

Key Stage 3

Curriculum Excellence

Design Technology



The purpose of the CLF, is at the **HEART**, of all we do:

- Establish **High expectations** for all that we seek to achieve
- Create **Equity** of opportunity, removing disadvantage
- Champion the success and life chances of **All children** in the communities we serve
- Furnish pupils and staff with the **Resilience** to succeed as lifelong learners
- Promote **Tolerance** and respect for ourselves, our communities and our environment



The curriculum enables children to...
 acquire... **Knowledge & Skills**, which
 secured through... **Application**
 develops... **Understanding**
 and allows them to seek... **Meaning**
 and achieve... **Personal growth**

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CLF KS3 Curriculum Principles

- The curriculum enables children to acquire **knowledge and skills**, which are secured through **application** (over time and in different contexts) to develop **understanding** (change in long term memory) and allows children to seek **meaning** and achieve **personal growth**.
- Built-up from KS2 to secure a foundation for young people for life (... and KS4). **Based on Age Related Expectations and using DOYA.** (Not built down from KS4).
- Focused on the **progression of content and concepts** through the KS3 curriculum that accelerates progress within a **progressive and purposeful 3-19 CLF Curriculum**.
- The curriculum is our opportunity to inspire children to be **successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, mothers, fathers, positive citizens**.
- On a platform of standardisation the curriculum releases teachers to drive up learning and progress. **Standardised Age Related Expectations, curriculum and assessment** frees and empowers experts to collaborate, follow the learning and teach.
- The curriculum will be **curated by subject experts and teams from across the Trust** who are empowered to evolve the curriculum that will allow all children to thrive.
- The content of the curriculum is progressive and is based on **consolidating and revisiting** content over time to secure progress over time.
- The curriculum seeks **depth of study rather than breadth** to build understanding and to seek meaning; stretching and challenging children to think.
- The Age Related Expectations and exemplars are **widely published** to support child, parent, teacher, leader and other staff understanding of the expected standards and the content of the curriculum, **enabling wider ownership of the curriculum**
- **Two key areas of assessment:**
 - **shared on-line MCQ assessments four times a year** to assess knowledge/skills acquisition and elements of application and understanding. Immediate feedback from on-line supports understanding of gaps and re-teaching.
 - **Teacher assessment of learning that uses standardised exemplar material** to assess agreed subject written responses/assessments, supporting teachers to make a broad assessment of children's attainment against DOYA.
- Given the shared AREs and assessment cycle teachers are freed to **plan to meet need** and support all children to feel and be successful. Approaches to **pedagogy are based on cognitive science:**
 - Supporting children to experience **desirable difficulty** and grapple with learning in their proximal zone.
 - Explicitly secure **knowledge and skills** through **application** to build **understanding and seek meaning**
 - **Specificity of feedback** for impact and the **developed and precise use of modelling, explanations and questioning** to secure progress.
 - Emphasis on the development of **reading (widely and often), oracy and quality of writing**.

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KS3 Design Technology in the Cabot Learning Federation



This is the core content for the KS3 Design and Technology Curriculum. This is the minimum content that should be taught to year 7 and 8 students. The curriculum is broken down into 3 sub areas of Food, Textiles and Design & Technology. Within each sub area the assessed competencies centre around Designing, Making and Knowledge which will be formally assessed in point 2 & 4. Each student will **Explore** the curriculum as a 3-8-week rotational scheme, enabling a breadth of skills to be experienced **Creatively** in the whole of Key Stage 3. The modules will identify the AREs relevant to that area of study and will ensure all students can reach their potential through skills-based learning. Each academy has their own unique module to engage and **Challenge** the students, preparing them for the **Evolving & Diverse** life that lies before them. Students will focus on high quality solutions for **Global** and worldwide problems.

