

V2	Autumn Term		Spring term		Summer term	
Year 7	1	2	3	4	5	6
Topic Summary	Engineering: Polymers and timber		Textiles: Fabrics and Fibres		Graphics: Packaging	
Thinking Hard	Acquiring Knowledge - Understanding a range of tools and equipment and what they do, developing knowledge of how to design and annotate.	Creating Independence - Linking design work to practical work and developing independence in the workshop.	Mastery of Learning - Students should develop knowledge based around tools and equipment, and how fibres and fabrics are made. Where do materials come from?	Being Creative - Developing skills on the sewing machines, understanding how to control a machine and to be able to complete a range of decorative stitches.	Mastery of Learning - Understanding the links between 2d/3d techniques	Being Creative - Showing high quality design skills and links to typography
Developing Character	Optimism - Pupils will show when designing a product from scratch that has to be linked to their design brief.	Grit - Students will apply grit when developing skills in order to make final product out of wood.	Kindness - Pupils will work in pairs on the sewing machines, enabling them to work as a team.	Self Assurance - Pupils will be able to practice on the machines, by have a chance to improve their work and try again, this is a gradual process.	Kindness - working with others and self assessing each others work.	Grit - showing high quality pop up techniques after practicing different styles.
Understanding Diversity	Awareness of where we live - Pupils can make links to where materials come from, examples of wood/metal/plastic and how these materials link to products in our own homes.	No limits to your destination - Ensuring pupils designs link to a range of low and high ability components and skills used. Pushing pupils to think outside the box and make links between their design and how their product will be made in person.	Understanding Environmental Diversity - Knowledge of fabrics and fibres, how materials are made in a factory as well as around the world. IE silk worm factories.	No Limits - pupils will get to test out a range of stitches and settings on the sewing machines.	No limits - developing new techniques and ways of creating packaging	Understanding environmental issues - working with materials that can be recycled that can not.
Literacy Reading, Oracy	Oracy - Making the links between tools and equipment and how we use them in the workshop.	Literacy - Key words and terminology expected to be used during each stage of practical work.	Literacy - Understanding key terms based around equipment, fibres, fabric and the sewing machine.	Reading - revision of the sewing machine parts, understanding what each part does and the meaning between each.	Literacy - key terms linked to D and T (nets/2d/3d/typography)	Literacy - Key terminology in terms of techniques working with nets.
Gatsby, Careers	Tree Surgeon - Forestry England have a wide range of careers involving woodland, timber and management		Textiles Operative is a person who spin natural and synthetic materials into yarns and fabrics used in clothing, furnishings and industrial products.	Costume Designer is when you visualise and design costumes for characters in films. I start by reading the screenplay and looking at images. I have some old books I look at for inspiration. If I know who will be playing the part, I think about the actor and I think about the whole story and how they are as real people inside, before they become like a fantasy character. Every great character is built from within, by asking: who is this person?		
Mental and Physical Well-being	Identity - Links between designing a character and what qualities they have added to them, reflecting on their own identity.	Physical - Practical workshop, working with new tools and safety equipment.	Mental - How practical work can have a positive impact on mental health, using thinking skills to solve problems and use new machinery.	Physical - Being active, using the machines/packing away correctly/forming a positive routine during lessons. Positive discussions about work created on the machine. WWW/EBI	Mental - Colouring/being creative, shows improvement to mental health.	Mental - Typography/Zentangle techniques which are proven to support mental health.
Cross-Curricular Links	Geography - Where do materials come from? How do we source them?	Maths - Measuring and marking out different characteristics of the figure.	Geography - Links to how products are made in the different countries and settings.	Maths - Calculating/measuring out lines when on the sewing machine in order to create a high quality and straight stitch.	Maths - working with measurements and calculations	Maths - working with specific measurements and scales/proportion.
Extra-Curricular Links	Black History Month - Links to identity and how we are all different dependent on colour/race.	Anti Bullying Week -Promoting working with others, sharing equipment etc.	Black History Month - Links to production methods.	Anti bullying week - showing kindness and team work with others.	World day for Cultural Diversity - Looking into brands which they can base their packaging around.	Pride Month - Celebrating others/Making products personal to the pupils.
