Unit	
Y7	
	Design and make for themselves, using materials and equipment
Resistant Materials	Students complete a **DMA** to design and make a LED Lamp. The main assessment area covered is **generating design ideas** and **making**. The DMA introduces the students to elements of the design process – existing product analysis, mind mapping, initial ideas (for themselves) and making relating to RM and Electronics'. Students are introduced to the theory of Resistant Materials and particularly the topic Timber.
Textile Technology	Students complete a Design Assignment to design a 'Textiles product for a Technical Purpose' (a school bag) and the main assessment area covered is developing design ideas. The DA introduces the students to elements of the design process – through product investigation, prototyping and evaluation activities and focused practical tasks. Introduction to basic (Oblique) drawing technique. An introduction to the sewing machine. Introduction to Natural Fibres, yarns and fabric construction.
Food Technology	The main aim of this unit is to develop pupils' understanding of designing and making products for themselves. In this unit, pupils tackle a design and make assignment (DMA) on the theme salads in which they design and make a new salad for themselves and their families. Pupils gain the knowledge, skills and understanding they need to carry out the DMA successfully through product evaluation activities and the focused practical task. They: o Use a range of cutting, shaping and mixing processes o Use a variety of techniques to prepare and process foods o Consider safety and hygiene when handling food. o Carry out sensory tests to evaluate food products
Graphic Products	Students complete DMA to design and make a product for Fairtrade product (chocolate bar) and the main assessment area covered is planning. The DMA introduces the students to elements of the design process – analysis, product analysis, initial and development of ideas, planning and making. Students are introduced to the theory of Graphic Products and a basic (Oblique) drawing technique. Areas covered - Focused practical tasks - graphic techniques, product analysis, product planning and design and make assignment.
Y8	
Resistant Materials	Students complete DMA to design and make a themed analogue clock and the main assessment area covered is **generating ideas** and **making**. The DMA continues the development for the students in the design process – existing product analysis, mind mapping, initial ideas (for a client) and making relating to RM. Students are developed in the theory of Resistant Materials and particularly the topic Plastic/Polymers. Focused practical tasks, product analysis, product modelling, design and make assignment, CAD/CAM, case study.
Textile Technology	Students complete DMA to design and make a useful product. The main assessment area covered is Generating Ideas. The DMA introduces the students to elements of the design process – analysis, product analysis, initial and development of ideas, planning and making. Students are introduced to the theory of Synthetic Fibres.
Food Technology	The main aim of this unit is to develop pupil's practical skills along with making products suitable for others. In this unit the pupil assessment centres on improving pupils planning skills and time management in practical lessons. Pupils gain the knowledge, skills and understanding they need by completing tiered focused tasks. They: o apply their understanding of the physical and chemical properties of foods including how heat transfers through food

	○ consider the aesthetics of food, eg appearance, taste, odour, texture, and how this affects what consumers choose ○ consider nutritional aspects and values, sources and functions, eg protein, fat, carbohydrate, vitamins, minerals, water ○ develop planning skills and time management within a practical situation ○ consider how we can reduce waste in the home ○
Graphic Products	Students complete DMA to design and make a suite of products to promote a new film. The main assessment area covered is exploring ideas and the task. The DMA introduces the students to elements of the design process – analysis, product analysis, initial and development of ideas, planning and making. Students are introduced to the theory of Graphic Products and a basic (Oblique) drawing technique.
Y9	
Resistant Materials	Students complete DMA to design and make a device holder (e.g. phone holder etc.) and the main assessment area covered is **design development** and **making**. The DMA continues the development for the students in the design process – existing product analysis, mind mapping, initial ideas (for a target market), design development and making relating to RM. Students are developed in the theory of Resistant Materials and particularly the topic Metal.
Textile Technology	Students complete DMA to design and make a cushion cover based on the theme of Iconic designers. They use the Iconic designers as inspiration. Pupils develop mire technical sewing machine embellishment techniques and become independent on the sewing machine. The DMA introduces the students to elements of the design process – analysis, product analysis, initial and development of ideas, planning and making.
Food Technology	The main aims of this unit is for pupils to learn about food hygiene and safety including food poisoning. To increase pupil's awareness of scientific principles happening in foods when prepared and cooked. Alongside this increasing pupil's practical skills. This course is a pre GCSE course. Pupils gain the knowledge, skills and understanding they need to carry out the DMA successfully through product evaluation activities and focused practical tasks. They: □ develop the high level practical skills needed to produce a number of savoury main dishes suitable for tea. □ learn where to store foods safely to prevent food poisoning. □ learn the temperatures food has to be stored at and why. Looking closely at the conditions bacteria need to multiply □ identify good personal hygiene routines and the prevention of cross contamination in the kitchen □ evaluate one of their dishes produced. Recommending how the product can be improved □ investigate through experimentation the conditions enzymic browning occurs and how you can prevent this. □ produce their own soft cheese and learn about the science behind the practical. Investigate the effect of gluten on bread making
Graphic Products	Students complete DMA to design and make a greetings card with movement. The main assessment area covered is generating ideas. The DMA introduces the students to elements of the design process – analysis, product analysis, initial and development of ideas, planning and making. Students are introduced to the theory of Graphic Products and a basic (Isometric) drawing technique.