



Curriculum Map: Subject: D&T

Time Allocation for DT Schemes of Work: The DT schemes are planned around the 5 members of DT staff and their specialisms meaning that the projects do not run as per the school calendar term. Year 7 and 8 projects run for 7 weeks. Year 9 projects run for 5 weeks projects (so that students can experience all subjects before option choices).

Year 7

	Unit of Work	Knowledge and Skills	Assessment
1	Graphics	<p><u>Design and make a monster desk tidy</u> In this unit pupils will learn the skills necessary to make a desk tidy. This will include the application of 3D isometric drawing skills, nets, geometric shapes and CAD/CAM. A context for the project is achieved through the research skills of questionnaire, product analysis and image selection. Pupils evaluate their design ideas before creating the final product. Topic text: Blog: How to create a monster</p>	<p><u>Subject</u></p> <ul style="list-style-type: none"> • Mid-Design feedback • Final iterative design process <p><u>Literacy</u> – extended written desk tidy analysis</p>
2	Textiles	<p><u>Design and make a monster book cover</u> In this unit pupils will learn the skills necessary to make an applique monster book cover. This will include the application of hand embroidery skills, sewing machine skills and creating a simple pattern. A context for the project is achieved through the research skills of a moodboard, questionnaire and artist investigation. Pupils evaluate their design skills before creating the final product. Topic Text: Fiction Book: The Tailor of Gloucester</p>	<p><u>Subject</u></p> <ul style="list-style-type: none"> • Mid-Design feedback • Final iterative design process <p><u>Literacy</u> – comprehension of reading task</p>
3	RM	<p><u>Design and make packaging for chocolate</u> In this unit pupils will learn the skills necessary to make a chocolate mould and suitable packaging. This will include the application of the whole design process using a specific design context. Pupils will research, design and evaluate their ideas as well as utilise CAD/CAM and the vacuum forming process to create their final product. Topic Text: Newspaper article on Greta Thunberg.</p>	<p><u>Subject</u> – Mid-Design feedback <u>Literacy</u> – Written task on workshop safety rules.</p>
4	FPN	<p><u>Food & cooking</u> In this unit pupils will learn and apply the principles of nutrition and health in the context of the Eatwell guide and the 8 Tips. They will investigate food choices and food provenance.</p>	<p><u>Subject</u></p> <ul style="list-style-type: none"> • Mid-Food hygiene/safety test and feedback. Practical feedback



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		<p>Pupils will learn skills necessary become competent in a range of cooking skills by cooking a repertoire of savoury dishes so that they are able to feed themselves and others a healthy and varied diet. This will include knife skills; fruit salad; vegetable cous cous; cheese scones; fish goujons; bread-based pizza and Thai green curry. Students will demonstrate safe food hygiene practise through the context of the 4 C's as well as an understanding of how each ingredient functions (food science). Students will test and evaluate their ideas and products. Topic text: Story: The great cake contest.</p>	<ul style="list-style-type: none"> Final – Food, nutrition & health understanding and recipe modification task feedback. Practical feedback <p>Literacy – Practical evaluation</p>
5	Graphics/FPN	<p><u>Design and make a healthy eating interactive flyer</u> In this unit, students will practice different paper engineering techniques in order to create an informative pop up flyer on the topic of healthy eating. This will also include product analysis, writing a specification and developing their ideas through modelling. Topic text: Newsround article How does food impact on the environment</p>	<p>Subject</p> <ul style="list-style-type: none"> Mid-Design feedback Final iterative design process <p>Literacy – Specification</p>

Year 8

	Unit of Work	Knowledge and Skills	Assessment
1	Graphics	<p><u>Design and make a travel board game</u> In this unit pupils will learn the skills necessary to make a travel board game. This will include writing a specification for their board game, developing their design skills, drawing nets and CAD/CAM (specifically 2D Design/Adobe Illustrator). A context for the project is achieved through the research skills of questionnaire, product analysis and image selection. Pupils evaluate their design ideas before creating the final product. Topic text: Online article: 8 Surprising Health Benefits of Board Games</p>	<p>Subject</p> <ul style="list-style-type: none"> Mid-Design feedback Final iterative design process <p>Literacy – product analysis and specification</p>
2	Textiles	<p><u>Design and make a cushion cover</u> In this unit pupils will learn the skills necessary to make a stencilled cushion cover. This will include the application of 2D Design skills, stencilling skills, sewing machine skills and how to safely use an iron. A context for the project is achieved through the research skills of a moodboard, questionnaire, product analysis and artist investigation. Topic Text: Film Script: The Devil Wears Prada</p>	<p>Subject</p> <ul style="list-style-type: none"> Mid-Design feedback Final iterative design process <p>Literacy – comprehension of reading task</p>
3	RM	<p><u>Design and make a piece of pewter jewellery</u> In this unit pupils will learn the skills necessary to make a pewter accessory linked to a design era. This will include the application of the whole design process using a specific</p>	<p>Subject – Mid research and design. Literacy – Extended written article analysis.</p>



