Sackville School Design and Technology Curriculum - Year 8

TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Food	Builds on prior learning in Year 7. The recipes are designed so that students acquire more advanced knife skills, pureeing, creaming, reduction and roux sauces, pasta and rice dishes.	Students will learn how to design and make composite meals. There is a greater emphasis placed on finishing techniques for food presentation and learning about the properties of ingredients such as raising agents and the functional properties of starch.	To understand and apply the principles of nutrition and health Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]	Students will be able to: Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Understand the source, seasonality and characteristics of a broad range of ingredients.	Students are assessed on their ability to: -research and consider seasonality - understanding of gelatinisation - how vegetables improve the nutritional content of cakes - function of ingredients
Textiles	• Recap on Textiles health and safety and threading/using a sewing machine • Creating a lined pencil case with a variety of decorative techniques inspired by another country • batik • Industrial Revolution in Textiles • Making and printing with a block print • Embroidery stitches • Inserting a zip	Introduces students to a wider context for Textiles, both historically and culturally Cross-curricular links with History, Maths, Art, B&V, Computer Science Expand students' knowledge of decorative techniques and processes.	Allows students to broaden their understanding of Textiles and it's importance in a wider context Focus on decoration rather than functional sewing to allow a breadth of skills development.	Students will be able to: Explain the culture of another country using visuals Make and use a block print stamp Safely use a wax kettle Insert a zip Compare life before and after the Industrial Revolution Take steps to ensure quality control	Students are assessed on their ability to: -Write a design specification with justification of each point to aid 3rd party manufacture -Manufacture the pencil case product using batik, block prints and optional extensions of hand stitching and pom pom accessories. -Complete a dairy of manufacture

					using graphics and notes as well as considered quality control checks
Resistant Materials	Recap on everything that was covered in year 7 particularly the health and safety elements of the course. Using the design process pupils are to design and make a novelty desk tidy. It is a combination of a wooden base, line bent backdrop and CAD/CAM animal made from brightly coloured 3mm acrylic. Pupils will carry out different research tasks which lead to them designing a final product based on a design spec that they will write. Design ideas lead to some basic development work before different skills are used to make their final product before a final evaluation.	Pupils essentially constructed a kit of parts to make their jitterbug. In yr8 they build on this knowledge by using the design process to design and make something pretty much from scratch. They have a theme of wildlife so they do not go too far off track and are restricted to a large degree by the materials and resources that are available to them. The design process is seen as a very important tool when learning the fundamentals of the subject. As well as this new skills are introduced including cutting and finishing wood, drilling and bending acrylic and CAD/CAM for their animal design which is drawn on 2D design and cut out on the laser cutter.	The design process is a natural progression from constructing a kit. Pupils are allowed to make mistakes and hopefully learn from them. It also allows pupils to broaden their knowledge and understanding of not only Resistant materials but the wider Design Technology subject as other areas can be bought in and used if the teacher feels the need. Year 8 is also a year in which pupils can and do flourish and this project allows them to explore the subject and can very easily be differentiated to suit different ability groups.	For pupils to have successfully produced a product which they have made pretty much from scratch using the design process as well as improve their skills and knowledge of the subject. Confidence is also an area where we hope each pupil will make great strides.	Each pupil is assessed not only on their designing and making skills but also on their research work. In terms of making we will look at their planning cutting and finishing skills. How well they draw and the imagination.

Links to L4L Curriculum and Gatsby Benchmarks:

Gatsby Benchmark