

D&T CURRICULUM AND ASSESSMENT OVERVIEW Y7-9

| D&T/F&N CURRICULUM AND ASSESSMENT OVERVIEW YEAR 7 | | | | | | | |
|--|---|--|---|--|--|---|---|
| Year 7 | Autumn | Term | Spring Term | | | Summer Term | |
| D&T/F&N Students spend 1/2 the year in D&T and food, they swap subject at spring ½ term. * The order of projects may change due to timetabling/rooming and resourcing | Baseline test (D&T) Knowledge test against key areas of the KS2 National Curriculum Design/Investigate/Analyse Make Evaluate Technical Knowledge 6 Lesson Unit* Product Analysis | 8 Lesson Unit* CAD/CAM Project Assessment Areas Understanding types of CAD/CAM in industry. Explaining the positives and negatives of CAD/CAM. | 12 Lesson Unit* Manufacturing Project Assessment Areas • Solving design problems • Understanding workshop safety & making accuracy. | Baseline test (F&N) Knowledge test against key areas of the KS2 National Curriculum Design/Investigate/Analyse Make Evaluate Technical Knowledge Introduction to the kitchen | & sus | ying nutrition stainability Seasonality Food miles | Developing food science & accuracy. Food science Bread making Raising agents |
| Assessment Areas Design/Investigate/Analyse Make Evaluate Technical Knowledge | Assessment Areas Existing product Analysis. Understanding the forces that act on materials | | | Health & Safety Kitchen etiquette Analysis & Evaluation of healthy food choices. | | | |
| F&N/D&T Students spend 1/2 the year in D&T and food, they swap subject at spring ½ term. * The order of projects may change due to timetabling/rooming and resourcing Assessment Areas | Baseline test (F&N) Knowledge test against key areas of the KS2 National Curriculum Design/Investigate/Analyse Make Evaluate Technical Knowledge Introduction to the kitchen Health & Safety Kitchen etiquette | Applying nutrition & sustainability • Seasonality • Food miles | Developing food science & accuracy. Food science Bread making Raising agents | Baseline test (D&T) Knowledge test against key areas of the KS2 National Curriculum Design/Investigate/Analyse Make Evaluate Technical Knowledge 6 Lesson Unit* Product Analysis Assessment Areas • Existing product | CAD/ Asses • Ur of ind • Ex po | son Unit* /CAM Project ssment Areas nderstanding types /CAD/CAM in dustry. splaining the ositives and egatives of AD/CAM. | 12 Lesson Unit* Manufacturing Project Assessment Areas Solving design problems Understanding workshop safety & making accuracy. |
| Design/Investigate/Analyse | Analysis & Evaluation of healthy food choices. | | | Analysis. | | | |

| Make Evaluate Technical Knowledge | | | Understanding the forces that act on materials | | | |
|-----------------------------------|--|-----------|--|--|--|--|
| | AP1 Will be an average of ALL s | cores for | AP2 Will be an average of ALL scores for | | | |
| | Design, Make, Evaluate & Technical Knowledge | | Design, Make, Evaluate & Technical Knowledge | | | |
| | from September up to the end of the assessment window. | | up to the end of the assessment window (including AP1) | | | |

| D&T/F&N CURRICULUM AND ASSESSMENT OVERVIEW YEAR 8 | | | | | | |
|--|--|---|---|---|---|---|
| Year 8 | Autumn Term Spring Ter | | Spring Term | Summer Term | | |
| D&T/F&N Students spend 1/2 the year in D&T and food, they swap subject at spring ½ term. * The order of project may change due to timetabling/rooming and resourcing Assessment Areas Design/Investigate/Analyse Make Evaluate Technical Knowledge | Baseline test (D&T) • Knowledge test against key areas of the yr7 content Design/Investigate/Analyse Make Evaluate Technical Knowledge 6 Lesson Unit* Movement Project Assessment Areas • Understanding Movement & Mechanisms • Recognising types of Levers & Forces • Peer assessment of their prototype. | 8 Lesson Unit* Architectural Project Assessment Areas Communication & Presentation of design ideas. Analysis of Existing products that solve design problems. | 12 Lesson Unit* Manufacturing Project Assessment Areas Understanding electrical components Demonstrating understanding of making processes. | Baseline test (F&N) Knowledge test against key areas of the yr7 content Design/Investigate/Analyse Make Evaluate Technical Knowledge Recap core knowledge Health & Safety FSA guidelines | Nutrition in food Evaluation of practical activity Food Science Gelatinisation | Function of ingredients Food Science Function of eggs Evaluation of practical activity |
| F&N/D&T Students spend 1/2 the year in D&T and food, they swap subject at spring ½ term. * The order of projects may change due to timetabling/rooming and resourcing Assessment Areas Design/Investigate/Analyse | Baseline test (F&N) Knowledge test against key areas of the yr7 content Design/Investigate/Analyse Make Evaluate Technical Knowledge Recap core knowledge Health & Safety FSA guidelines | Nutrition in food Evaluation of practical activity Food Science Gelatinisation | Function of ingredients Food Science Function of eggs Evaluation of practical activity | Baseline test (D&T) Knowledge test against key areas of the yr7 content Design/Investigate/Analyse Make Evaluate Technical Knowledge 6 Lesson Unit* Movement Project Assessment Areas • Understanding Movement & Mechanisms | 8 Lesson Unit* Architectural Project Assessment Areas Communication & Presentation of design ideas. Analysis of Existing products that solve design problems. | 12 Lesson Unit* Manufacturing Project Assessment Areas • Understanding electrical components • Demonstrating understanding of making processes. |

| Make | | | Recognising types of | | |
|---------------------|--|--|--|--|--|
| Evaluate | | | Levers & Forces | | |
| Technical Knowledge | | | Peer assessment of | | |
| | | | their prototype. | | |
| | AP1 Will be an average of ALL scores for Design, Make, Evaluate & Technical Knowledge | | AP2 Will be an average of ALL scores for | | |
| | | | Design, Make, Evaluate & Technical Knowledge | | |
| | from September up to the end of the assessment window. | | up to the end of the assessment window (including AP1) | | |

| D&T/F&N CORE CURRICULUM OVERVIEW YEAR 9 | | | | | | | |
|---|--|--|---|---|--|-------------------------------------|--|
| Year 9 | Rotation 1 | Rotation 2 | Rotation 3 | Rotation 4 | Rotation 5 | Rotation 6 | |
| Content/ Unit(s) | D&T | FP&N | D&T | FP&N | D&T | D&T/FP&N | |
| The order of project will | Coding, Modelling, | Street food | Problem solving | Food 4 life | Architecture | A range of one-off | |
| differ depending on the | 3D Printing | Pathogens | Students are set | Students learn how to | Students work in | lessons developing | |
| student's first rotation. | Students learn how to program and use coding to make a product react using inputs, processes and outputs. Students are challenged to create in card to test their accuracy and safety Students develop an understanding of designing in 3D and how to set-up and 3D print their own designs. | Students learn how to cook more complex dishes to a set time-frame independently. Students understand the common causes of food poisoning and how to avoid cross contamination in order to keep themselves and others safe in the future. | practical hands-on problem solving challenges in small teams. They need to work effectively and quickly with a clear focus on user centred design. | cook more complex dishes to a set time-frame. Skills are aimed to allow students to gain life skills which will ensure they are able to cook independently. | teams to complete an architectural modelling challenge. | core skills linked to D&T and FN&P. | |