

KEY STAGE 3 CURRICULUM PLAN FOR: Design & Technology

Subject Overview:

Students in Years 7, 8 and 9 receive two double periods of Technology a fortnight. These include experiences in Food Technology, Resistant Materials, Systems & Control (Electronics) and Textiles. All projects have been designed with a particular focus on practical skills, sustainability and designing for the real world. A small charge is requested at the start of each project, as a voluntary contribution towards the cost of materials, in the non-food areas. Within Food Technology students are required to bring in ingredients/money as laid out in their booklets.

Towards the end of Year 9, students choose to specialize in a particular area - choosing either Electronics/Engineering, Food Technology, Resistant Materials/Construction or Textiles. This period of time is used to focus on further developing skills, knowledge and understanding within specialist areas in preparation for GCSEs in Years 10 and 11.

	Food Technology	Resistant Materials	Textiles	Electronics
	Knowledge/Skills/Assessment	Knowledge/Skills/Assessment	Knowledge/Skills/Assessment	Knowledge/Skills/Assessment
Y E A R 7	<p>Project: Exploring Methods & Food Safety</p> <p>Understanding the importance of food hygiene and food safety. Students also explore basic methods in order to produce nutritionally balanced dishes, whilst continually learning fundamental knife skills.</p> <p>Assessed on Designing & Developing, Planning & Making and Testing & Evaluating during the 9 weeks of the project.</p>	<p>Topic: Ball Hurler</p> <p>Students research the historical context of hurling mechanisms and explore basic construction methods through making a ball hurler. Students are introduced to workshop practice, health and safety and basic hand & machine tools.</p> <p>Assessed on Designing & Developing, Planning & Making and Testing & Evaluating during the 9 weeks of the project.</p>	<p>Topic: Cushion Cover</p> <p>Students explore basic construction methods whilst designing and making a cushion cover. The student's silk paint a design onto the surface of their fabric using the work of a famous artist as their influence.</p> <p>Assessed on Researching & Investigating, Planning & Making and Testing & Evaluating during the 9 weeks of the project.</p>	<p>Topic: Steady Hand Game</p> <p>Manufacturing a steady hand game and learning about the associated components and systems. Students are introduced to basic circuit design and soldering skills.</p> <p>Assessed on Researching & Investigating, Planning & Making and Testing & Evaluating during the 9 weeks of the project.</p>

Y E A R 8	Topic: Healthy Issues	Topic: Solitaire Game Box	Topic: Eco Bag	Topic: Arabic Lamp
	<p>Balancing good health and sensible eating through a wide variety of cooked dishes.</p> <p>Assessed on Designing & Developing, Planning & Making and Testing & Evaluating.</p>	<p>Researching and investigating natural and man-made wooden products, along with different wood joints. Using traditional carpentry/joinery methods, students manufacture a solitaire games box.</p> <p>Assessed on Researching & Investigating, Planning & Making and Testing & Evaluating during the 9 weeks of the project.</p>	<p>Investigating the issue of sustainability within Textiles. Students are encouraged to consider the environment and the differences between man-made and natural fibres, in order to design and make a bag for life. Within the project the students build upon their Year 7 Textile skills.</p> <p>Assessed on Designing & Developing, Planning & Making and Testing & Evaluating during the 9 weeks of the project.</p>	<p>Encouraging consideration for the environment through a sustainability project. Students are encouraged to explore Islamic Art to influence their design ideas in the production of a low voltage eco lamp using CAD CAM and electronic circuits.</p> <p>Assessed on Researching & Investigating, Designing & Developing, Planning & Making and Testing & Evaluating during the 9 weeks of the project.</p>
Y E A R 9	Topic: Nutrition and the Function of Ingredients	Topic: Candle Holder	Topic: Wall Hanging	Topic: Illuminated Clock
	<p>Students learn how to balance good health and sensible eating with an understanding of the purpose and function of key ingredients.</p> <p>Assessed on Designing & Developing, Planning & Making and Testing & Evaluating.</p>	<p>Developing creativity and environmental responsibility, working with a variety of different materials through the design and manufacture of a unique, Modernist inspired, candle holder.</p> <p>Assessed on Designing & Developing, Planning & Making and Testing & Evaluating during the 12 weeks of the project.</p>	<p>Engaging creativity and increasing design development skills through the production of a batik wall hanging, inspired by the artist Georgia O’Keeffe.</p> <p>Assessed on Designing & Developing, Planning & Making and Testing & Evaluating during the 12 weeks of the project.</p>	<p>Designing and making an illuminated clock including the use of computer aided design and manufacture. The students are introduced to timing circuits and build upon their previous circuit building skills.</p> <p>Assessed on Researching & Investigating, Planning & Making and Testing & Evaluating during the 12 weeks of the project.</p>