ARE Descriptors

Year 7			
KS2 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in KS2 in this subject?</p> <p>The information below has been taken from the National Curriculum programme of study but is non-compulsory. Therefore, some students will arrive with varied DT experience.</p> <p><i>Design</i></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 7 that build up from KS2?</p> <p>To introduce:</p> <ul style="list-style-type: none"> A range of materials and equipment including wood, metal, plastics, textiles and ingredients; including properties and functions. Simple electronic systems including input, process and output. Basic methods of joining, fixing and combining materials and ingredients. Key terminology to communicate ideas and concepts Safe and hygienic working practices Users/client needs (target market) Product analysis Uses of ICT (including CAD/CAM) in technology 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Students will:</p> <ul style="list-style-type: none"> The basics properties or functions of a range of materials and ingredients The basic use and characteristics of a range of equipment/tools Simple electronic systems and components How we join and fix materials and combine ingredients. Key terminology and how to communicate ideas How we work safely and hygienically How user/client needs affect our design outcomes ACCESS FM 	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <ul style="list-style-type: none"> Students will be able to understand the importance of Design and Technology as a means of communication, health and personal growth. To understand the value of Design and Technology in a society of different cultures and professions. To recognise that Design and Technology helps us to understand and negotiate our emotions and place within our evolving technological world. To enable students to experience a range of skills in different materials areas to help them solve challenges in the real world.

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<p><i>Make</i></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><i>Evaluate</i></p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<ul style="list-style-type: none"> • Communication of design ideas • Awareness of basic quality control • Evaluation and feedback techniques • A basic understanding of structures and mechanisms • Students will: • Follow a set of instructions to show the properties or functions of materials/ingredients • Select the most appropriate equipment/tool for measuring, marking and weighing • Apply simple electronic systems to create a basic circuit • Demonstrate how to fix, join and combine materials and ingredients • Use key terminology to communicate ideas effectively • Demonstrate safe and hygienic working practices • Develop their outcomes considering the user/client 	<ul style="list-style-type: none"> • How different ICT packages can support the design and manufacture of products • The importance of presenting concepts to meet the needs of the client • The importance of quality control • The importance of evaluation and feedback • How to apply basic mathematical and scientific skills. • How designs can be influenced by social, moral and environmental aspects 	<ul style="list-style-type: none"> • To give young people an awareness of social, moral, global and environmental impact.
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<ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products 	<ul style="list-style-type: none"> • Analyse a range of products • Demonstrate 2D and 3D design skills • Use annotations to explain their design simply • Use rendering to enhance design presentation • Evaluate the quality of the outcomes • Can reflect on positive and negative features of their products • Select the correct unit of measurement • State how their design could be affected by social, moral and environmental aspects 		
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Year 8			
Year 7 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?</p> <p>See above</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 8 that build up from Year 7?</p> <p>To embed:</p> <ul style="list-style-type: none"> • A wider range of materials and equipment including wood, metal, plastics, textiles, electronics and ingredients; including properties and functions. • Knowledge of joining, fixing and combining materials and ingredients. • An extended use of key terminology to communicate ideas and concepts • Safe and hygienic working practices consistently • Users/client needs (target market) • Product analysis • Uses of ICT (including CAD/CAM) in technology • Communication of design ideas 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Students will:</p> <p>Understand:</p> <ul style="list-style-type: none"> • Properties or functions of a range of materials and ingredients • Characteristics and use of a range of equipment/tools • How we join and fix materials and combine ingredients accurately and more independently • A wider range of key terminology and how to communicate ideas • How and why need to work safely and hygienically consistently • How user/client needs affects our design outcomes • How to use ACCESS FM as a technique for development 	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <ul style="list-style-type: none"> • Students will be able to understand the importance of Design and Technology as a means of communication, health and personal growth. • To understand the value of Design and Technology in a society of different cultures and professions. • To recognise that Design and Technology helps us to understand and negotiate our emotions and place within our evolving technological world. • To enable students to experience a range of skills in different materials areas to help them solve challenges in the real world.

