

	INTRO	ROTATION 1	ROTATION 2	ROTATION 3	ROTATION 4	ROTATION 5
UNIT TITLE						
<p>YEAR 7</p> <p>Students are working on a rotational basis across the year. Students all covered key design and practical skills to give them a foundation to help develop students' abilities to design, make, evaluate and analyse made-things, as well as developing their knowledge of products, determinants of product quality, and their rights as consumers.</p> <p>Core Design Skills lesson will be taught simultaneously to give core foundation skills and introduction to Design Technology</p> <p>Food is offered to students as a 1 day workshop on rotation throughout the year</p>	<p>Core Design Skills</p> <ul style="list-style-type: none"> To understand and practice sketching and drawing techniques. To understand and practice the different features of a realistic tonal rendered drawing. To understand and practice how to apply textures to rendered drawings. To understand what isometric drawings are and why they are used and to practice how to draw in isometric. To understand what perspective drawings are and why they are used and to practice how to draw in perspective. To understand and practice design development, annotation, ACCESSFM and SCAMPER through the use of a design challenge. 	<p>Wood Joints & Health & Safety</p> <ul style="list-style-type: none"> To familiarise themselves with Health & Safety rules in a workshop To understand what a hazard is, what injury could occur and reduce the risk or likelihood. To understand tools and machinery and how to use them safely. Know how to make and join 4 different wood joints Develop DT knowledge and skills around measuring and marking accurately and proper use of correct tools for different jobs Understand the role of different wood joints (where and why they are used) 	<p>Product Disassembly & Electronics</p> <ul style="list-style-type: none"> To understand what existing product analysis is and why it is important To practice disassembling a product and analysing it To understand Electronics and electrical components, how, where and why they are used. To understand what soldering is, how it is done and why it is used. To practice soldering skills and to learn and use electrical components. To apply health & safety considerations to soldering. 	<p>Iconic Design & Photoshop</p> <ul style="list-style-type: none"> To recognise what iconic design is and examples of them. Eg. Tinker Hatfield, Harry Beck, Norman Foster, Johnathan Ive, James Dyson, Zaha Hadid, Hasan Rahim and Virgil Abloh To recognize some diverse iconic designers and their work. To practice Photoshop techniques and skills. <p>Applied Maths</p> <ul style="list-style-type: none"> To understand basic units of measurement and convert them To understand and recognise different angles To identify basic geometrical shapes To understand scale, draw to scale and apply a scale factor 	<p>CAD</p> <ul style="list-style-type: none"> To understand what computer aided design (CAD) and computer aided manufacture (CAM) are, and where and why they are used To understand the basic features of Tinkercad as CAD software To practice CAD modelling and drafting skills to produce an outcome <p>Card Modelling</p> <ul style="list-style-type: none"> To understand why we model, the different types, advantages and disadvantages to it. To practice card modelling techniques and skills. To understand what nets are and to be confident in producing one. 	<p>FOOD</p> <ul style="list-style-type: none"> To identify the food groups and understand what a healthy diet is and the importance of a balanced diet To understand the importance of working safely in the food room and apply this to food preparation To use the utensils safely To understand what food poisoning is, its causes and how to prevent it, for example, cross-contamination & using the different colour chopping boards To know the importance of correct storage when handling food To understand the structure of a recipe To complete a WOD task to explain the hazards To produce a healthy product that could be adapted at home To evaluate their product.
	<p>Focus:</p> <ul style="list-style-type: none"> Design Make Evaluate 	<p>Focus:</p> <ul style="list-style-type: none"> Make Evaluate Technical Knowledge 	<p>Focus:</p> <ul style="list-style-type: none"> Design Make Evaluate Technical Knowledge 	<p>Focus:</p> <ul style="list-style-type: none"> Design Make Evaluate Technical Knowledge 	<p>Focus:</p> <ul style="list-style-type: none"> Design Make Evaluate Technical Knowledge 	<p>Focus:</p> <ul style="list-style-type: none"> Design Make Evaluate Technical Knowledge

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<p>YEAR 8</p> <p>Students are again working on a rotational basis across the year. Using the skills secured in Year 7 they are applying them into a range of problem-solving opportunities.</p> <p>Food is offered to students as a 1 day workshop on rotation throughout the year</p>	<p>Timber Focus Practical Task: Hippo Articulated Toy</p> <ul style="list-style-type: none"> To understand basic timber theory To understand basic timber properties To understand how to use basic workshop tools To know about a trip mechanism (quick return) and how to make one To develop skills such as accurate measuring & marking, cutting and finishing 	<p>Graphical Communication: Hippo Packaging</p> <ul style="list-style-type: none"> To understand the purpose and importance of packaging, logos and brand identity To understand what a net is (in shape/area) and to be confident in producing one yourself. To understand the purpose and importance of existing product analysis and to be confident in analysing a product. To understand what ACCESS FM is and how it is used to analyse products. To understand and implement some CAD software in the form of Photoshop 	<p>Textiles Technology and sustainability</p> <ul style="list-style-type: none"> To be able to identify textile sources e.g natural and synthetic fibres and to know the properties and uses of some fabrics. To understand the life cycle analysis of a garment and how products can be developed considering the concept of 'cradle to grave'. To understand what fast fashion is, and the influence of a range of lifestyle factors and consumer choices when designing products To think about the positive and negative impact that products can have in the wider world by looking at the ethical and environmental issues surrounding the fashion industry. To understand the concept of circular economy approaches in relation to product development and consumption. To be able to design and produce a textile product that is sustainable for the future. 	<p>Introduction to Sustainable Design</p> <ul style="list-style-type: none"> To understand what sustainable design is and why there is a need for it; To know why some of what we are currently doing isn't "sustainable"; To know examples of sustainable designs and sustainable designers; To know some of the common characteristics and advantages of sustainably designed products, structures and buildings and be able to design using them. To know and understand the careers involved in sustainable architecture. To practice card/ basic architectural modelling. To understand what a design specification is and to design, make and evaluate according to one. 	<p>FOOD</p> <ul style="list-style-type: none"> To deepen knowledge about food, food preferences, and healthy eating and its impact on the body To understand the risk from bacterial cross-contamination through poor food storage and personal hygiene To reinforce the importance of utensils being cleaned and stored hygienically To apply new technical vocabulary To understand factors that affect our food choices and know how to make healthy food choices To deepen knowledge about food provenance and the impact on the environment To develop food skills and techniques To understand the structure of a recipe To complete a WOD task to explain the hazards in the food area To produce a healthy meal that can be adapted at home To evaluate their product and suggest alternatives 	
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<p>Year 9</p> <p>Only Food Technology is compulsory in Year 9 and is offered to students as a 1 day workshop on rotation throughout the year</p>	<p>FOOD</p> <ul style="list-style-type: none"> • To understand factors that affect our food choices and the benefit/negative impact these choices have on well-being • To understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health • To understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes • To understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes. • To analyse and evaluate different aspects of nutrition, food, cooking and preparation in terms of their product 					