

	<p><b>Statement of intent</b> <b>Technology</b></p> <ul style="list-style-type: none"> <li>• A curriculum that is broad and creative to engage and inspire all</li> <li>• To promote resilience and independent working</li> <li>• Create projects that allow all to succeed</li> <li>• Develop design &amp; practical skills throughout a range of exciting projects</li> <li>• Develop literacy and numeracy skills</li> <li>• To teach projects that challenge and promote progress</li> <li>• To understand D&amp;T in society and advances in new emerging technologies</li> </ul>					
KS3	<b>Design &amp; Technology</b>					
	<b>Rotation 1 Textiles POP ART PENCIL CASE</b>		<b>Rotation 2 Resistant Materials WIND CHIMES</b>		<b>Rotation 3 Food Studies THE WONDERFUL WORLD OF FOOD</b>	
	<p><b>Baseline Assessment</b> Prior knowledge of tools, equipment, processes and Health and safety.</p> <p><b>Health &amp; Safety and specialist equipment</b></p> <p><b>Research</b> Use of IT to develop a 'Mood board' based on POP ART</p> <p>Mind map Development of initial ideas. Pupil are starting to think about their Pop Art pencil case.</p>	<p><b>Design</b> Pupils start by looking at example pencil cases. They deconstruct a product to see how it is made</p> <p>Design ideas and final idea. Developing drawing skills</p> <p><b>Make</b> Sewing machine driving test</p> <p>Applique, decorative components, fabric pen and inserting a zip.</p>	<p><b>Baseline Assessment</b> Prior knowledge of tools, equipment, processes and Health and safety.</p> <p><b>Health &amp; Safety and specialist equipment</b></p> <p><b>Research</b> Use of IT to develop a 'Mood board' based on the current market.</p> <p>Mind map</p> <p>Development of initial ideas. Pupil are starting to think about their</p>	<p><b>Design</b> Pupils start by looking at example wind chimes. They deconstruct a product to see how it is made.</p> <p>Design ideas and final idea. Developing drawing skills</p> <p><b>Make</b> Safety passport on Pillar Drill Hand File Tenon Saw Laser Cutter</p>	<p><b>Baseline Assessment</b> Prior knowledge of tools, equipment, processes and Health and safety.</p> <p><b>Health &amp; Safety and specialist equipment</b></p> <p><b>Research</b> Introduction to the Eatwell guide</p> <p>Students will use the Eatwell guide to recognise different food groups and nutrients they offer.</p> <p><b>Practical skills</b></p>	<p><b>Dish modification according to needs</b> Students are encouraged to modify their dishes according to preference, allergies and seasons.</p> <p><b>Evaluation using sensory analysis</b></p> <p>Students analyse their own work and assess it using a star profile template and peer assessment using their sensory analysis</p>

		Use of the sewing machine  <b>Evaluation</b> Review of skills developed and assessment of final product	Wind chime and materials used	2D design tutorial before creating design digitally  <b>Evaluation</b> Review of skills developed and assessment of final product	Students will use a series of recipes from different cultures to make food products that encompass a range of basic skills.	
<b>Design &amp; Technology</b>						
<b>Rotation 1 Textiles CULTURAL TIE DYE CUSHION</b>		<b>Rotation 2 Resistant Materials BLOCKBOTS</b>		<b>Rotation 3 Food Studies PAST AND CURRENT CHEFS</b>		
	<p><b>Baseline assessment</b> Focusing on design skills developed in year 7</p> <p><b>Research</b> Cultural research in to a country, faith or location of their choice.</p> <p><b>Task analysis</b> Pupils analyse a design brief and begin to develop initial ideas for their tie dye cushion</p> <p>Analysis of existing products</p>	<p><b>Design</b> Range of cushion ideas developed based on a culture. Focusing on presentation of designing and tonal colour</p> <p><b>Make</b> Natural and chemical dye workshop</p> <p>Tie dye fabric</p> <p>Embroidery and 3D components</p>	<p><b>Baseline assessment</b> Focusing on skills developed in year 7</p> <p><b>Research</b> Market research, importance of Copyrights and customer requirements</p> <p><b>Task analysis</b> Pupils analyse a design brief and begin to develop initial ideas for their blockbot</p> <p>Analysis of existing products</p>	<p><b>Design</b> Range of blockbot ideas developed based on customer requirements. Focusing on presentation of designing and dimensions</p> <p><b>Make</b> Hand sawing Drilling Electric sanding Finishing</p> <p><b>Evaluation focusing on safety points</b></p>	<p><b>Baseline assessment</b> Focusing on skills developed in year 7</p> <p><b>Balanced diets</b> Progressing using knowledge from Y7 students will understand and apply the principles of nutrition and health</p> <p><b>Research</b> Using IT students will research existing chefs</p>	<p><b>Practical Skills</b> Students use practical skills to make mostly savoury dishes using different equipment available using different sources of heat and equipment available.</p> <p><b>Dish modification according to needs</b> Students are encouraged to modify their dishes according to preference, allergies and seasons</p> <p><b>Evaluation</b></p>

