concepts: (Threshold Concepts)</b> <i>State the big ideas or skills that students will revisit throughout the curriculum</i>	Understanding of hazards & risks. Material properties & applications. The development of practical experience, knowledge, and skillset. Understanding the links between Design & Technology and industry/ careers.
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7	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
	The key topics taught in this term.	Give the name, nature/content and date of the assessment in this term.	Where are the key areas of this subject visited and revisited?	List the <u>Tier 3</u> words that will be encountered.	Does this unit address any of our 4 pillars?	What <b>prior learning</b> does this term's curriculum build on and what <b>future learning</b> does it link to?
DT Product	Muddle Puzzle Project	<u>Practical outcomes:</u> Students will design and manufacture a Muddle Puzzle made from Acrylic. The Muddle Puzzle will include a working puzzle. <u>Muddle Puzzle Drawing Skills:</u> This is a drawing skills assessment task. Students will demonstrate their drawing skills to produce a scale drawing. Written teacher feedback will be given.	-How to achieve a high quality, professional finish to Acrylic. -Thermosetting & Thermoforming plastics. -The material properties of Acrylic. -Understanding hazards & risks.	Thermoplastic Thermosetting Component Critique Acrylic Prototype	Life Beyond SWR Life After SWR	-Builds upon students' knowledge of materials from Primary. -Builds upon and assess student's practical skillset from Primary. -Links to material property knowledge discussed further in KS3 also GCSE. -Prepares students for the Y8 PD Jewellery project in terms of hand filing and finishing skills.
DT Graphics	Top Trumps Project	<u>Practical outcomes:</u> Students will design and make 4-6 Top Trump cards. Design and make a box to hold their cards when the game is not being played. <u>Drawing Assessment:</u> Students to produce a range of Top Trump initial ideas. Written teacher feedback will be given.	-Styles of Typography - Layout & Composition -Primary & Secondary forms of research. -CAD knowledge and skillset. -Functions of packaging. - Understanding of paper, card & board.	Composition Perspective Harmonious Complementary Typography	Life Beyond SWR Life After SWR	-Links to material property knowledge discussed further in KS3 and GCSE. - Knowledge of typography, layout & composition will act as the foundations and built upon in the Y8 Graphics Superhero project.
DT FP&N	An Introduction to Food & Healthy Eating	<u>Practical Outcomes:</u> Students will make a range of healthy dishes and develop their practical skills in working with Food. <u>Theory Task:</u> Exam question – Healthy Eating Task You will demonstrate your knowledge and understanding of what you have learnt so far through the Eatwell Guide and healthy eating guidelines. Highest marks will be given if you can analysis a diet and suggest healthier alternatives while also explaining the consequences of poor diet.	-Introduction to healthy eating. -Ways in which to support our own bodies by eating the correct food types. -Understanding of a healthy, balanced diet. -Understanding of kitchen hazards and risks.	Economical Conduction Convection Provenance Hydration Radiation Salmonella	Life Beyond SWR Life After SWR Diversity & Inclusivity	-Basic cooking skills and equipment used are built upon throughout KS3 FP&N. -Understanding of the Eatwell Guide is referenced throughout KS3 FP&N. - Links to NEA content at GCSE FP&N in relation to healthy eating, nutrients, fruit and vegetable commodities and Food Provenance.

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	The key topics taught in this term.	Give the name, nature/content and date of the assessment in this term.	Where are the key areas of this subject visited and revisited?	List the <a href="#">Tier 3</a> words that will be encountered.	Does this unit address any of our 4 pillars?	What <b>prior learning</b> does this term's curriculum build on and what <b>future learning</b> does it link to?
