



TECHNOLOGY

TRANSITION STAGE: DESIGN & TECHNOLOGY

YEAR 7	ROTATION 1		ROTATION 2		ROTATION 3	
CONTENT	Desk organiser	Prototype Fan	Desk organiser	Prototype Fan	Desk organiser	Prototype Fan
SKILLS	Understanding safe working practises using both hand and machine tools. Marking, measuring, cutting, drilling painting, joining, gluing and assembling. Knowledge and understanding of materials, processes and tools. Practical maths skills. Sketching both by hand and using computer software to produce realistic 3D drawings.	Marking, measuring, cutting, drilling, painting, joining, gluing and assembling. Practical Maths skills. Understanding how electronic components can be combined together, joined, thereby producing an effective circuit. Fault finding circuits Testing out ideas to improve the efficiency, safety and sustainability of the prototype product.	Understanding safe working practises using both hand and machine tools. Marking, measuring, cutting, drilling painting, joining, gluing and assembling. Knowledge and understanding of materials, processes and tools. Practical maths skills. Sketching both by hand and using computer software to produce realistic 3D drawings.	Marking, measuring, cutting, drilling, painting, joining, gluing and assembling. Practical Maths skills. Understanding how electronic components can be combined together, joined, thereby producing an effective circuit. Fault finding circuits Testing out ideas to improve the efficiency, safety and sustainability of the prototype product.	Understanding safe working practises using both hand and machine tools. Marking, measuring, cutting, drilling painting, joining, gluing and assembling. Knowledge and understanding of materials, processes and tools. Practical maths skills. Sketching both by hand and using computer software to produce realistic 3D drawings.	Marking, measuring, cutting, drilling, painting, joining, gluing and assembling. Practical Maths skills. Understanding how electronic components can be combined together, joined, thereby producing an effective circuit. Fault finding circuits Testing out ideas to improve the efficiency, safety and sustainability of the prototype product.
ASSESSMENT	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.
USEFUL RESOURCES / GUIDANCE:						
Seneca - https://www.senecalarning.com/						
BBC Bitesize - http://www.bbc.co.uk/schools/gcsebitesize/design/						
Blood Hound SSC - http://www.bloodhoundssc.com/						
CREST Awards - http://www.britishscienceassociation.org/crest-awards						
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Design Technology Department - <http://www.design-technology.org/>
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 Sketch Up Online - <https://www.sketchup.com/products/sketchup-for-web>
 2D Design - P:\examination\art_and_technology\Design & Technology\2d_design_student_v2_inc_license
 Circuit Wizard - P:\Circuit Wizard Student Edition

TRANSITION STAGE: FOOD TECHNOLOGY

YEAR 7	ROTATION 1	ROTATION 2
CONTENT	Food hygiene and safety - pathogens, key temperatures, food spoilage. HACCP Simple Fruits and vegetables - types, uses, preparation and preservation Macro and macro nutrients –specific function, deficiency, sources and reference intake	Micro nutrients - specific function, main sources, deficiencies and reference intake. Dietary value of water and dietary fibre Simple Bread - ingredients, making process, science Pastry - types, making process, science Food providence - Food mile, Carbon foot print
SKILLS	Knife skills , Cooking methods-stir frying, baking, boiling Investigation - sensory testing, enzymic browning, caramelisation	Cooking skills /methods-rubbing-in, kneading, shaping, rolling out, pastry laying. Science - aeration, proofing, Browning (dextrinizations)
ASSESSMENT	Written feedback half termly Practical Verbal feedback	Written feedback half termly Practical Verbal feedback
USEFUL RESOURCES / GUIDANCE: Recipes, Jenny Ridgewell food nutrition programme Revision guide and booklets Food Text book http://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rlid=721 http://www.foodlabel.org.uk/label/gda_values.aspx		



