ST BERNARD'S
HIGH SCHOOL

Curriculum Guide
Key Stage 3 Technology
2026 - 27



Contents

Curriculum Intent 3

Year 7 4

Year 8 6

Year 9 8

Curriculum Intent

Technology is a practical subject that combines creativity, problem-solving, and technical skills to design and make products or systems. It involves understanding the world around us, identifying needs and wants, and then using design processes to develop solutions, whether it's a physical product, a digital program, or even a food recipe.

At St Bernards we teach 3 specialisms under the Technology umbrella which are Graphic Communication, Textile Design and Food and Nutrition. Our curriculum encourages students to use their God-given gifts in taking risks, being resourceful, innovative, enterprising and capable citizens. At St. Bernards we believe that Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Head of Technology Faculty

Mrs S Stanborough

Head of Textiles Department

Mrs S Stanborough

Head of Graphics Department

Mrs C Rainey

Head of Food and Nutrition Department

Mrs F Gayner

Year 7

In Year 7 we teach Technology as a "blended subject" so that students have the opportunity to experience an introduction to the 3 specialisms that we offer. The overall theme that we follow in Year 7 is that of "Fantastic Food" which enables us to teach students the key elements of Technology which are Researching, Designing, Making and Evaluation and also cook a range of sweet and savoury dishes.

Number of lessons per fortnight: 1

Skills developed: Knowledge of Healthy Eating, Food Preparation, Hygiene and Cooking, Hand sewing and construction of a textiles product, Drawing and Rendering skills, Character Design, Creating Mechanisms for a Pop-up Book. There is an emphasis on using hand tools accurately.

Classes: Students are taught in mixed ability classes.

Essential equipment: Technology work booklet, pencils, pens, eraser, rubber, ruler, coloured pencils, a full-length apron for food practical, suitable containers to convey food products to and from school.

Extracurricular and enrichment opportunities: Students are encouraged to take their skills out of the classroom and practise these as hobbies. We offer competitions that students can enter.

Careers curriculum: Students will understand the difference between the Food, Graphic Design or Textiles pathways and be introduced to key skills and terminology in these areas.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	• Introduction to Health and Safety in the workshop and Food Area. • Kitchen Hygiene • The Nutrients and Eatwell Guide for Healthy Eating. • Knife Skills. • Preparing fruit and vegetables, mixing and rubbing in. • Hand Embroidery stitches. • Applique.	• Learning the name and spellings of specialist tools and equipment. • Be able to explain how tools and equipment can be used.	• Encourage students to bring the correct equipment with them to lessons including an apron, storage container and measured ingredients for Food practical lessons. • Encourage students to revise the key terminology and practise spellings. • Encourage students to do their homework tasks to a good standard.
Spring Term	• Improving rendering skills. • Developing a Food-based character design. • Layout and designing a fact file. • Introduction to savoury baked goods • Creating own paper template for a textiles product.	• Be able to describe their characters. • Collect a range of facts and write these in their own words.	• Encourage students to practise rendering skills in their own drawings. • Encourage students to explore facts about the food they have chosen for their work.
Summer Term	• Developing textiles product using hand embroidery skills. • Evaluating a final product. • Introduction to bread doughs and kneading. • Exploring paper mechanisms. • Designing and making an educational pop-up book.	• Be able to evaluate their own products using keywords and terms. • Record methods for making mechanisms. • Write a simple narrative for their educational book, suitable for a child age 5-7.	• Encourage students to practise hand embroidery skills. • Encourage students to share food dishes at home to discuss what went well and how they could improve. • Explore the work of Robert Sabuda's pop up books.

Helpful books/websites:

The Eatwell Guide - NHS

Guide to 30 Hand Embroidery Stitches - Cutesy Crafts

ROBERT SABUDA - Home

Opportunities for wider reading/research:

Exploring Food and Nutrition for Key Stage 3: By Yvonne Mackey and Bev Saunders

Design and Technology Foundations Textiles Technology Key Stage 3: By Paul Anderson, Geraldine George, Julie Boyd

Year 8

In Year 8 students begin to study the Technology subjects as individual specialisms and will rotate to a new subject each term. Our overall theme is “Sustainability” and students are encouraged to consider the impact on the environment of their own and others design practice and the food that we consume.

