

Year 9				
	September – February half term – two week timetable		February half term - Summer– two week timetable	
	Part A (RJS)	Part B (JCR)	Part A (RJS)	Part B (JCR)
Knowledge	<p>D&T – Materials timber, metals, plastics, Smart materials</p> <p>Match and select suitable materials considering their fitness for purpose.</p> <p>Select appropriately from specialist tools, techniques, processes, equipment and machinery.</p> <p>Make use of specialist equipment to mark out materials</p> <p>Follow procedures for safety and understand the process of risk assessment</p> <p>Use a wider, more complex range of materials and components, taking into account their properties</p> <p>Use a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products precisely</p> <p>Apply a range of finishing techniques, including those from art and design, to a broad range of materials including textiles, metals, polymers and woods</p> <p>How to classify materials by structure e.g. hard woods, soft woods, ferrous and non-ferrous, thermoplastic and thermosetting</p> <p>Plastics.</p>	<p>Food</p> <p><u>Food choice</u></p> <p>Adapting recipes for vegetarian/ vegan</p> <p>Adapting recipes for religious choices</p> <p>Street Food research and planning</p>	<p>Electronic and mechanical Systems</p> <p>CAD/CAM</p> <p>How more advanced electrical and electronic systems can be powered and used in their products</p> <p>How to use simple electronic circuits incorporating inputs and outputs</p> <p>How to apply computing and use electronics to embed intelligence in products that respond to inputs</p> <p>Make use of sensors to detect heat, light, sound and movement such as thermistors and light dependant resistors</p>	<p>Graphics - Papers & boards</p> <p>Packaging for variety of food served at festivals and events/ cultural food packaging?</p> <p>Understanding food packaging</p> <p>Types of papers – stock size</p>

Skills/ application of knowledge	Developing workshop skills when using a wide variety of tools and equipment. Marking and measuring out using a variety of measuring equipment.	Use of hob, grill and oven. 1. Chicken tenders/Chicken fajitas 2. Pasta ragu/Pasta sauce 3. Own choice street food – Design & Make, Burgers, Curry, Empanadas	To use the soldering equipment safely and correctly to: Apply solder to copper tracking To select components to create a working circuit. To create circuits using prototype boards	Application of graphic design skills for a poster, menu, food packaging and merchandise.
Links to prior learning	Year 7 & 8 Curriculum	Year 7 & 8 Curriculum Y7/8 Vegetable knife skills Y8 Pasta ragu, Y7/8 4Cs/ H&S, Y7 EatWell Guide Y8 Bread, Y8 Scones	Year 7 & 8 Curriculum	Year 7 & 8 Curriculum
assessment	DC1 PROVE IT - I can independently manufacture and assemble a functioning product.	Own choice street food – Design & Make: DC1 PROVE IT - I can design and make a street food dish demonstrating safe working practice.	DC2 PROVE IT - I can independently manufacture and assemble a functioning electronic product.	Street food packaging – Design & Make: DC1 PROVE IT - I can use paper and board to design and construct a range of products.
essential knowledge/ 'I can...' phrases	DESIGN - I can communicate design ideas using a range of drawing techniques. MAKE – I can manufacture a range of products using a variety of materials. EVALUATE – I can use feedback from my evaluation to improve and develop my work TECHNICAL KNOWLEDGE - I can explain the characteristics and properties of a variety of materials. DC1 PROVE IT - I can independently manufacture and assemble a functioning product.	DESIGN - I can accurately plan, design and adapt a recipe for a street food dish. MAKE - I can make a dish suitable for a street food festival demonstrating food safety awareness. EVALUATE - I can use feedback from my evaluation to improve and develop my work. TECHNICAL KNOWLEDGE - I can explain the importance of adapting recipes for vegetarian/ vegan and for religious choices. DC1 PROVE IT - I can design and make a street food dish demonstrating safe working practice.	DESIGN - I can use circuit symbols to create circuit diagrams. MAKE – I can manufacture a device using a selection of electronic components. EVALUATE – I can use feedback from my evaluation to improve and develop my work TECHNICAL KNOWLEDGE - I can explain the function of a variety of electronic components. DC2 PROVE IT - I can independently manufacture and assemble a functioning electronic product.	DESIGN - I can a range of paper and board products. MAKE - I can construct a range of products from paper and board. EVALUATE - I can use feedback from my evaluation to improve and develop my work. TECHNICAL KNOWLEDGE - I can demonstrate my technical knowledge of graphics – paper and board. DC1 PROVE IT - I can use paper and board to design and construct a range of products.