

Design & Technology Module: Textiles Year 8				
	Topic / Theme	Knowledge and Skills	Assessment	Cultural Capital Independent Learning
Autumn – Term One	<p>Project: Sleep Mask This Textiles project will further develop students ability to designing and manufacturing processes used within the textile industry. This project builds on the skills learnt in Year 7 giving opportunity to practice known processes and explore new technical processes. Students will explore existing projects used by different users to meet their needs and looking at successful functionality. Students will identify and solve design problems during the making process. Students will be able to select specific tools appropriate to the processes being used. Knowledge of evaluating products will be acquired through the analysis of their own products and the work of others, including a</p>	<p>Designing: Students will develop an understanding of user needs (Ergonomics & Anthropometrics) & target groups, and <i>use design briefs</i> to generate ideas to meet these needs. They will learn basic specification considerations how 2D & 3D designs are generated using different approaches & presented using a range of formats including modelling and annotated sketches. D1, D2, D5</p> <p>Making: Students learn to use a range of techniques, (hand and electronic) processes & equipment to produce products and how to develop original designs and create surface decorations.</p>	<p>F = Foundation C = Core A = Advanced E = Exceptional</p> <p>Design Assessment Criteria coverage F Produce some ideas to meet needs. Limited accuracy Limited use of instruments limited use of colour & labelling / annotations C Produce a range of different ideas to meet needs / constraints. Mostly accurate with use of instruments. 2d / 3d / ICT methods used appropriately. Use of colour to represent user & appropriate labelling / annotations A Produce a range of suitable ideas based on research to meet different user needs / constraints. Accurate use of a range of instruments. A wide range of 2d / 3d / ICT methods used with effectiveness. Use of shade, tone, texture to demonstrate aesthetics relevant to the</p>	<p>Students are provided with opportunities to experience and gain skills in the use of equipment used in many areas of employment, including power machinery and specialist tools. Students will be able to develop knowledge in the use of computer aided control equipment and robotics to manufacture products, which will develop an understanding of how everyday products are manufactured in industry, and the types of pathway and employment that exist within these sectors. In the Yr8 Textiles module, enrichment of knowledge in a practical context is achieved using a variety of equipment and materials including Jigs and power tools. Tasks within the curriculum encourage the use of a wide array of practical skills and experiences, which are designed</p>

	<p>study of past and present designers.</p> <p>Topics / Themes addressed <i>Hyperlink to topics</i></p> <p>D1 – Designing: Research & Exploration.</p> <p>D2 – Designing: Identifying & solving design problems:</p> <p>D4 & D5 – Designing: Design approaches & communicating designs.</p> <p>M1 Making: Using Specialist tools, equipment, techniques, processes</p> <p>M2 Making: Selecting and using materials</p> <p>E1 – Evaluate: Analysing the work of past & present professionals.</p> <p>E3 – Evaluate: Testing and Evaluation</p>	<p>Students will receive instruction in the use of required techniques/ processes and equipment, and how to implement design ideas using guidance given. M1 & M2</p> <p>Evaluate: Students will study the work of past and present professionals and analyse their own and others’ products with a view to improving performance and considering environmental issues & the impacts and responsibilities of designs on society. E1 – E4</p> <p>Technical Knowledge: Students will develop knowledge of material properties and sustainability issues. TK1</p>	<p>user & appropriate labelling / annotations</p> <p>E Use of research to inform & produce a wide range of relevant ideas to meet different user needs / constraints. Accurate use of a range of instruments. A wide range of 2d / 3d / ICT methods used with effectiveness. Use of shade, tone, texture to demonstrate aesthetics relevant to the user & appropriate labelling / annotations</p> <p>Making Assessment Criteria coverage</p> <p>F Some assistance Product partly complete. Some use of tools & equipment Some inaccuracies Minimal marking out Lack of creativity</p> <p>C Works independently Product fully completed. Sound level of skill in the use of tools & equipment & appropriate use of CAM Accurate marking out Very few inaccuracies Sound creativity.</p> <p>A Able to plan activities Works independently Product fully completed with additional features and materials.</p>	<p>to appeal to girls in particular to address issues of gender stereotyping and encourage future pathways and employment in areas with gender disparity. Students are encouraged to understand how other cultures, the beliefs and views of others affect the way products and services are designed. They are taught to reflect on the users of products and how users’ views, beliefs and social-economic status affect the way products are designed, and why. In the Yr8 Textiles module, enrichment of knowledge in a design context is achieved using a variety of methods and solutions including the study of past and present designers. Students will develop an understanding of how research and the development of technical knowledge is crucial in an increasingly technological world. Students will gain an awareness of how the designs and work of individuals influence and reflect society, different cultures and social economic groups. Within the Yr8 Textiles module, enrichment of</p>
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	<p>TK1 / M2: Selecting, understanding and using materials</p> <p>TK3 - Electrical & Electronic systems</p>		<p>High level of skill in the use of a range of tools & equipment, including specialist equipment & effective CAD / CAM application Accurate marking out Very accurate products High level of creativity & innovation.</p> <p>E Plans activities Works independently Highly accurate product with innovative & creative features, and a range of materials used. High level of skill & variety of tools & equipment & effective CAD / CAM application Accurate marking out</p> <p><u>Evaluating Assessment Criteria coverage</u></p> <p>F Able to suggest several ways products could be improved.</p> <p>C Able to evaluate products against a range of criteria and suggest how they could be improved to meet user needs.</p> <p>A Able to evaluate products against a range of criteria & specification points and use some methods of testing a product and evaluate how they were used to improve a product to meet user needs.</p>	<p>technical knowledge is achieved through studies in areas such as material types and properties, with studies into effects on the environment.</p> <p>Technology extra-curricular clubs provide experiences beyond the home and allow students to develop specific skills and more in-depth knowledge alongside the normal Technology curriculum.</p> <p>Research into concepts, the environment, cultures and the work of past and present designers and their achievements, will develop the students' understanding of their own potential and the measures, skills and knowledge necessary to succeed. Design & Technology will allow students to develop some understanding of Britain's contemporary design practice and design heritage, as well as a knowledge of international design practice.</p> <p>We encourage wider reading and the exploration of academic theory in order to investigate concepts.</p> <p>Students are expected to create and develop designs and ideas independently with varying</p>
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Design & Technology Module: Food Year 8				
	Topic / Theme	Knowledge and Skills	Assessment	Cultural Capital Independent Learning
Autumn – Term Two	<p>Project: Practical Sessions: Students are given the opportunity to cook in 6 sessions to develop skills and processes required to follow and produce a recipe. Basic Hygiene/ Knife Skills/ Organisational Skills/ Working Independently & in small groups is encouraged. Students develop the identified skills through completing the following recipes; Shortcrust Pastry/ Beany Bites/ Fruit Pies/ Egg & Bacon Pie/ Bread Rolls/Scones/ Victoria Sponge. Students will look at possible modifications of these recipes through a process of evaluation.</p> <p>Theory/Extended Learning: Through homework tasks students will start to consider basic nutrition and how to balance your diet</p>	<p>Students will learn the following skills;</p> <p>Personal Hygiene Kitchen Hygiene Working in a Kitchen Basic cooking skills</p> <p>Identifying and collecting correct equipment Organising Processes Following Recipe Peeling Washing Slicing/ chopping (bridge & claw method) Measuring/ pouring/ mixing</p> <p>Following Recipe Organising Processes Slicing/ chopping (bridge & claw method) Grating</p>		<p>Students are provided with opportunities to experience and gain skills in the use of equipment used in many areas of employment, including power machinery and specialist tools. Students will be able to develop knowledge in the use of computer aided control equipment and robotics to manufacture products, which will develop an understanding of how everyday products are manufactured in industry, and the types of pathway and employment that exist within these sectors. In the Yr8 Food module, enrichment of knowledge in a practical context is achieved using a variety of equipment and materials including utensils and baking devices. Tasks within the curriculum encourage the use of a wide</p>