Number of lessons per fortnight: 2

Skills developed: Knowledge of sustainable design and food, controlling the oven, microwave and hob in the kitchen, machine sewing, dyeing and construction of a textile's product, watercolour illustration and rendering skills, typography and product design. There is an emphasis on using electrical tools safely and accurately.

Classes: Students are taught in mixed ability classes

Essential equipment: Technology work booklet, pencils, pens, eraser, rubber, ruler, coloured pencils, a full-length apron for food practical, suitable containers to convey food products to and from school.

Extracurricular and enrichment opportunities: Students are encouraged to take their skills out of the classroom and practise these as hobbies. We offer competitions that students can enter.

Careers curriculum: Students consider being a product designer, print media designer or interior textiles designer. They are made aware of various roles in the food industry including farming, retail and hospitality.

	Content studied	**Literacy focus**	**What parents can do to help**
Textiles Term	• Introduction to the topic of Sustainability in the textiles industry • Research the Mexican Day of the Dead festival. • Introduction to the sewing machine to hem and seam cushion cover. • Introduction to hand dyed fabrics. • Designing a range of possible solutions for a cushion cover. • Creating and printing a stencil. • Constructing a simple cushion cover.	• Be able to select relevant information in order to write an article and research a culture. • Learn the correct terms for parts of the sewing machine. • Labelling design work. • Evaluating own progress.	• Encourage students to bring the correct equipment with them to lessons including their work booklet. • Discuss the idea of sustainability in Textiles such as how textiles can be recycled or reused in your local area. • Encourage students to articulate their written work in full sentences. • Encourage students to do their homework tasks to a good standard.
Food Term	• Understand seasonality and when food is grown in the UK. • To learn about the term ‘Food Miles’ and understand how far foods travel before reaching our plate. • We will learn about the different types of farming and debate both sides of an argument. • The differences between intensive and organic farming. • Discover what food labels tell us about a product.	• To express and write opinions about the issues of food miles. • To define key vocabulary such as seasonality, food miles, sustainability, organic and intensive farming. • To construct a seasonal recipe. • To take part in a debate and write about organic farming in contrast to intensive farming giving both points of view.	• Encourage students to bring the correct equipment to the planned food practical lessons and their work booklet to theory lessons. • Encourage students to complete homework tasks to a good standard. • Discuss topics such as where our food comes from and food labels at home.

	• To name, understand and explore the 6 R's with sustainability. • The importance of Global Food Security.	• Discuss and research food security in the UK. • To create slogans to promote fair trade products.	
Graphics Term	• Introduction to the topic of "Sustainability" through packaging design and the 6R's. • Research the topic of ocean pollution to answer a design brief. • Introduction to analysing graphics designers' work. • Development of rendering skills. • Develop and evaluate a final design for a mini tote bag. • Introduction to typography, logo and magazine design.	• Using analysis skills to write a written piece on a designer. • Learning the names of pencil and watercolour techniques. • Using labelling and written skills to explain and evaluate.	• Encourage students to bring the correct equipment with them to lessons including their work booklet. • Discuss the pollution of our oceans and what we can do to help. • Encourage students to articulate their written work in full sentences. • Encourage students to do their homework tasks and print the necessary work by the deadline.

Helpful books/websites:

Textiles

What does sustainability in textiles mean? - BBC Bitesize

https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead

Food

BBC Bitesize- Food and Nutrition

BBC Good Food Website

The Eatwell Guide NHS

The Food Miles Calculator www.foodmiles.com

Fair Trade www.fairtrade.org.uk

Graphics

Wildlife and Climate Change | Initiatives | WWF

The Sealife Centre website - Conservation

Ocean and Marine Wildlife Conservation Initiatives

Opportunities for wider reading/research:

The Day of the Dead: A Celebration of Death and Life: By Deborah Holtz and Jaun Carlos Mena

Exploring Food and Nutrition for Key Stage 3: By Yvonne Mackey and Bev Saunders

Year 9

In Year 9 students develop their skills in the 3 Technology areas of study: Food and Nutrition, Graphics and Textiles. The overall theme that we explore is "Celebration". In Food we celebrate a range of cultural foods, in Graphics students create and design graphic elements and merchandise for a self-devised local festival and in Textiles we celebrate the work of iconic fashion designers. There is a focus on developing new skills that will be of use when these subjects are chosen as GCSE options in addition to building upon the key Technology skills of researching, designing, making and evaluating.

