

			points and produce a quality annotated sketch Assessment – Feedback given in books as WCF.	to make a wallhanging. Sk – Use a temporary joining technique, apply and hand embroidery to embellish Assessment – Feedback given in books.		Feedback given in books.	materials and techniques Assessment – Feedback given in books.	Topic - Making and evaluating a keyring S – Use of CAD, CAM (Tech soft and laser cutter). P – 4 design ideas and final design. Sk – How to use Techsoft and relatability to commercial manufacture. Topic – Sustainability S –
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							What is Sustainability? P – Look at the 4 images of products (kinder egg, iPhone, wind up torch and Battery) Discuss the pros and cons of each product. Sk - Recognise how products have an impact on the on the environment. Assessment - Feedback given in books. Topic - Wind turbine challenge S – Understanding renewable vs non-renewable energy and the real-world impact of wind power. 6R's. P – Problem solving to build and test functional models. Identify types of energy in relation to the source. Identify 6 ways to recognise of a product is sustainable. Sk - Develop model making skills to make the wind turbine. . Assessment - Feedback given in books. Topic - Drawing Skills S – Different presentation techniques used within D&T. P – Types of drawing, measuring accurately including scale and use of colour.
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								Sk - Identify colours from the colour wheel to recognise how they can be used effectively. Develop 3d drawing skills and accurately measure shapes to assist with modelling skills. Assessment - Feedback given in books. Topic – Bridge project S – Research into structures & forces, bridge ideas, bridge manufacture, bridge testing & evaluation P – Complete worksheets on types of structures & forces. Use of Techsoft to design bridge. Use of Maths to work within materials limits. Bridge manufacture, testing & recognising possible improvements. Sk - Recognising natural, manmade, frame & shell structures & forces. Understanding the basics of Techsoft. Joining methods for small structures. Assessment Feedback given in books. Assessment - Feedback given in books. Grades for eac Intent area recorded on Go4Schools. End of module assessment sheets completed.
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	Resistant Materials Project													Food Project					Engineering Project	
YEA R 8	Topic – RM H&S		Topic – RM Research			Topic – RM Designing		Topic – RM Manufacture			Topic – RM Evaluation			Topic – Food Research		Topic – Food Designing			Topic – Food Manufacture	