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		design context. Pupils will research, design and evaluate their ideas as well as utilise CAD/CAM and the casting process to create their final product. Topic Text: News article on Duke and Duchess of Sussex.	
4	FPN	<p><u>Diet & health</u> In this unit pupils will recall and apply the principles of <i>The Eatwell guide</i> and the 8 tips for healthy eating, recognising Macro and micronutrients, explain energy and how needs change through life. Pupils will develop and demonstrate a wider range of food science, skills and techniques, applying food hygiene and safety (4C's). A repertoire of savoury dishes to include apple swan; frittatas; savoury rice; Calzone; Pasta bake; Mince dish; fajitas. Pupils will apply and consolidate their learning by modifying/adapting recipes to meet the needs of a range of consumer diets/choices. They will continue to develop their knowledge and understanding of food science. Students will test and evaluate their ideas and products. Topic text: Story: Article: National farmers union campaign for eating meat. (meat v vegan)</p>	<p><u>Subject –</u></p> <ul style="list-style-type: none"> • Mid-Eatwell guide/8 tips test and feedback. Practical feedback • Final – Energy and nutrients feedback. Practical feedback <p><u>Literacy –</u> Practical evaluation</p>
5	D&T (Textiles)	<p><u>Develop your fashion illustration skills</u> In this unit, students will explore an in-depth approach to fashion design and illustration. The project will explore a range of design principles, including figure drawing, ethical body images and sustainable fabric design using the Batik process. A context for the project is achieved through the researching a key fashion designer and an investigation into sustainability/the fashion industry. Pupils explore various practical methods and will evaluate their design ideas/methods before creating their final uniform design. Topic Text: Text Extract: Understanding the Fashion Figure by John Hopkins</p>	<p><u>Subject -</u></p> <ul style="list-style-type: none"> • Mid-Design feedback • Final iterative design process <p><u>Literacy -</u></p> <ul style="list-style-type: none"> • Understanding of Design Brief • analysis Specification writing • Sustainability investigation

Year 9

Term	Unit of Work	Knowledge and Skills	Assessment
1	Graphics	<p><u>Technical drawing</u> In this unit pupils will learn a variety of technical drawings skills. This will include Isometric, one & two point perspective and third angle orthographic projection. Students will use specialist drawing equipment. Topic text: Online article: manual drafting techniques pros/cons</p>	<p><u>Subject –</u></p> <ul style="list-style-type: none"> • Mid project - drawing skills • Final project - grade only <p><u>Literacy –</u> self assessment</p>
2	Textiles	<p><u>Repeat Patterns</u></p>	<p><u>Subject –</u></p> <ul style="list-style-type: none"> • Mid research and design



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		<p>In this project students will learn more about where cotton comes from, it's history and environmental impact. Pupils will use Mary Quant as inspiration to help them create their own design ideas for motifs. They will develop their ideas by experimenting with transfer paints and the heat press as well as learning how to create a repeat pattern.</p> <p>Topic Text: Autobiography: Quant by Quant</p>	<ul style="list-style-type: none"> Final project grade only <p>Literacy – Topic Text literacy task</p>
3	RM	<p>3D modelling – Using Autodesk inventor to create and develop ideas. Developing a further knowledge of CAD/CAM and 3D printing.</p> <p>Topic Text: _ Article/design paper advantages/disadvantages of CAD/CAM</p>	<p>Subject –</p> <ul style="list-style-type: none"> Mid application of CAD skills Final project grade only <p>Literacy – reading task</p>
4	FPN	<p>Dietary needs</p> <p>In this unit pupils will apply the principles of The Eatwell Guide and relate this to diet through life;</p> <p>Pupils will explain the dietary needs throughout life stages, conduct a food science investigation on the function of ingredients, leading to a recipe modification and making task.</p> <p>Pupils will demonstrate the principles of food hygiene and safety (4Cs), follow recipes to prepare and cook a range of predominately savoury dishes: Seasonal savoury pastry; one pot chicken dishes; Samosa/spring rolls</p> <p>Students will test and evaluate their ideas and products.</p> <p>Topic text: Story: Article: social media influences on food</p>	<p>Subject –</p> <ul style="list-style-type: none"> Mid cake investigation and evaluation feedback Final meal design and make task feedback <p>Literacy – Cake investigation analysis and evaluation</p>
5	D&T	<p>Key Designers</p> <p>In this unit, students will examine three influential British Designers (Norman Foster, William Morris and Harry Beck) in preparation for further GCSE studies across DT disciplines. Within this, students will explore the fundamentals of advertising, typography and stencil design in order to produce a campaign or exhibition poster inspired by a designer. They will develop personalised ideas through a series of designs before exploring specialist screenprinting equipment as a final response.</p> <p>Topic Text: Article: Understanding the History of the Poster by V&A</p>	<p>Subject –</p> <ul style="list-style-type: none"> Mid design peer and self-assess Final Design review Whole class feedback <p>Literacy -</p> <ul style="list-style-type: none"> Use of 3 key designer knowledge organisers (GCSE spec) Understanding the history of the Poster V&A text with analysis. Evaluation