Number of lessons per fortnight: 2

Skills developed: Knowledge of cultural dishes, controlling the oven, microwave and hob in the kitchen. In Textiles students develop their applique skills through machine and hand sewing and construction of a textiles product, In Graphics students develop their ability to work as part of a team, rendering skills, typography and product design. They create a presentation of their ideas to the class.

Classes: Students are taught in mixed ability classes.

Essential equipment: Technology work booklet, pencils, pens, eraser, rubber, ruler, coloured pencils, a full-length apron for food practical, suitable containers to convey food products to and from school. In year 9 we also ask that students provide a fabric of their choice (students will be advised on suitability and quantity by their teacher) in order to make a fabric backpack.

Extracurricular and enrichment opportunities: Students are encouraged to take their skills out of the classroom and practise these as hobbies. We offer competitions that students can enter.

Careers curriculum: Students consider the skills and knowledge needed to work in catering within the Food Industry. They have the opportunity to work as part of a design team and create a group pitch presentation. They also consider roles within the textiles industry such as accessories designer, buying and trends.

	Content studied	**Literacy focus**	**What parents can do to help**
Textiles Term	• Study of a 20th Century fashion designer. • An understanding of manmade and natural fabrics. • Motif design and applique techniques using hand and machine embroidery. • Fashion industry related research including product analysis, target markets and specifications. • Initial and developed designs for backpack. • Cutting out a pattern. • Making and evaluating a drawstring backpack.	• Analysing a product by a 20th Century fashion designer. • Evaluating design work to reflect on personal progress. • Writing a design-based specification, explaining the parameters of their design work.	• Encourage students to write in their own words using the prompts provided. • Encourage students to complete their homework tasks to a good standard by the deadline, discussing their chosen fashion designer. • Help students source a suitable fabric for their bag which is required in week 7 of this project. You could go with them to a fabric shop or market stall, help recycle unwanted fabric at home or shop online for this. The size required is either half a metre from a roll of fabric or 2 pieces of fabric 45cm x 50cm.
Food Term	• To learn about international cuisine around the world. • To understand the term 'staple' foods and give examples from different places. • To learn about the importance of health and	• To expand key topic vocabulary such as cuisine, culture, staple food, nutrient, allergy and intolerance. • To annotate a mood board of street food international dishes.	• Encourage students to bring the correct equipment to the planned food practical lessons and their work booklet to all lessons.

	hygiene in the kitchen including storing food. • To explore the importance of nutrition and healthy eating. • To understand how individuals may have a special diet and the factors that influence this. • To engage in taste testing of multi-cultural foods. • To cook a variety of dishes which develop a range of cooking techniques.	• To learn and research UK food safety and hygiene and provide a written explanation of correct procedures in the kitchen. • Use the point, evidence, explain, link essay structure. • Create a factsheet on special diets. • Read and respond to a newspaper article on teen nutrition.	• Encourage students to complete homework tasks to a good standard. • Discuss topics such as different international foods and look out for food labels in the supermarket for special diets.
Graphics Term	• Understanding of working to a design brief for the local council to design a "festival". • Working as part of a design team. • Analysis of brands. • Developing logos typography and iconography. • Understanding how colour theory can enhance designs. • Developing a promotional item for the festival. • Developing a group presentation to pitch the festival to the class.	• Analyse work on brands. • Evaluating design work to reflect on personal progress. • Developing a Powerpoint presentation. • Articulating ideas to the class.	• Encourage students to bring the correct equipment with them to lessons including their work booklet. • Encourage students to complete their written work in full sentences. • Encourage students to do their homework tasks and print the necessary work by the deadline.

Helpful books/websites:

Textiles

20th Century Fashion in Detail (Victoria and Albert Museum): By Claire Wilcox and Valerie D, Mendes

Basic Fashion Design 02: Textiles and Fashion: By Jenny Udale

https://www.unifrog.org/student/subjects/direct/textiles-and-fashion

Food

Food and Nutrition

BBC Bitesize – Food and Nutrition

BBC Food from Around the World Cuisines- Cuisines - BBC Food

Graphics

https://www.venuereport.com/roundups/22-celebrations-of-culture-from-around-the-world/entry/1/

https://www.southend.gov.uk/events-leisure

Opportunities for wider reading/research:

The Fashion Book: By Phaidon

Exploring Food and Nutrition for Key Stage 3: By Yvonne Mackey and Bev Saunders