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	<ul style="list-style-type: none"> • Quality control • Evaluation and feedback techniques • To introduce: • The use of specifications • The use of quality control within an industrial context • Industrial practices for manufacturing/origin of ingredients • Physical properties of smart materials • Structures and mechanisms • To demonstrate : • Mathematical and scientific principals • Knowledge of social, moral and environmental aspects of design • Students will: • Show more independence whilst following instructions 	<ul style="list-style-type: none"> • A developed use of ICT • How to effectively use feedback • The application of quality control • The importance of evaluating against a specification • How to apply a range of mathematical and scientific skills. • Why designs are influenced by social, moral and environmental aspects 	<ul style="list-style-type: none"> • To give young people an awareness of social, moral, global and environmental impact.
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	<ul style="list-style-type: none"> • Demonstrate selecting appropriate materials/ingredients based on their characteristics • Select and use the most appropriate equipment/tool for measuring, marking and weighing accurately • Demonstrate how to fix, join and combine materials and ingredients with more accuracy • Use a wider range of key terminology to communicate ideas effectively • Demonstrate safe and hygienic working practices • Focus their outcomes considering the user/client • Analyse a range of products and give your justifications • Demonstrate 2D and 3D design skills in a more creative way • Use annotations to explain their design with more detail • Use rendering to enhance design presentation 		
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	<ul style="list-style-type: none">• Evaluate the quality of the outcomes• Can reflect on positive and negative features of their products and suggest improvements • Select the correct unit of measurement based on prior understanding• Demonstrate through design work social, moral and environmental aspect		
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Curriculum and Assessment Skeleton

Year 7				
ARE Point	1	2	3	4
Unit Title		Design and Technology core principles (Term 3)		Design and Technology core principles (Term 3)
MCQ		10 questions based on: <ul style="list-style-type: none"> • Health and Safety • Dimensioning • Maths • Key vocabulary • Definitions/spelling • Sustainability 		20 questions based on: <ul style="list-style-type: none"> • Health and Safety • Dimensioning • Maths • Key vocabulary • Definitions/spelling • Sustainability 10 further questions based on new knowledge acquired.
DOYA		Teacher assessment of class work and home learning.		Teacher assessment of class work and home learning.

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Year 8				
ARE Point	1	2	3	4
Unit Title		Design and Technology core principles (Term 3)		Design and Technology core principles (Term 3)
MCQ		10 questions based on: <ul style="list-style-type: none"> • Health and Safety • Dimensioning • Maths • Key vocabulary • Definitions/spelling • Sustainability 		20 questions based on: <ul style="list-style-type: none"> • Health and Safety • Dimensioning • Maths • Key vocabulary • Definitions/spelling • Sustainability
DOYA		Teacher assessment of class work and home learning.		Teacher assessment of class work and home learning.

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Medium Term Plan

Subject: Design and Technology Year 7	Unit Title: What makes an effective design?	ARE Point:
Key Essentials: Design, make and evaluate.		WHY are children LEARNING this?
<p>Content: Students will explore and experiment with a range of different materials, techniques and processes.</p> <p>Throughout the year, students will experience and explore:</p> <ul style="list-style-type: none"> • Health and Safety (<i>Introduction to the workshop, basic tools and machinery</i>) • Measuring and numeracy (<i>simple measurements, jigs,/templates, methods</i>) • Key vocabulary and literacy (<i>Introduction to vocabulary in technology</i>) • Designing (<i>For Me</i>) • Analysis (<i>ACCESSFM to describe/explain</i>) • Manufacturing (<i>appropriate tools for the task</i>) • Use of tools and equipment • Evaluating 		<ul style="list-style-type: none"> • Students will be able to understand the importance of Design and Technology as a means of communication, health & safety and personal growth. • To understand the value of Design and Technology in a society of different cultures and professions. • To recognise that Design and Technology helps us to understand and negotiate our emotions and place within our evolving technological world. • To enable students to experience a range of skills in different materials areas to help them solve challenges in the real world. • To give young people an awareness of social, moral, global and environmental impact.
<p>Concepts: Students will become familiar with all aspects of the design cycle through a range of materials. E.g. wood, plastic, paper and board.</p>		<p>HOW will ORACY, READING and WRITING be developed? English: Opportunities for extended writing within Product Analysis, evaluations, justifying their decisions orally and through annotation.</p> <p>Maths: Measuring, ratio, scale, angles and technical drawing.</p>
<p>Terminology and Vocabulary (subject specific and academic): Design, analyse, make, evaluate, manufacture, properties, functions, aesthetics, specifications, safety, customer, cost, environment, materials.</p>		<p>Science: Investigating material properties and functions.</p>