		Use of the sewing machine to create decorative stitches			exploring their backgrounds, careers and the type of dishes they serve.	Students analyse their own work and assess it using a star profile template.
<b>Design &amp; Technology</b>						
<b>Rotation 1 Textiles ECO FRIENDLY BAG</b>			<b>Rotation 2 Resistant Materials DISNEY SWEET DISPENSER</b>		<b>Rotation 3 Food Studies DIET AND NUTRITION</b>	
	<p><b>Baseline assessment</b> Focusing on Textile processes and fibres</p> <p><b>Research</b> Sustainability</p> <p>Fairtrade and Organic cotton</p> <p>Analysis of brief</p> <p>Pupils write their own specification for their product. A bag,</p>	<p><b>Design</b> Range of ideas developed focusing on isometric and oblique sketching. Annotations and a focused target market.</p> <p><b>Make</b> Threading of the sewing machine</p> <p>Machine embroidery</p> <p>Pattern making</p> <p>Components</p> <p>Printing and embellishments</p> <p>Evaluation</p>	<p><b>Baseline assessment</b> Focusing on Tool safety and skills</p> <p><b>Research</b> Market Research on Disney design and animation</p> <p><b>Task Analysis</b> Analysis of Design Specification</p> <p>Pupils write their own specification for their product.</p> <p>Theory on Cams and rotational parts.</p>	<p><b>Design</b> Range of ideas developed focusing on isometric and orthographic sketching. Annotations and a focused target market.</p> <p><b>Make</b> Use of the Hegner saw.</p> <p>Using a Jig to cut round items</p> <p>Template use for universal sizing</p> <p>Components</p> <p>Finishing and Varnishing</p> <p>Evaluation</p>	<p><b>Baseline assessment</b> Focusing on Diet and Nutrition</p> <p><b>Research</b> Using existing knowledge and progressing from Y8, students will understand and apply the principles of nutrition and health for different groups of people.</p> <p><b>Practical Skills</b> Students use a wider range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical</p>	<p><b>Design</b> Students will design and make their own recipe to cater for a specific group using prior knowledge of seasonal availability, allergies and preferences.</p> <p><b>Evaluation using sensory analysis</b> Students analyse their own work and assess it using a star profile template and peer assessment using their sensory analysis</p>

					equipment; applying heat in different ways; using awareness of taste, texture and smell.	
<b>KS4</b>	<b>Textiles</b>	<b>Child development</b>	<b>Resistant Materials</b>	<b>Hospitality &amp; Catering</b>		
<b>Y10</b>	<p><b>HT1 Assessment</b> <u>Skirt project</u></p> <p>Pupils will design and make a skirt to fit. They will develop a range of construction skills during this project to make a functional garment.</p> <ul style="list-style-type: none"> <li>- Existing products</li> <li>- Designing</li> <li>- Pattern markings</li> <li>- Pattern cutting</li> <li>- Seams</li> <li>- Finishing</li> <li>- Sewing machines</li> <li>- Inserting zips</li> <li>- Buttons and buttonholes</li> <li>- Evaluating</li> </ul>	<p><b>HT1 Assessment</b></p> <ol style="list-style-type: none"> <li>1. Contraception – <i>Image identification</i></li> <li>2. Contraception – <i>Knowledge Organiser</i></li> <li>3. Planning a family – <i>Interview – Written report</i></li> </ol>	<p>HT1 Assessment</p> <p>3.2.3 Ecological and Social Footprint</p> <ol style="list-style-type: none"> <li>1 Six R’s Test</li> <li>2 H&amp;S Test</li> </ol> <p>3.2.4 Sources and Origins</p> <ol style="list-style-type: none"> <li>1 Material Research</li> </ol> <p>3.2.8 Specialist Techniques and Processes</p> <ol style="list-style-type: none"> <li>1 Safety Passport</li> <li>2 Modelling, Prototyping</li> </ol> <p>3.1.6.2 Material Properties</p> <ol style="list-style-type: none"> <li>1 Property Spider Diagram</li> </ol> <p>3.3.3 The Work Of Others</p> <ol style="list-style-type: none"> <li>1 James Dyson Test</li> </ol> <p>3.3.6 Prototype Development</p> <ol style="list-style-type: none"> <li>1 Model/Prototype</li> </ol>	<p>LO1 HT1 Assessment End of Unit Test</p> <p>Understand the environment in which hospitality and catering providers operate.</p> <ol style="list-style-type: none"> <li>1.1 Describe the structure of the hospitality and catering industry</li> <li>1.2 Analyse job requirements within the hospitality and Catering industry</li> <li>1.3 Describe working conditions of different job roles across the hospitality and catering industry</li> <li>1.4 Explain factors affecting the success of hospitality and catering providers</li> </ol>		