	<p>ensuring the main macro and micro nutrients are included. Students will also carry out Sensory Analysis for each dish they cook, exploring how successes and possible developments.</p> <p><u>Topics / Themes addressed</u> <i>Hyperlink to topics</i></p> <p>CN1 Understand and apply the principles of nutrition and health.</p> <p>CN2 Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>CN3 Become competent in a range of cooking techniques, such as selecting and preparing ingredients; using utensils and electrical</p>	<p>Preparing Baking Trays Preparing Oven/ Baking</p> <p>Following Recipe Organising Processes Frying method Using the hob – heat conduction Food science – what is happening when protein sets</p> <p>Following Recipe Organising Processes Weighing Accurately Mixing Creaming Method Preparing Baking Trays Portion control Preparing Oven/ Baking</p> <p>Identifying and collecting correct equipment Organising Processes & Following Recipe Peeling/ Washing Slicing/ chopping (bridge & claw method) Measuring/ pouring/ mixing Using the hob – heat conduction Developing/ modifying recipes</p>		<p>array of practical skills and experiences, which are designed to appeal to girls in particular to address issues of gender stereotyping and encourage future pathways and employment in areas with gender disparity. Students are encouraged to understand how other cultures, the beliefs and views of others affect the way products and services are designed. They are taught to reflect on the users of products and how users' views, beliefs and social-economic status affect the way products are designed, and why. In the Yr8 Engineering module, enrichment of knowledge in a design context is achieved using a variety of methods and solutions including the study of past and present designers. Students will develop an understanding of how research and the development of technical knowledge is crucial in an increasingly technological world. Students will gain an awareness of how the designs and work of individuals influence and reflect society, different cultures and social</p>
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	<p>equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.</p> <p>CN4 Understand the source, seasonality and characteristics of a broad range of ingredients.</p>			<p>economic groups. Within the Yr8 Engineering module, enrichment of technical knowledge is achieved through studies in areas such as material types and properties, with studies into effects on the environment. Technology extra-curricular clubs provide experiences beyond the home and allow students to develop specific skills and more in-depth knowledge alongside the normal Technology curriculum. Research into concepts, the environment, cultures and the work of past and present designers and their achievements, will develop the students' understanding of their own potential and the measures, skills and knowledge necessary to succeed. Design & Technology will allow students to develop some understanding of Britain's contemporary design practice and design heritage, as well as a knowledge of international design practice. We encourage wider reading and the exploration of academic theory in order to investigate concepts.</p>
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