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	<p>ICT: Use of ICT in Technology.</p> <p>Humanities: Environmental issues.</p>
<p>Extended Response (writing, performance or product): Design, make, evaluate.</p>	<p>WHAT will PROGRESS look like in this unit? Outcomes demonstrating skills and techniques learnt throughout the module. Students gain a basic understanding of materials, practical skills and an ability to analyse and evaluate their work.</p>

Subject: Food Technology Year 7	Unit Title: What skills do I need to follow a healthy lifestyle?	ARE Point:
<p>Key Essentials: Make, evaluate and analyse.</p> <p>Content: Students will explore and experiment with a range of different materials, techniques and processes.</p> <p>Throughout the year, students will experience and explore:</p> <ul style="list-style-type: none"> • Health and Safety (introduction to safety and hygiene) • Measuring, weighing and numeracy (using kitchen equipment to weigh and measure) • Key vocabulary and literacy (introduction to key terminology) • The Eatwell Guide (introduction to the Eatwell plate and its sections) • Product analysis (taste testing and drawing conclusions) • Manufacturing (cutting safely, using the hob, grill and oven safely, combining a range of ingredients.) • Use of basic tools and equipment (introduction to a range of basic utensils and equipment) 	<p>WHY are children LEARNING this?</p> <ul style="list-style-type: none"> • Students will be able to understand the importance of Design and Technology as a means of communication, health & safety and personal growth. • To understand the value of hygiene, health and promote a sense of wellbeing • To be aware of the nutritional needs for themselves. • To enable students to experience a range of skills and techniques using a range of ingredients • To enable students to understand and follow verbal and written instructions • To develop time management skills 	

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<ul style="list-style-type: none"> • Evaluating (evaluating the success of practical and suggesting improvements) • Introduced to a range of ingredients • Methods of combining ingredients 	
<p>Concepts: Students will become familiar with working safely and hygienically within a kitchen environment. Understanding the importance of food in relation to health. Students will develop independent learning skills as well as learning within groups effectively. Investigating the characteristics of different ingredients.</p>	<p>HOW will ORACY, READING and WRITING be developed? English: Opportunities for extended writing within Product Analysis, evaluations, justifying their decisions orally and through annotation. Maths: Measuring (ml), ratio, weighing (grams), temperatures, times. Science: Investigating properties and functions of ingredients. Humanities: Social food choices.</p>
<p>Terminology and Vocabulary (subject specific and academic): Analyse, make, evaluate, manufacture, properties, functions, aesthetics, Health & safety, customer, cost, environment, materials, nutrition, hygiene.</p>	<p>WHAT will PROGRESS look like in this unit? Outcomes demonstrating skills and techniques learnt throughout the module. Students gain a basic understanding of a range of Ingredients, practical skills and an ability to analyse and evaluate their work.</p>
<p>Extended Response (writing, performance or product): Analyse, make, evaluate.</p>	