	<p><b>HT2 Assessment</b> <u>Designers</u> Pupils will research a minimum of two designers below and create a page in their sketchbook about the designer. <u>Possible designers</u> a Alessi b Apple c Heatherwick Studio d Joe Casely-Hayford e Pixar f Raymond Loewy g Tesla h Zaha Hadid. <b>Exam Assessment – knowledge Organisers</b> - Cams - Levers - Properties of materials - Natural and synthetic fibres - Woven fibres - Types of businesses and funding</p>	<p><b>HT2 Assessment - In books</b> 1. Pre conceptual care - Leaflet 2. Menstrual cycle – <i>Diagram</i> 3. Baby’s support system and multiple pregnancies - Diagrams</p>	<p><b>HT2 Assessment</b> <b>3.1.1 New and Emerging Technologies</b> 1 Sustainability Test 2 Environment End of Unit <b>3.3.9. Material Management</b> 1 Practical <b>3.3.10 Specialist Tools and Equipment</b> 1 Safety Passport 2 Tool Ident Test <b>3.3.11 Specialist Techniques and Principles</b> 1 Safety Passport 2 Practical Skills 3 Surface finishes and Skills <b>3.3. 9 Tolerances</b> 1 Tolerance checks 2 Accuracy when cutting <b>3.3.8 Material Management</b> 1 Planning table 2 Marking out accuracy 3 Joints 4 Sustainability questions 3 CAD 4 Modelling <b>3.3.3 The Work of Others</b> 1 PP on work of others</p>	<p>LO2 HT2 Assessment End of Unit test and (Mock Exam) Mock Exam</p> <p><b>LO2 Understand how hospitality and catering provision operates</b></p> <ul style="list-style-type: none"> <li>- 2.1 Describe the operation of the kitchen</li> <li>- 2.2 Describe the operation of front of house</li> <li>- 2.3 Explain how hospitality and catering provision meets customer requirements</li> </ul>
	<p><b>HT3 Assessment</b> - CAD CAM - Environmental issues - Industrial manufacture - Labels - Fairtrade and organic</p>	<p><b>HT3 Assessment - In books</b> 1. Types of medical professionals - <i>research and presentation</i> 2. Testing during pregnancy - <i>Test</i></p>	<p><b>HT3 Assessment</b> <b>Revision</b> <b>MOCK EXAMS</b> <b>3.3.5 Communication of Design Ideas</b> 1 Sketching 2 Isometric Drawing</p>	<p><b>HT3 Assessment End of unit Test</b> <b>LO3 Understand how hospitality and catering provision meets health and safety requirements.</b> 3.1 Describe personal safety responsibilities in the work place</p>

