Department: Design and Technology
Year: 8

GCSE subjects across the Design and Technology department use a number of different boards. The subjects and boards are listed below:

Design and Technology (3D Products)   AQA
Design and Technology (Textiles)   AQA
Food and Cookery   NCFE
Engineering   AQA
Constructing the build environment   City and Guilds
Hair and Beauty

The AQA courses are marked for three key areas design, make and evaluate. These key concepts are similar in the NCFE and WJEC and therefore will be the focus of the teaching and assessment throughout year 7 and 8. This approach means that separate schemes of work, with varying subject content, can still be compared to each other, allowing for clear progress tracking across the year groups.

-   There must be at least 1 summative assessment before each tracking point
-   There should be enough formative assessment taking place to allow students to know how they need to improve
-   There should be common summative and formative assessments across a subject area that all students complete

Year 8
Product Design, Textiles and Food and Cookery (Engineering and construction skills taught within the product design projects)

Design and Technology - They are issued with an assessment criteria grid to refer to throughout the lessons and for the teacher to clearly mark students' progress. The students are encouraged to climb to the top of the column for each piece of work; each row refers to a threshold. As a student progresses through the project, the teacher will circle the threshold that the student is working at for that particular piece of work, date it, and underline what is required to improve to the next threshold. At a later date, if the improvement has been completed to the required standard, the teacher is able to circle the threshold higher in the column for that piece of work and date it. This concept allows for a clear visual indication of the current threshold that student is working at when tracking point/student reports are due. Summative assessment therefore takes place at the end of each term, class work and homework marking is based heavily around formative feedback – communicating with the students on how to improve with very specific targets.

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Sequence	Topic title	Outline of Main Content / Objectives	Assessment(s) formative and summative (indicative)	Links to GCSE
Year 8				
Year 8 Textiles 8 lessons	Educating children through puppetry - Design	• Analysis of the design brief • Knowledge about development of children and how toys support development • Use of movies, visual stimuli to support design work	CTG feedback on research (f)	**AQA – Design and Technology** **3.1 Core technical principles:** 3.1.1 – New and emerging technologies 3.1.6.1 – Materials categories **3.3 Designing and making principles:** 3.3.1 – Investigation, primary and secondary data 3.3.6 – Prototype development
Year 8 Textiles 10 hours	Educating children through puppetry - Make	• Accurate marking out of pattern pieces and modelling of design ideas • Evaluation of modelling • Accurate marking, cutting and finishing the product • Use of e-textiles • Using appropriate tools and equipment • Skillful use of the sewing machine • Make a working product	Model-test-refine of modelling pages (f) Feedback on stages of making of the product through the production log (f)	**AQA – Design and Technology** **3.2 Specialist technical principles:** 3.2.1 – Selection of materials or components 3.2.5 – Using and working with materials 3.2.6 – Stock forms, types and sizes 3.2.8 – Specialist techniques and processes 3.2.9 – Surface treatments and finishes **3.3 Designing and making principles:** 3.3.5 – Communication of design ideas 3.3.8 – Tolerances 3.3.9 – Materials Management 3.3.10 – Specialist tools and equipment
Year 8 Textiles 2 lessons	Educating children through puppetry - Evaluate	• User testing of the product • Suggesting modifications and changes for commercial production	End of project test (s)	**AQA – Design and Technology** 4.4.4.6 – Section F: Analysing and Evaluating
Year 8 Catering 20 hours	Understanding food and the food Journey	• Food miles • use a probe • Use a timer • Understand the importance of following a recipe • Understand the importance of writing a recipe • Working out ingredients quantities	Explain the journey of a carrot (F) Adapt a recipe to make it healthier (F) Plan and cook 3 savoury meals (S)	**Unit 1** 1.1 Describe safe and hygienic working practices to prepare self for cooking 1.2 Describe safe and hygienic working practices to prepare the cooking environment 1.3 Assess potential risks and hazards in the cooking environment **Unit 2**

		• Where does food come from • Combining foods • Adapting recipes • Cream, Sweat • Blend • Spices • Stew • Shopping local • Prevent hazards • 4 c's • Understand environment • Different food groups • Food sources • Budget cooking Planning	Analysis shopping local (F) Teacher marking (F and S) Practical Observation (F)	2.1 Describe the uses of cooking equipment and utensils 2.2 Describe how to prepare equipment and utensils for cooking 2.3 Describe safe cleaning and storage of equipment and utensils **Unit 4** 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking 4.2 Demonstrate how to follow recipes 4.3 Demonstrate cooking skills 4.4 Demonstrate safe use of equipment and utensils 4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils
C: Communication **K: knowledge** **P: Practical** **D: Designing** **E: Evaluation**	**Context:** Skills **Focus:** CAD software	• C Skills: CAD software (Techsoft 2D design tools) • P Skills passport: CAD (16 tutorials in total) • C Skills: Demonstrating confidence, skill and precision using CAD	Self-assessment via tutorials. Progress tracker in books. Use of CAD tests to monitor accuracy, precision, skill and confidence. CAD Challenges	**3.1 Core technical principles:** 3.1.1 New and emerging technologies: Industry / People / production testing & systems 3.1.6. Materials and their working properties. 3.1.6.1 Material categories 3.1.6.2 Polymers **3.2 Specialist technical principles: Polymers** 3.2.1 Selection of materials and components. 3.2.4 Sources and origins.
Year 8 Materials	**Context:** Promotional product design **Focus:** Wrap it up	• D Skills: Using visual stimuli as a means of avoiding fixated outcomes. • D Skills: Simplifying images. • D Skills: Developing web based images into viable product proposals. • D Skills: Theme design / In the style of. • D Skills: Design movements investigation / in the style of. • P Skills passport: Machinery: CAM laser cutter/engraver.	Ongoing using generic assessment grid. Specific aspects can be judged against the criteria depending on focus i.e. plan, do, review.	3.2.5 Using and working with materials Properties of materials How to shape and form using cutting, abrasion and addition 3.2.6 Stock forms, types and sizes. 3.2.7 Scales of production 3.2.8 Specialist techniques and processes **3.3 Designing and making principles:** 3.3.4 Design strategies

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		• P Skills passport: Machinery: Vacuum former. • C Skills: Photo tracing • C Skills: Rendering/shading/enhancing drawings. K Packaging: Euro slot / blister / backing card & ties. • K Materials 3: Polymers: Acrylic • E Skills: Suggesting improvements / modifications	GTG session following marking End of task using generic assessment grid	3.3.5 Communication of design ideas 3.3.6 Prototype development 3.3.8 Tolerances 3.3.9 Material management.