



Curriculum Overview *Design and Technology*

	Product Design	Food Technology	Textiles
Year 7	Understand a range of skills both in the classroom and workshop Including: designing, developing ideas, using both woodwork and metal work tools and equipment. Learning about construction and finishing techniques	Developing Skills – focus on health, safety, and hygiene in the kitchen. Gaining the basic skills such as knife skills, cleaning, key practical skills, accurate use of the oven/hob, effective use of time. How to apply the Eatwell guide to achieve a balanced diet and the 5 key nutrient groups.	Developing Skills - Students explore the basic construction methods whilst designing and making a cushion cover. The students' silk paint a design onto the surface of their fabric using the work of a famous artist as their influence.
Projects:	Art Deco Box Aluminium coat hook	Knife skills, apple puree, crumble, bread making, passata, pizza, salad making, creaming cake method, melting method flapjack	Cushion Cover
Year 8	Students will develop a deeper understanding of design and making through a range of more complex projects. Students will broaden their understanding and skills level in both metalwork and	Investigating and Evaluating – extending the diet information linking to dietary related diseases. Investigating / evaluating how recipes can be adapted to make them healthier. Developing more	Design and Develop - Investigating the issue of sustainability within Textiles. Students are encouraged to consider the environment and the differences between man-made and

	woodwork, building on knowledge gained in Year 7.	complex skills to make nutritious meals based on students designs. Fire safety and handling high-risk food including critical temperature control points. Food provenance – food miles, carbon footprint, sustainability.	natural fibers, in order to design and make a bag for life. The students will also explore typography within the project in order to produce a bespoke stencil which is printed onto their bag. Within the project the students are challenged to re-call their Year 7 Textile skills.
Projects	Gumball Machine Pewter Cast Key Ring	Scone investigation to reduce sugar, scone design, Bolognese, stir fry, filled spiral bread, short crust pastry, filled savoury flan, egg fried rice, carrot cake.	Eco Bag
Year 9	Students will extend and develop a fuller and more contextualized understanding of Design and Technology. Working through a range of more complex tasks students will cement their previous learning through more challenging projects with higher expectation	Develop and Evaluate – Reviewing careers in the food industry -dietician designing, manufacturing, buyers, marketing, chef, waitress etc. Linking to Level ½ hospitality and catering course. Developing more complex skills to allow access to skills required for KS 4 courses. Understanding specific diets relating to allergies, religion, and ethical beliefs.	Develop and Investigate - Developing individual creativity and increasing design development skills through the production of a mixed media wall hanging, inspired by the artist Cas Holmes. Throughout the project, students will explore a wide range of techniques which will provide an insight into GCSE Art Textiles. A

			mixed media approach showcases the development of their skills and an awareness of design sympathy.
Projects	Bughouse Aluminium Animals or light?	High fibre muffins, curry and naan bread, macaroni cheese, tear and share bread, lasagna – making fresh pasta, investigating cake methods, decorated mini gateaux	Mixed Media Wall Hanging
Year 10	Investigate Design Make Evaluate Iterative Design Process In line with the Exam Board Specs Range of projects exploring different design approaches, materials, manufacturing techniques and DT theory. Start NEA	Investigate Design Make Evaluate Iterative Design Process In line with the Exam Board Specs, Eduqas – Level 1 / 2 Hospitality and Catering	An introductory project developed in response to a given starting point, evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through a creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
Year 11	NEA continuation and completion. Including final product, testing and evaluating	Investigate Design Make Evaluate Iterative Design Process In line with the Exam Board	A sustained project developed in response to a given starting point, evidencing the journey from initial

	Exam Theory and exam prep throughout the year	Specs. Eduqas – Level 1 / 2 Hospitality and Catering	<p>engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</p> <p>After Christmas, students start their externally set assignment, working on their preparatory work. The 10hr external exam is sat at the end of the Spring term.</p>
Year 12	<p>Investigate Design Make Evaluate</p> <p>Iterative Design Process In line with the Exam Board Specs</p> <p>Range of projects exploring different design approaches, materials, manufacturing techniques and DT theory.</p> <p>Independent working and research throughout the year.</p> <p>Start NEA</p>		

	Focus on client.		
Year 13	NEA continuation and completion. Including final product, testing and evaluating Exam Theory and exam prep throughout the year		