	<ul style="list-style-type: none"> <li>- Smart and modern materials</li> <li>- Production methods</li> <li>- Quality control</li> <li>- Trend forecasting</li> <li>- Testing</li> </ul>	<p>3. Birth – Video – <i>Knowledge Organiser</i></p> <p>4. Pain relief – <i>Diagram identification and knowledge organiser</i></p>	<p><b>3.3.9. Material Management</b> 1 Practical</p> <p><b>3.2.6 Stock forms, types and sizes</b> 1 Research in the community 2 Test</p> <p><b>3.3.10 Specialist Tools and Equipment</b> 1 Safety Passport 2 Tool Ident Test</p> <p><b>3.3.11 Specialist Techniques and Principles</b> 1 Safety Passport 2 Practical Skills 3 Surface finishes and Skills</p> <p><b>3.3.4 Design Strategies</b> 1 Design Development sheets 2 Final Design Sheet</p>	<p>3.2 Identify risks to personal safety in hospitality and catering</p> <p>3.3 Personal safety control measures for hospitality and catering provision</p>
	<p><b>HT4 Assessment</b> <u>Seams</u> Pupils will produce a sample for each of the following seams and write a step by step guide to explain how to do it.</p> <ul style="list-style-type: none"> <li>- Plain seam</li> <li>- French seam</li> <li>- Piped seam</li> <li>- Finished seam</li> <li>- Flat felled seam</li> </ul>	<p><b>HT4 Assessment</b> <b>Coursework unit RO19</b> LO1: Understand the key factors when choosing equipment for babies from birth to 12 months – <b>12 marks maximum</b></p> <p><b><i>SUBMIT LO1 &amp; LO2 FOR ASSESSMENT</i></b> <b><i>By the end of September in year 11</i></b></p>	<p><b>HT4 Assessment</b> <b>1 Surface Treatment and Finish Practical</b> 1 Test 2 Practical</p> <p><b>3.2.3 Ecological and Social Footprint</b> 1 The 6 R’s Test 2 Ecological Test 3 Poster</p> <p>3.2.7 Scales of Production 1 Company Research 2 Maths questions</p> <p><b>3.1.3 Developments in new materials</b> 1 Worksheets 2 Test 3 Revision</p>	<p><b>HT4 Assessment End of unit Test</b> <b>LO4 Know how food can cause ill health</b></p> <ul style="list-style-type: none"> <li>- AC 4.1 Food related causes of ill health</li> <li>- AC 4.2 Describe the role and responsibilities of the environmental health officer (EHO)</li> <li>- AC 4.3 Describe Food Safety legislation</li> <li>- AC 4.4 Describe common types of food poisoning</li> </ul>

			4 Practical	- AC 4.5 Describe the symptoms of food induced ill health
	<p><b>HT5 Assessment</b> <b>Exam Assessment – Knowledge Organisers</b></p> <ul style="list-style-type: none"> <li>- Woods</li> <li>- Metals</li> <li>- Paper and boards</li> <li>- Polymers</li> </ul>	<p><b>HT5 Assessment</b> <b>Coursework unit RO19</b> LO1: Understand the key factors when choosing equipment for babies from birth to 12 months – <b>12 marks maximum</b></p> <p><b><i>SUBMIT LO1 &amp; LO2 FOR ASSESSMENT</i></b> <b><i>By the end of September in year 11</i></b></p>	<p><b>HT5 Assessment</b> <b>3.2.1 Selection of Materials or components</b> 1 ACCESSFM Test/Review 2 Social factors Test 3 Practical <b>3.2.8. Specialist techniques and Processes</b> 1 Tolerances 2 Accuracy in Measuring 2 Quality Control Test <b>3.2.9 Surface Treatments and Finishes</b> 1 Practical assessment 2 Learning Circle REVISION EXAM</p>	<p>HT5 Assessment Exam Assessment Knowledge organisers consolidating all LO's</p>
	<p><b>HT6 Assessment</b> <u>Introduction of NEA</u></p> <ul style="list-style-type: none"> <li>- Initial design ideas</li> <li>- Developed design ideas</li> <li>- Final design</li> <li>- Decorative technique samples</li> </ul>	<p><b>HT6 Assessment</b> <b>Coursework unit RO19</b> LO2: Understand the key factors when choosing equipment for babies from one to five years – <b>12 marks maximum</b></p> <p><b><i>SUBMIT LO1 &amp; LO2 FOR ASSESSMENT</i></b></p>	<p><b>HT6 Assessment</b> <b>Introduction of NEA</b></p> <p><b>Research contexts</b> <b>Mind maps</b> <b>Initial design ideas</b> <b>Developed design ideas</b> <b>Final design</b> <b>Orthographic drawing</b></p>	<p><b>HT 6 Assessment</b> <b>Practice NEA</b> <b>Rochelle Brief</b> <b>Practical work complete</b></p>

