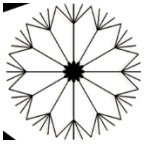


Year 8 Curriculum Content Overview 2018-19

Design & Technology and Food Preparation & Nutrition

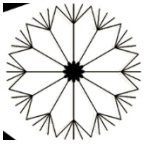
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> ● Apply learned skills (including those from Year 7) to work safely within the workshop, textiles room and food room. ● Apply learned skills (including those from Year 7) to work safely when using equipment and machinery in the workshop, textiles room and food room. ● Select the appropriate tools/equipment that is needed to manufacture a product, or produce a food product. ● Apply and develop learned skills (including those from Year 7) to creatively design products based around a client/user. ● Annotate design ideas, to explain the design decisions that they have made and act upon feedback from others. ● Communicate their ideas in a range of ways (including sketching and modelling). ● Follow and adapt recipes to produce a dish. 	<p>Reading</p> <ul style="list-style-type: none"> ● Skimming information to generate Design Briefs/Specifications. ● Interpreting instructions for manufacturing products. ● Reading and understanding recipes to produce a food product. <p>Numeracy</p> <ul style="list-style-type: none"> ● Measurements (mm). ● Conversion of measurements ● Weighing ingredients accurately. <p>Oracy and Literacy (including keywords for practical subjects)</p> <ul style="list-style-type: none"> ● Key words ● Student discussion ● Student demonstrations 	<p>Questioning in lessons.</p> <p>Verbal feedback during lessons on practical work.</p> <p>Low stakes quizzing of key terms/language for learning.</p> <p>Exit Strategies.</p>	<p>2 assessments throughout the academic year - moderation of project work to date. This will include any design work being assessed and manufacturing near completion of the project.</p>	<p>Designing for a client - NEA process.</p> <p>Communicating ideas.</p> <p>Designing Skills. Practical Skills.</p> <p>Recipes for different cultures.</p> <p>Recipes for different groups of people.</p>



Assessment Skills, Knowledge and Concepts Map

(These need to be mapped backwards from GCSE and ensure that all students can access their target percentage) – what do all students need to achieve in year 7 to be able access their target grade and be on track for their year 11 target grade?

Design & Technology and Food Preparation & Nutrition - Year 8		Cross-Curricular Strands	
Key Learning Questions		Reading	
<ul style="list-style-type: none"> What are specific tools used for (e.g. milling machine - removing unwanted material from a surface/materials. Or Food processor - blend ingredients to make a paste/whisk ingredients to add air)? Why is it important to quality control your work in the workshop/textiles room/food room? What must you do to modify your work as you are manufacturing (consolidation as you work)? 	Practical Skills in D&T and Food Preparation & Nutrition <ul style="list-style-type: none"> Apply learned skills to use the correct tools, materials and equipment to manufacture a product. Describe some of the strengths of another person's practical work. Describe and show how they could improve their work by using the correct tools and equipment. Explain and show in their own work, how quality control checks have been applied. Analyse their own work as they are manufacturing a product and make modifications to it when necessary. 	<ul style="list-style-type: none"> Reading and interpreting manufacturing specifications. Reading and interpreting recipes. Reading symbols to understand health and safety. Analysing contexts to inform design work. 	
Key Learning Questions		Oracy and Literacy	
<ul style="list-style-type: none"> Why is designing/modelling a key aspect of the iterative design process? How do designers communicate their ideas to the client? Why are models a good way of communicating an idea? What are the benefits to the designer, manufacturer and clients? 	Designing <ul style="list-style-type: none"> Analyse a context to inform design work, based around a clients needs and wants. Sketch a range of design ideas using the correct equipment. Can apply colour to their designs to enhance how the product will appear. Render the designs using a range of tones to enhance how the design looks. Identify and explain a range of different features of the design, to give the information to the user. Explain the strengths and weaknesses of another person's design work. Use a range of design strategies to communicate the design work. Develop their own ideas, acting upon the strengths and weaknesses of the design. Develop and modify their designs based on the feedback that they have gained from the user/client. 	Language for Learning Design communication, stakeholder, tolerance, user, user centred design. Key terms Client/user/stakeholder, modelling, iterative design process, quality control, modification, health & safety, applique, templates, patterns, Oracy Class discussion. Student responses to questions. Student to student discussion on design and practical work.	



Key Learning Questions	Client/User needs and wants
<ul style="list-style-type: none">● Why is the client/user a key stakeholder in the designing and manufacturing of a product?● How can designers identify the needs and wants of the client or user?	<ul style="list-style-type: none">● Model design ideas, which will give students a feel for the product and further scope to develop their ideas.● Identify the different stakeholders that may be part of the designing/manufacturing of a product.● Explain how the different stakeholders may contribute to the design/manufacture of a product.● Explain why it is important to gather feedback from potential users throughout the design process.● Explain and apply the different strategies that a designer could use to gain feedback.● Apply learned skills to develop their own ideas based on feedback from potential users/clients.

Numeracy
<ul style="list-style-type: none">● Measuring and marking out materials accurately, using the correct equipment.● Working in mm.● Weighing ingredients.● Timing how long food needs to cook.● Converting measurements/weights into different units.