DT Product	Jewellery Project	<p><b>Practical outcomes:</b> Students will design and manufacture two creative pieces of jewellery. The first will be made from Aluminium and act as a template; the second will be shaped from copper with enamel decoration.</p> <p><b>Materials document:</b> This is a written assessment task. Pupils demonstrate their specific vocabulary knowledge in response to a range of questions about material applications and properties.</p>	<ul style="list-style-type: none"><li>-Students will manufacture two pieces of Jewellery from two types of non-ferrous metals.</li><li>-Understanding of hazards and risks.</li><li>- The material and working properties of Aluminium, Copper &amp; Pewter.</li><li>- The differences between ferrous, non-ferrous and alloys.</li></ul>	Aluminium Enamel Burr Casting Copper	Life Beyond SWR Life After SWR Diversity & Inclusivity	<ul style="list-style-type: none"><li>-Revisits hand filing and finishing skills learnt in the Y7 PD project.</li><li>-Builds upon student's material knowledge learnt in the Y7 PD project and enhances knowledge potentially for GCSE DT.</li></ul>
DT Graphics	Superhero Project.	<p><b>Practical:</b> A 3D popcorn carton net shape including hand drawn graphics. The net is neatly and accurately cut out and assembled. Students have selected and used a colour scheme that works well together and reflects the theme of their superhero. An original and creative logo has been created and included in the design of the superhero. The superhero has been designed with diversity and social inclusion in mind.</p> <p><b>Written Piece:</b> Students to complete a written piece of creative writing to produce a backstory and visual identity for their superhero character. The use of full sentences should be used whilst ensuring accurate spelling &amp; grammar.</p>	<ul style="list-style-type: none"><li>-Students will develop skills in creative writing with the task of creating a backstory and visual identity.</li><li>-Students will explore visual identity and branding including colour scheme, costume, logo and Typography.</li></ul>	Specification Advocacy Typography	Life Beyond SWR Life After SWR	<ul style="list-style-type: none"><li>-Revisits the role of typography, colour and composition learnt in the Y7 Graphics project.</li><li>-Students will revisit knowledge within the Y9 event promotion project.</li></ul>
DT FP&N	Development of Food Skills & Commodities	<p><b>Practical outcomes:</b> students will develop their practical skills including handling high risk foods and more advanced techniques.</p> <p><b>Theory Task: Exam question – Chicken rearing &amp; eggs</b> You will demonstrate your knowledge and understanding of what you have learnt so far covering chicken and egg commodities. You should comment on the animal welfare standards and how and why different rearing methods affect the food quality and impact the nutritional content of the product.</p>	<ul style="list-style-type: none"><li>-Introduction to food commodities.</li><li>-Students will explore meal planning.</li><li>-Exploration of vital life skills such as food temperature and safe food practices.</li><li>-Development of a range of baking process including sauces and meats.</li></ul>	Conduction Gelatinisation Viscosity Trawling Roux Radiation Sustainability	Life Beyond SWR Life After SWR Diversity & Inclusivity	Preparation for GCSE by looking at food commodities and farming methods, developing practical skills and developing knowledge of food safety.



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DT Product	World Clock Project	<p><b>Practical outcomes:</b> 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><b>World Clock Project Design Ideas:</b> 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"><li>-Students will design and manufacture a functioning clock.</li><li>- Exploration of theme ideas through research.</li><li>-Students gain an understanding and the value of modelling/ prototyping within industry.</li><li>-Students will gain an understanding of the relevant material properties hardwoods &amp; softwoods.</li></ul>	Pine Component Acrylic Prototype	Life Beyond SWR Life After SWR Diversity & Inclusivity	<ul style="list-style-type: none"><li>-Link to Y7 PD project and building upon theory learnt in relation to thermoplastics (Acrylic)</li><li>- Continuing to develop workshop practical skills such as cutting, shaping &amp; finishing developed in both Y7 &amp; Y8.</li><li>- Continuation of workshop practical skills and the exploration of electrical tools in preparation for GCSE DT.</li></ul>
DT Graphics	Event Promotion	<p><b>Product Analysis:</b> 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><b>Final Design Board Presentation:</b> 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"><li>-Students produce a graphical presentation to include a ticket, logo and t-shirt.</li><li>-Students will explore the importance of evaluation.</li><li>-Students explore branding and marketing and its links to industry.</li></ul>	Specification Critique Merchandise Prototype Formal Elements Marketing	Life Beyond SWR Life After SWR	<ul style="list-style-type: none"><li>- Increases students experience of working with CAD software &amp; CAM equipment potentially used at GCSE.</li><li>-Revisits the theme of visual identity coved in Y8 Graphics.</li></ul>
DT FP&N		<p><b>Assessment Practical Task – Bread dough:</b> Students will show their understanding of the function of ingredients in the dough and the conditions needed to activate yeast. Students will produce a timings plan that shows their understanding of the function of time in this recipe.</p> <p><b>Assessment Theory Task: Food Label:</b> Students will produce a food label for a cake product that they have made, producing nutritional analysis and traffic lights as well as showing their understanding of the legal requirements in food labelling.</p>	<ul style="list-style-type: none"><li>-Students will explore multicultural food to understand a wide range of dishes with different cooking properties and nutrition.</li><li>- Food impact on a global scale and looking at factors effecting food choice.</li></ul>	Emulsification Gelatinisation Macronutrients Hydration Mise En Place Roux Umami	Life Beyond SWR Life After SWR Diversity & Inclusivity	<p>Students learn the importance of a timings plan in preparation for GCSE coursework.</p> <p>Students will learn to analyse a recipe in preparation for investigation and analysis at GCSE.</p>