	<ul style="list-style-type: none"> <li>- Construction technique samples</li> <li>- Manufacturing specification</li> <li>- CAD CAM colourways</li> <li>- Production record</li> </ul>	<b><i>By the end of September in year 11</i></b>	<b>Modelling/making diary Models Manufacturing Evaluation</b>	
<b>Y11</b>	<b>HT1 Assessment NEA</b> Front page: Name, school, centre number, candidate number Mind map July Mood board July Design brief/problem September	<b>HT1 Assessment RO19</b> ✓ LO3: Know the nutritional guidelines and requirements for children from birth to five years  <b>– 15 marks maximum</b>  <b><i>SUBMIT LO3 FOR ASSESSMENT By October half term in year 11</i></b>	<b>HT1 Assessment AO1 Identify and investigate design possibilities</b> 1 Research 3 contexts 2 Mood board for chosen context 3 ACCESSFM on current market products	<b>HT1 Assessment End of Unit Test</b> LO5 Be able to propose a hospitality and catering provision to meet specific requirements AC5.1 review options for hospitality and catering provision AC5.2 recommend options for hospitality provision
	<b>HT2 Assessment</b> Research of existing products October Questionnaire and results October Materials research November Specification November Design ideas November Fabric samples December	<b>HT2 Assessment R019</b> ✓ LO4: Be able to investigate and develop feeding solutions for children from birth to five years  <b>– 21 marks maximum</b>  <b><i>. SUBMIT LO3 FOR ASSESSMENT By Christmas in year 11</i></b>  Revision of RO18 for January Exam	<b>HT2 Assessment AO1 Identify and investigate design possibilities</b> 1 Customer surveys 2 Analyse research Data <b>AO2 Producing a Design Brief and Specification</b> 3 Create a Design Brief and Design Specification <b>AO3 Generating Design Ideas</b> 4 Communication of Design Ideas 5 Parts List and Orthographic Drawing	<b>HT1 Assessment NEA 9 hours in total</b>  <b>Mock Exam</b>
	<b>HT3 Assessment</b> Design ideas January  Final practical garment making	<b>HT3 Assessment R018 &amp; R019</b>	<b>HT3 Assessment AO4 Developing Design Ideas</b> 1 Final Design sheet 2 Development sheets	<b>HT3 Assessment End of unit tests</b> Recall and consolidation of exam units Revision activities Exam preparation



	Colourways January Review of design ideas January Final Design: Including fabric samples & annotations February	<b>Practical Assessment of bottle feeding</b>  <b>Revision for RO18 January Exam</b>	3 Modelling <b>AO5 Realising Design Ideas</b> 1 Working Drawings 2 Cutting List 3 Manufacturing Standards	
	<b>HT4 Assessment</b> Practical work Review of final design	<b>HT4 Assessment RO18 &amp; R020</b> ✓ LO1: Understand the physical, intellectual and social developmental norms from birth to five years – <b>9marks maximum</b>  ✓ LO2: Understand the benefits of learning through play – <b>12 marks maximum</b>  <b><i>SUBMIT LO1 &amp; LO2 FOR ASSESSMENT</i></b> <b><i>End of January of year 11</i></b>	<b>HT4 Assessment</b> <b>AO5 Realising Design Ideas</b> <b>1 Manufacturing</b> <b>2 Testing</b> <b>AO6 Analysing and Evaluating</b> 1 Modifications Identified 2 Evaluation against Specification 3 Final Customer review 4 Overall evaluation including improvements	<b>HT4 Assessment</b> End of unit tests Recall and consolidation of exam units Revision activities Exam preparation
	<b>HT5 Assessment</b> Testing & shop comparison April Final evaluation April Practical work complete	<b>HT5 Assessment R018 &amp; R020</b> ✓ LO3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years – <b>15 marks maximum</b>  <b><i>SUBMIT LO3</i></b>	<b>HT5 Assessment</b>  Revision  Practical practice for revision purposes  <b>Finish any projects not yet completed</b>	<b>HT5 Assessment</b> End of unit tests Recall and consolidation of exam units Revision activities Exam preparation



		<p><b><i>FOR ASSESSMENT By February half term in year 11</i></b></p> <p>✓ LO4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years – <b>24 marks maximum</b></p> <p><b><i>. SUBMIT LO4 FOR ASSESSMENT By Easter in year 11</i></b></p>		
	<p><b>HT6 Assessment</b> End of unit tests Recall and consolidation of exam units Revision activities Exam preparation</p>	<p><b>HT6 Assessment</b> End of unit tests Recall and consolidation of exam units Revision activities Exam preparation</p>	<p>End of unit tests Recall and consolidation of exam units Revision activities Exam preparation</p>	<p><b>HT6 Assessment</b>  End of unit tests  Recall and consolidation of exam units  Revision activities  Exam preparation</p>