S – Workshop safety P – Know the rules of the school workshop Sk – To recognise hazards and apply safe workshop practise to make a charging station. Assessment – teacher assessed book work. Teacher observations and self-assessment.	S –Types of Timbers and polymers and their application. Investigate the Memphis design group P – To recognise types of materials and key criteria in product design. To recognise the key features of Memphis Design. Sk – To write a product analysis and a case study of the Memphis design group. Assessment – Teacher assessed book work	S –Design and develop a clock P –To apply knowledge of materials and the Memphis group to influence design ideas. Sk – To draw, annotate and evaluate a range of ideas and develop one into a final design Assessment –Teacher assessed design work.	S – cutting and shaping and finishing resistant materials to make a clock P – How to safely use a hegner saw, disk sander, drill, strip heater and hand tools. Sk – To use tools and machines effectively to produce a quality clock. Assessment – Teacher assessed practical work, verbal feedback given. Peer feedback provided for evaluation.	S – Evaluate finished clock P – How to reflect and evaluate the clock and it's development. Sk – To write a critical evaluation that reflects on the successes of the project and considers possible improvements. Assessment – Teacher assessed book work. Grades for each Intent area recorded on Go4Schools. End of module assessment sheets completed.	S – Investigate the seasonality of ingredients grown in the UK. Evaluate their own diet using The Eatwell Guide as a basis. Understand the function of ingredients. P – How to research which ingredients are in season, where alternative may be sourced from and the cost implications. Creating a balanced diet and the importance of key foods. Sk – Produce an informative seasonality chart. Making informed choices when selecting recipes..	S - Adapting recipes, P – How to adapt a recipe taking into consideration seasonality of ingredients. Sk – adapting recipes for different individuals or a dietary need Assessment – Teacher assessed book work.	S - Measuring and making a range of dishes using standard / specialist equipment and an array of cooking skills / techniques. P – How to produce a range of sweet and savoury products following food safety and hygiene practices. Sk - Use time efficiently and work constructively. Recognise an effective order of manufacture to create a quality food product. Assessment – Teacher assessed practical work, verbal feedback given during the lesson. Topic – Food Evaluation S – Evaluate tasters' feedback, recording feedback on star profiles. P – How to utilise feedback to make improvements to a range of dishes. Sk – Produce a written evaluation based on individual performance using equipment/ tools/skills/ techniques/ taster feedback.
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						Assessment – Teacher assessed book work.	Assessment – Handwritten evaluation in books. Grades for each Intent area recorded on Go4Schools. End of module assessment sheets completed. Topic – Engineering Research S – Writing a design brief & existing product research P – How to write an effective and informative design brief. How to analyse existing products. Sk – Write an effective design brief. Use knowledge to analyse existing products considering their user, materials and sustainability Assessment – Teacher assessed book work. Topic – Engineering Designing S – Design Specification, hand drawn design ideas linking knowledge to
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							laser cutter and Techsoft CAD Designs P – How to write a design specification. How to use laser cutter How to create a final design on Techsoft. Sk – Produce a quality range of initial ideas. Use CAD skills to create final design using Techsoft. Assessment – Teacher assessed book work. Topic – Engineering Manufacture S – Measuring and marking out, use of hand tools, strip heater, pillar drill, soldering and laser cutting.
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								P – How to use hand tools and machinery to manufacture their light box and circuit. Sk – Produce a professionally finished light with a working circuit. Assessment – Teacher assessed practical work, verbal feedback given and peer feedback on practical during evaluation. Topic – Engineering Evaluation S – Evaluating the light against specification points. P – How to evaluate the light and skills used throughout the project. How to develop design idea further. Sk – To understand the success level of the completed project and reflect on skills learnt. Assessment – Handwritten evaluation in books – teacher assessed; peer evaluation completed as part of evaluation process. Grades for each Intent area recorded on Go4Schools.
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	Topic – Pyjama Project				Topic – Design Engineering Challenge				Topic – Cinema Snack Pack		Topic – World Food Topic – Box Project
YE AR 9	S -Designer collaboration & existing products P - Investigative task. Sk – Recognise the pros and cons of designer collab. Fabric properties. Assessment – PP handed in on teams for teacher feedback	S -CAD P -Use of Photoshop to create T shirt designs and pattern repeats. Sk – Benefits of CAD in the design industry. Assessment – PP handed in on teams for teacher feedback	S - Making P -Use of pattern lay to cut fabric. Sewing machine set up and using correct seam allowance Sk – Accurately cut out and sewing of fabric. Seam Reducing fullness. Assessment – PP handed in on teams for teacher feedback	S - Evaluation P –How to use the specific ation to assess the success of the product. Sk – Assess ment – Recognise how to determine the success of a product and develop further. Assessment - Grades for each Intent area recorded	S – Research into Design Engineering challenge. User and existing products P – Investigative task Sk – Recognise the importance of a primary user, looking at existing products and materials Assessment – PP handed in on teams for teacher feedback	S – CAD P - Learning how to use Solidworks to create a 3D model. Learning how to use Arduino software to work with a microcontroller. Sk – Accurate and professional use of Solidworks and programming software for Arduino. Assessment – PP handed in on teams for teacher feedback.	S – Manufacture P – How to use an Arduino and bread board to create a circuit to solve a problem. Sk – Understanding how to programme an Arduino and connect to a circuit using a breadboard. Assessment – Teacher assessed practical activity	S – Evaluation P – Evaluate the success of a circuit by its functionality against a design spec and design idea. Sk – Underst and the success of the circuit and make develop ments if necessary. Assessment – PP handed	Topic – Research into cinema snack packs S – Snack pack research, specification for thermometer & packaging (essential & desirable) P – Complete specification. Research into existing snack packs Sk – Recognise the need to look at existing products before designing a new product.	Topic - Designing cinema snack pack S – Initial ideas, Development P – Draw design ideas by hand. Iterative paper modelling for development. Sk – Designing for a need and developing to consider materials, techniques & sizes Assessment –	Topic -Manufacture snack pack S – Manufacture P – Using Publisher produce a net for their packaging. Stick onto card, cover in sticky backed plastic, score, fold & hot glue gun together. Sk –Understanding how to produce an accurate net, safe use of Graphics tools/equipment. Assessment – PP handed in on teams for feedback Topic – Evaluation of snack pack S - Spec evaluation & modifications P – Use the specification points to assess snack pack success. Sk – Recognising how to establish the success of a product and responding to develop the product further. Assessment – PP handed in on teams for feedback Grades for each Intent area recorded on Go4Schools. Topic – Research S – Research chosen country (personal choice) P - Using internet and other sources research different aspects of the

				d on Go4Sch ools.				in on teams for teacher feedback k Grades for each Intent area recorded on Go4Sch ools.	Assessment – PP handed in on teams for feedback	PP handed in on teams for feedback	country. Opportunity for cross curricular leafrning (history, relligion, geography, languauage). Sk – Thorough research. Select and presnt relevant information in an informative manner. Assessment – PP handed in on Teams for feedback Topic - Designing S – Adapt advanced recipes building on skills and techniques learnt in Year 8. P – To select dishes that contain an array of cultural ingredients and make suitable substitutions where necessary. Sk – Designing for a need to consider ingredients, skills and techniques. Assessment – PP handed in on teams for feedback. Topic - Manufacture
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											S – How to accurately select use specialist equipment to create a dish to a professional standard. P – To experience using and tasting a variety of ingredients that they may not eat at home. Sk – Work safely and effectively and cook high-quality dishes. To create a final dish with suitable accompaniments. Assessment – Teacher assessed; verbal feedback given during the practical lesson. Topic - Evaluation S – Evaluate tasters' feedback, recording feedback on star profiles. P – How to utilise feedback to make improvements to a range of dishes. Sk – Produce a written evaluation based on individual performance using equipment/ tools/skills/ techniques/ taster feedback.
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											Assessment – Handwritten evaluation handed in on Teams for feedback. Grades for each Intent area recorded on Go4Schools. Topic – Research S – Research wood joints and their application P – To know the variety of wood joints and where they can be used. Sk – Be able to identify joints that are used in common products. Assessment – Teacher assessed folder work. Topic - Designing S – Isometric drawing skills P – Understanding the features of isometric drawing including the 30 degree angle. Sk –To produce an accurate 3d final desing of their product. Assessment –Teacher assessed design work Topic -Manufacture S – Manufacture box.
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											P – Know how to mark and cut and chisel lap and finger joints Sk – To use hand tools, (including chisels) safely and effectively to cut accurate wood joints and produce a high-quality product Assessment –Teacher assessed practical work, verbal feedback given
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