Curriculum & Assessment Map

FOUNDATION STAGE: DESIGN & TECHNOLOGY

YEAR 8	ROTATION 1		ROTATION 2		ROTATION 3	
CONTENT	Decorative Vase	Electronic Moisture Detector	Decorative Vase	Electronic Moisture Detector	Decorative Vase	Electronic Moisture Detector
SKILLS	Understanding how to assess and minimise risk when working independently with both hand and machine tools. Design analysis, modelling and presentation of ideas. Marking, measuring, cutting, drilling, painting joining, gluing and assembling. Freehand drawing. Working Drawing (elevations) Isometric drawing and graphical rendering skills to aid communication. Using 3D CAD.	Using software programs to test and develop electronic circuits that can detect real life changes in the environment. Developing skills of soldering. Testing and fault finding a circuit to identify errors which might cause failure Using formal orthographic drawing techniques. Using 3D CAD. Ethical consideration of technology.	Understanding how to assess and minimise risk when working independently with both hand and machine tools. Design analysis, modelling and presentation of ideas. Marking, measuring, cutting, drilling, painting joining, gluing and assembling. Freehand drawing. Working Drawing (elevations) Isometric drawing and graphical rendering skills to aid communication. Using 3D CAD.	Using software programs to test and develop electronic circuits that can detect real life changes in the environment. Developing skills of soldering. Testing and fault finding a circuit to identify errors which might cause failure Using formal orthographic drawing techniques. Using 3D CAD. Ethical consideration of technology.	Understanding how to assess and minimise risk when working independently with both hand and machine tools. Design analysis, modelling and presentation of ideas. Marking, measuring, cutting, drilling, painting joining, gluing and assembling. Freehand drawing. Working Drawing (elevations) Isometric drawing and graphical rendering skills to aid communication. Using 3D CAD.	Using software programs to test and develop electronic circuits that can detect real life changes in the environment. Developing skills of soldering. Testing and fault finding a circuit to identify errors which might cause failure Using formal orthographic drawing techniques. Using 3D CAD. Ethical consideration of technology.
ASSESSMENT	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.	Students use peer and self-assessment techniques to help develop strategies for self-improvement. Teachers use both formative and summative assessment methods to judge student progress in accordance with the school's assessment and reporting policy.
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Curriculum & Assessment Map

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YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Written implement evaluation of product	Product modelling	Wooden/Electronic artefact	Wooden/Electronic artefact	Environmental clock	Environmental clock
SKILLS	Research skills, collecting data, analysis 2D and 3D Drawing, rendering. Isometric drawings, orthographic drawings, Presenting data by hand and CAD. Presentational skills, layout, style and organisation.	Developing ideas focusing on a design style. Using data to inform design CAD/CAM. Developing fluidity of design thinking. Shaping , modelling using cardboard and modification to work, evaluation	Research skills, Working with a context writing a brief Hand rendering 2D and 3D shapes. Isometric drawing by hand and using CAD. Presenting ideas graphically to maximise impact.	Researching design styles. Developing design Construction and building skills, Production of idea, using appropriate techniques	Group work, collaboration of ideas and research, eco-friendly design, sustainable design Material research Formulation of ideas Peer assessment and continuous evaluation	Exploded drawings, 3 rd angle Orthographic projection Planning manufacture. Using photography as a medium to communicated thoughts and processes. CAD CAM Sustainability.
ASSESSMENT	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.

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FOUNDATION STAGE: FOOD TECHNOLOGY

YEAR 8	ROTATION 1	ROTATION 2
CONTENT	Food hygiene and safety -pathogens, key temperatures, food spoilage. HACCP Pasta, rice, potatoes - types, nutritional value, preparation methods Life stages and nutrition - Nutritional need at different stages. Healthy eating, diet and lifestyle needs. Specific dietary needs /nutritional deficiencies Eggs -structure, nutritional value, function and preparation methods. Food investigation - effect of preparation/cooking methods	Advanced Bread - ingredients, making process, science Pastry - types, making process, science Food providence -Food mile, Carbon foot print Poultry - Farming, nutritional value, preparation, methods Milk, cheese and yoghurt -types, nutritional values, primary and secondary processing. Possible dishes, Milk allergies and alternative ingredients Sustainability of food - Food waste, food security
SKILLS	Cooking skills - Fresh pasta making, mashing, pipping, baking , deep frying, shallow frying, Sauces Science - Gelatinisation Nutrition analysis	Cooking skills - baking, pipping. Science -emulsifying, Coagulation, aeration Sensory Analysis
ASSESSMENT	Written feedback half termly Practical Verbal feedback	Written feedback half termly Practical Verbal feedback
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Curriculum & Assessment Map