RSHE	SMSC - Working with others in a practical setting, learning to share and take turns.	Kindness - Creating a team relationship in the workshop	SMSC - Working with others on a sewing machine, social skills.	RSHE - Forming relationships with their partner they are sharing with.	RSHE - Pupil demonstration of work they have made (presentations in class/building confidence)	RSHE - Working in teams
Extending Learning		Whole school assessment		Whole school assessment		
Precise Learning Endpoints. We want students to learn/be able to:	1. Understand the different types of hard and soft woods. 2. Design a Keyring using a personal theme! 3. Identify standard health and safety rules in the workshop. 4. Identify a coping saw, sanding belts and components which join wood together. 5. Use sanding machines and saws independently.		1.Understand where fabric comes from. 2. Explain how fabric is made. 3. Demonstrate knowledge of tools and equipment used within textiles. 4.Independently use a needle and thread. 5. Explain how to start and finish a stitch. 6. Design and construct a Day of the Dead skull		1. Demonstrate how to create different fonts and typography. 2. Identify different food brands and logos. 3. Create a design linked to typography on a net 4. Draw accurately and cut out a net.	

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Design and Technology	Autumn Term		Spring term		Summer term	
Year 8	1	2	3	4	5	6
Topic Summary	Textiles: Orla Keeley Bags		Engineering: Art Deco Clocks		Graphics: Pop up Cards	
Thinking Hard	independently design patterns based on a design style. Where do designers get their inspiration?		Research and investigate a design style (ART DECO) and identify how to replicate this style in abstract designs Apply previous knowledge of tools and materials to developing a workable outcome		Identify methods of paper engineering and articulation Apply these techniques to communicate a need	
Developing Character	CURIOSITY- How different designers think. GRIT - Getting things wrong and working out how to solve problems		Curiosity - investigating how designers develop ideas to meet people's needs		GRIT - working with increasing focus and intricacy to create complex outcomes	
Understanding Diversity	being aware of the different design styles - different movements and not everyone agrees or even likes some design styles.		Being aware of the needs of different users and cultures around the world		Using graphic techniques to communicate a message to different target audiences appropriately	
Literacy Reading, Oracy	Oracy - Making the links between tools and equipment and how we use them in the workshop. Literacy - Key words and terminology expected to be used during each stage of practical work.		Oracy - Being able to communicate design decisions and planning work in practical lessons independently Literacy - Following and recalling processes involving a range of tools, materials and processes		Reading - extracting information from text, and refining and recalling for different users Literacy - following processes and orders of work to create outcomes	
Gatsby, Careers	Retail buyers/Whole seller - Choose products for shops to sell, like clothing, toys, electrical goods and food. Retail worker: - Advising customers on clothing choices,		Engineers - Design and make products to appeal to the needs of users Product designers - Consider the aesthetics of products and how they will reflect the form and function Curators - Explore and consider the impact and relevance of artefacts		Graphic designers - Present information in visually appealing methods to communicate Illustrators - Create imagery and iconography to communicate messages and information	
Mental and Physical Well-being	Mental - How practical work can have a positive impact on mental health, using thinking skills to solve problems and use new machinery.		Developing dexterity and motor skills through increasingly intricate practical skills with a range of tools Practical and creative work as an outlet for creativity		Using creativity to communicate feelings and emotions Expressing messages in increasingly mature and appropriate ways	
Cross-Curricular Links	Geography - Links to how products are made in the different countries and settings. Fast fashion and the implications on the environment		Mathematics - Time, scale, rotation and tessellation, precision and accuracy with measuring and marking		Art - Applying the formal elements to an outcome Mathematics - Paper engineering, symmetry and rotation Geography - Sustainability and ecological footprint	
Extra-Curricular Links	Black History Month - Links to production methods.		Links of art deco to significant 20th century events and locations		Awareness of celebrations and commemorations in different cultures and around the globe	
RSHE	SMSC - Working with others on a sewing machine, social skills. Sharing equipment and ideas.		Working on groups, reflecting and communicating the needs of others, empathy for target audiences		Empathy for readers and target audiences	
Extended Learning checks	Whole school assessment		Developing a specification Presenting a design idea Planning production Testing and evaluating an outcome		Communicating the design process Investigating the needs of a target user Generating a range of design ideas Creating a high quality outcome	
Precise Learning Endpoints. We want students to learn/be able to:	1. Understand design concepts from different designers 2. Create their own designs using sublimation printing 3. Use applique skills to create a bag design 4. Apply hand stitching techniques to the bag.		Identify the features and elements of a design style Develop an outcome that reflects the style and user needs Use tools safely to create a high quality outcome Evaluate the effectiveness of an outcome		Practise a range of paper engineering techniques Research and communicate needs Communicate a range of design ideas Create a high quality celebration card	