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Medium Term Plan

Subject: Textiles Year 7	Unit Title: What is the best material for making my product?	ARE Point:
<p>Key Essentials: Design, Make & Evaluate</p> <p>Content: Students will explore and experiment with a range of different materials, techniques and processes.</p> <p>Throughout the year, students will experience and explore:</p> <ul style="list-style-type: none"> • Health and Safety (<i>Introduction basic textile tools and machinery</i>) • Measuring and numeracy (using/ making patterns) • Key vocabulary and literacy (introduction to key terminology) • Designing (<i>For Me</i>) • Analysis (<i>ACCESSFM to describe/explain</i>) • Manufacturing (introduction different types of stitches, tacking applique, simple seams and seam allowance, using sewing machine safely) • Use of tools and equipment (using pins and needles correctly, how to use the sewing machine safely, using fabric scissors and the iron) • Evaluating 	<p>WHY are children LEARNING this?</p> <ul style="list-style-type: none"> • Students will be able to understand the importance of Design and Technology as a means of communication, health & safety and personal growth. • To understand the value of Design and Technology in a society of different cultures and professions. • To recognise that Design and Technology helps us to understand and negotiate our emotions and place within our evolving technological world. • To enable students to experience a range of skills in different materials areas to help them solve challenges in the real world. • To give young people an awareness of social, moral, global and environmental impact. 	
<p>Concepts: Students will become familiar with all aspects of the design cycle through a range of materials. E.g. Felt & Cotton. Learning to successfully combine materials e.g Applique, basic seam. Learning how to embellish and enhance textile outcomes. Understanding the function of a sewing machine.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>English: Opportunities for extended writing within Product Analysis, evaluations, justifying their decisions orally and through annotation.</p> <p>Maths: Measuring, scale, ratio (e.g. pattern templates and cutting).</p> <p>Science: Investigating material properties and functions.</p>	

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<p>Terminology and Vocabulary (subject specific and academic): Design, analyse, make, evaluate, manufacture, properties, functions, aesthetics, specifications, safety, customer, cost, environment, materials, embellish, sewing machine, hand stitching, needles, pins.</p>	<p>ICT: Use of ICT in Technology (eg Moodboards) Humanities: Environmental issues (reducing waste).</p>
<p>Extended Response (writing, performance or product): Design, Make, Evaluate and Analyse.</p>	<p>WHAT will PROGRESS look like in this unit? Outcomes demonstrating skills and techniques learnt throughout the module. Students gain a basic understanding of materials, practical skills and an ability to analyse and evaluate their work.</p>

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Medium Term Plan

Subject: Food Technology Year 8	Unit Title: What factors influence food choice?	ARE Point:
<p>Key Essentials: Make, evaluate and analyse.</p> <p>Content: Students will explore and experiment with a range of different materials, techniques and processes.</p> <p>Throughout the year, students will experience and explore:</p> <ul style="list-style-type: none"> • Health and Safety (reinforcement of health and safety, Food poisoning bacteria and their associated foods) • Measuring, weighing and numeracy • Key vocabulary and literacy (extended vocabulary) • Nutrition (introduction to nutrients and the nutritional needs of different age groups) • Diets through Age/Special Diets (introduction to special dietary needs and how this affects food choice e.g. diabetics, coeliac, lactose intolerant, nut, egg, fish allergy) • Product analysis (taste testing and in-depth evaluation on all sensory factors) • Manufacturing • Use of a wider range of tools and equipment (e.g. Food processors, electric whisks) • Evaluating • Explore cooking with a range of ingredients (e.g. Meat) • To cook a range of more complex dishes (e.g. Spaghetti Bolognese) • Methods of combining ingredients • Food Science (e.g. Gelatinisation, aeration, coagulation) • Food poisoning and Bacteria (staphylococcus aureas, E coli 0157, salmonella) 	<p>WHY are children LEARNING this?</p> <ul style="list-style-type: none"> • Students will be able to develop their understanding of the importance of Design and Technology as a means of communication, health & safety and personal growth. • To understand the impact of hygiene, health and the effect of your body. • To understand that nutritional needs of others. • To enable students to experience a wider range of skills and techniques with ingredients such as animal proteins. • To be able to understand and follow verbal and written instructions independently. • To demonstrate time management skills <p>To consider social i& dietary influences on food choice</p>	