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Food hygiene and safety- pathogens, key temperatures, food spoilage. HACCP Fruits and vegetables , - types, uses, preparation and preservation Macro and macro nutrients –specific function, deficiency, sources and reference intake	Micro nutrients - specific function, main sources, deficiencies and reference intake. Dietary value of water and dietary fibre Bread - ingredients, making process, science Pastry - types, making process, science Food providence Food mile Carbon foot print	Pasta, rice, potatoes - types, nutritional value, preparation methods Life stages and nutrition - Nutritional need at different stages. Healthy eating, diet and lifestyle needs. Specific dietary needs /nutritional deficiencies Eggs -structure, nutritional value, function and preparation methods. Food investigation- effect of preparation/cooking methods	Poultry - Farming, nutritional value, preparation, methods Milk, cheese and yoghurt - types, nutritional values, primary and secondary processing. Possible dishes. Milk allergies and alternative ingredients Sustainability of food - Food waste, food security	Fats and oils Sugar -types, nutritional value, functions, properties Sugars and sweeteners - Origin, types, processing method, Properties , possible dishes Cake making methods - ingredients, process, possible dishes.	Meat, Fish and alternative Origin, types, nutritional value, properties possible dishes. Allergies Food investigation - the performance of different sugars and sweeteners in creaming mixture Cultures and cuisines - factors that influence world cuisines. Some examples of world cuisines. Possible dishes
SKILLS	Knife skills , Cooking methods-stir frying, baking, boiling Investigation - sensory testing enzymic browning, caramelisation	Cooking skills/methods - rubbing-in, kneading, shaping, rolling out, pastry laying. Science - aeration, proofing, Browning (dextrinizations)	Cooking skills Fresh pasta making, mashing, pipping, baking , deep frying, shallow frying Sauces Science - Gelatinisation Nutrition analysis	Cooking skills : baking, pipping. Science -emulsifying Coagulation, aeration Sensory Analysis	Cooking skills : Melting, Whisking, creaming, baking, coating, roasting, frying Science - dextrinization, aeration Sensory testing	Researching and planning a chosen task Preparing and making a three dishes within 3 hours Evaluating made dishes
ASSESSMENT	Written feedback half termly Practical Verbal feedback	Written feedback half termly Practical Verbal feedback	Written feedback half termly Practical Verbal feedback	Written feedback half termly Practical Verbal feedback	Written feedback half termly Practical Verbal feedback	Written feedback half termly Practical Verbal feedback
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Curriculum & Assessment Map

EXAMINATION STAGE: DESIGN & TECHNOLOGY

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Industrial Design	Theory Module	IKEA storage project	IKEA storage project	Disaster Relief	Major project - component 1
SKILLS	Identifying design opportunities from an open contextual scenario. Consideration of client and target markets. Exploring ideas using a wide variety of graphical techniques including CAD. Consideration of working properties of materials.	Production planning. Scales of production. Products in society. Forms of energy and generation-renewable energy. Systems, levers and motion. Automation in industry. Modern, smart and composite materials. Sustainability and the environment. Obsolescence and design for maintenance. Material properties. Quality control and assurance.	Contextual design brief, offering both stretch and challenge. Working in teams. Using collaboration in a real world environment. Intensive /focused on using CAD and CAM. Precision measurement/tolerance to .001mm Sustainability, 6R's. Consideration of appropriate materials. Joint drawing. Making of jigs. Commercial use of machines in applying finishes.	CAD and CAM to manufacture products. Group work in completing the making of the products. Testing and evaluation stages addressed for AO5 in curriculum.	Packing and distribution. Understand that designing and making reflect and influence cultures and societies. Understand the commercial implications of manufacturing in quantity and the effects of introducing new technologies.	Design Context Design Brief Task Analysis Preliminary Research. Product Analysis Questionnaire Client Profile and Target Market Design Criteria/Specification Further Research: Materials/NET/Collecting & Analysing Date
ASSESSMENT	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.	Peer and self-assessment Verbal and written feedback Teachers use both formative and summative assessment in accordance with the school's assessment policy.	Biweekly progress tracking. Guidance/assessment given in line with exam board guidance.

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YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Major project – component 1	GCSE Component 3	GCSE Component 3	GCSE Component 4.	Written Exam	
SKILLS	Work of others- 3-point reference (architect, designer and design movement) Design ideas x 8 per reference category Design ideas analysis against specification 1 st cardboard model Initial ideas Modelling (2D modelling only) Clear annotation of ideas. Linked to specification points Developed Ideas – 3D Modelled using cardboard or other soft materials Clear stages of development becoming more sophisticated towards completion. Sustainability, 6 R's.	Size, construction and material properties identified Plan of making manufacturing specification or diary Working drawing/ Net with dimensions/exploded or sectional drawings Cutting List. Design Realisation and manufacturing	Photographs of each part being developed/made Design Realisation and manufacturing On-going modification. Review	Quality Control/Assurance Testing Against the Specification Refer to your original specification in criteria 2. Photographs of the final product in use. Third party opinion. Design Modification/Improvements	Intensive, focused preparation for the written paper. Theory knowledge, skills, processes and techniques, materials and properties covered. Design based questions considered. Past papers Revision strategies, tips and support	
ASSESSMENT	Biweekly progress tracking. Guidance/assessment given in line with exam board guidance.	Biweekly progress tracking. Guidance/assessment given in line with exam board guidance.	Biweekly progress tracking. Guidance/assessment given in line with exam board guidance.	Biweekly progress tracking. Guidance/assessment given in line with exam board guidance.	All exam work is internally marked and externally modified. Official exam grade. (50% of total GCSE grade)	

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