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<ul style="list-style-type: none"> Awareness of Moral, social, environmental factors affecting food choice. 	
<p>Concepts: Students will demonstrate working safely and hygienically within a kitchen environment. Students will have a deeper understanding of the importance of food in relation to health and be able to apply this knowledge accordingly. Students will demonstrate independent learning skills as well as being able to work successfully within groups. Students will be able to choose ingredients based on their working and nutritional properties and characteristics.</p>	<p>HOW will ORACY, READING and WRITING be developed? English: Opportunities for extended writing within Product Analysis, evaluations, justifying their decisions orally and through annotation. Maths: Measuring (ml), ratio, weighing (grams), temperatures, times, nutritional analysis. Science: Investigating properties and functions of ingredients. Functions of nutrients in relation to the body. Implications of different diets. Humanities: Social & cultural food choices.</p>
<p>Terminology and Vocabulary (subject specific and academic): Analyse, make, evaluate, and manufacture, properties, functions, aesthetics, Health & safety, diet, customer, cost, environment, materials, nutrition, hygiene, cultural.</p>	
<p>Extended Response (writing, performance or product): Analyse, make, evaluate.</p>	<p>WHAT will PROGRESS look like in this unit? Outcomes demonstrating skills and techniques learnt throughout the module. Students gain a deeper understanding of a range of Ingredients including meat, practical skills and an ability to analyse and evaluate their work.</p>

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Subject: Textiles Year 8	Unit Title: How do I use Quality control to produce a successful product?	ARE Point:
<p>Key Essentials: Design, Make & Evaluate</p> <p>Content: Students will explore and experiment with a range of different materials, techniques and processes.</p> <p>Throughout the year, students will experience and explore:</p> <ul style="list-style-type: none"> • Health and Safety (reinforcement of safety rules) • Measuring and numeracy (marking and cutting out patterns) • Key vocabulary and literacy (extended vocabulary) • Designing (designing for a client or target market) • Analysis (Use ACCESS FM to justify/evaluate) • Manufacturing (including a range of embellishments and a fastening, using the sewing machines more independently, seams and seam allowances) • Use of tools and equipment (e.g. stencils, craft knives, irons/heat press, batik, dyes) • Evaluating • Fastenings (e.g. zips/buttons/ cords) • Construction • Quality Control (focus on success criteria and QC when making to achieve a good level of finishing) • Awareness of Moral, social, environmental, sustainable in Textiles e.g. the R's. 		<p>WHY are children LEARNING this?</p> <ul style="list-style-type: none"> • Students will be able to understand the importance of Design and Technology as a means of communication, health & safety and personal growth. • To understand the value of Design and Technology in a society of different cultures and professions. • To recognise that Design and Technology helps us to understand and negotiate our emotions and place within our evolving technological world. • To enable students to experience a range of skills in different materials areas to help them solve challenges in the real world. • To give young people an awareness of social, moral, global and environmental impact. • To have an understanding of the use of Smart Materials in the Textiles industry. • To be able to respond and work within the constraints of a design brief.
<p>Concepts: Students will be able to use the design cycle to produce an outcome using a range of materials. E.g. Felt & Cotton. Learning to successfully combine materials e.g. Applique, seams. Learning how to embellish and enhance textile outcomes.</p>		<p>HOW will ORACY, READING and WRITING be developed? English: Opportunities for extended writing within Product Analysis, evaluations, justifying their decisions orally and through annotation.</p>

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<p>Students will be able to demonstrate the use of a sewing machine. Students will be able to respond to and work within the constraints of a design brief.</p>	<p>Maths: Measuring, scale, ratio (e.g. pattern templates and cutting). Science: Investigating material properties and functions. ICT: Use of ICT in Technology (eg Moodboards)</p>
<p>Terminology and Vocabulary (subject specific and academic): Design, analyse, make, evaluate, manufacture, properties, functions, aesthetics, specifications, safety, customer, cost, environment, materials, embellish, sewing machine, hand stitching, needles, pins, zip, Velcro, pocket, elastic.</p>	<p>Humanities: Environmental issues (reducing waste, recycling).</p>
<p>Extended Response (writing, performance or product): Design, Make, Evaluate and Analyse.</p>	<p>WHAT will PROGRESS look like in this unit? Outcomes demonstrating skills and techniques learnt throughout the module. Students gain a basic understanding of materials, practical skills and an ability to analyse and evaluate their work.</p>

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Subject: Design and Technology Year 8	Unit Title: What do I need to consider when designing for a target market?	ARE Point:
Key Essentials: Design, make and evaluate.		WHY are children LEARNING this?
<p>Content:</p> <p>Students will explore and experiment with a range of different materials, techniques and processes.</p> <p>Throughout the year, students will experience and explore:</p> <ul style="list-style-type: none"> • Health and Safety (reinforcement of tools and machinery safety) • Measuring and numeracy (enforcement of skills and marking out) • Key vocabulary and literacy (a wider range and reinforcement of original terminology) • Designing (designing for a client or target market) • Analysis (Use ACCESS FM to justify/evaluate) • Manufacturing (high level of manufacturing skills. More industrial based manufacture) • Use of tools and equipment • Evaluating • Manufacturing aids • CAD/CAM 		<ul style="list-style-type: none"> • Students will be able to understand the importance of Design and Technology as a means of communication, health & safety and personal growth. • To understand the value of Design and Technology in a society of different cultures and professions. Students should be able to identify and target a specific client. • To recognise that Design and Technology helps us to understand and negotiate our emotions and place within our evolving technological world. • To enable students to experience a range of skills in different materials areas, including CAD/CAM, to help them solve challenges in the real world. • Inspire young people to develop solutions with an awareness of social, moral, global and environmental impact.

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<ul style="list-style-type: none"> • 2D/3D drawing techniques • Awareness of Moral, social, environmental, sustainable in Technology e.g. the R's. 	
<p>Concepts:</p> <p>Students will become familiar with all aspects of the design cycle through a range of materials. E.g. wood, plastic, paper & board, metal.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>English: Opportunities for extended writing within Product Analysis, evaluations, justifying their decisions orally and through annotation. Writing a specifications. Justification of decisions.</p>
<p>Terminology and Vocabulary (subject specific and academic):</p> <p>Design, analyse, make, evaluate, manufacture, properties & classification of materials, functions, aesthetics, specifications, safety, target market, cost, environment.</p>	<p>Maths: Measuring, ratio, scale, angles and technical drawing, CAD/CAM.</p> <p>Science: Investigating material properties, classifications and functions.</p> <p>ICT: Use of ICT in Technology, CAD/CAM.</p> <p>Humanities: Environmental issues.</p>
<p>Extended Response (writing, performance or product):</p> <p>Design, make, evaluate.</p>	<p>WHAT will PROGRESS look like in this unit?</p> <p>Outcomes demonstrating skills and techniques learnt throughout the module.</p>

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	Students demonstrate a good understanding of materials, practical skills and an ability to critically analyse and evaluate their work.
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Key Stage 3 in the Cabot Learning Federation

DOYA Exemplification

What will this look like for different subjects? Even if this cannot be gained in the amount needed by the end of Term 6, the curators should be able to gather some examples from their own classes for some of the curriculum. I think this will need to be an electronically shared document which only the curators can edit but all teachers can access. The curators can then build this over time. This means, they will need some time in Term 1 and throughout the year to build this up. Teachers can use it together at FNN 2 and FNN 6 ready for assessing. The exemplars need to be for each of these criteria and acknowledge that there might be different routes to all of them. Annotation of the examples will make this clear (in the manner of exam board exemplification). Year 6 exemplars will be useful – SW is supporting with this. All exemplification will be used for training at all levels – teachers assessing their students, SLT understanding of what they should see in classrooms, books etc.

- Deepening (D): describes a child who has reached the year group expectation and is now taking this deeper into more abstract work. These children are following their passion within a broad curriculum that inspires the full range of attainment and interest.
- On track/Working at current age related expectation (O): describes a child who is working at the age related expectation and fulfils all the descriptors.
- Yet to be on track (Y): describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- At an earlier stage in their learning journey (A): describes a child who working at a level below the age related expectation, typically around a year behind.