

| V2                                                                | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   | Spring term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   | Summer term                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |
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| Year 7                                                            | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2 | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4 | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6 |
| Topic Summary                                                     | Engineering: Polymers and timber                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   | Textiles: Fabrics and Fibres                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   | Graphics: Packaging                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |
| Thinking Hard                                                     | <b>Acquiring Knowledge</b> - Understanding a range of tools and equipment and what they do, developing knowledge of how to design and annotate.                                                                                                                                                                                                                                                                                                                                            |   | <b>Mastery of Learning</b> - Students should develop knowledge based around tools and equipment, and how fibres and fabrics are made. Where do materials come from?                                                                                                                                                                                                                                                                                                                        |   | <b>Mastery of Learning</b> - Understanding the links between 2d/3d techniques                                                                                                                                                                                                                                                                                                                                                                                          |   |
| Developing Character                                              | <b>Optimism</b> - Pupils will show when designing a product from scratch that has to be linked to their design brief.                                                                                                                                                                                                                                                                                                                                                                      |   | <b>Kindness</b> - Pupils will work in pairs on the sewing machines, enabling them to work as a team.                                                                                                                                                                                                                                                                                                                                                                                       |   | <b>Kindness</b> - working with others and self assessing each others work.                                                                                                                                                                                                                                                                                                                                                                                             |   |
| Understanding Diversity                                           | <b>Awareness of where we live</b> - 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.                                                                                                                                                                                                                                                                                                          |   | <b>Understanding Environmental Diversity</b> - Knowledge of fabrics and fibres, how materials are made in a factory as well as around the world. E.g. worm factories.                                                                                                                                                                                                                                                                                                                      |   | <b>No limits</b> - developing new techniques and ways of creating packaging                                                                                                                                                                                                                                                                                                                                                                                            |   |
| Literacy Reading, Oracy                                           | <b>Oracy</b> - Making the links between tools and equipment and how we use them in the workshop.                                                                                                                                                                                                                                                                                                                                                                                           |   | <b>Literacy</b> - Understanding key terms based around equipment, fibres, fabric and the sewing machine.                                                                                                                                                                                                                                                                                                                                                                                   |   | <b>Reading</b> - revision of the sewing machine parts, understanding which each part does and the meaning between each.                                                                                                                                                                                                                                                                                                                                                |   |
| Gatsby, Careers                                                   | <b>Tee Surgeon</b> - Forestry England have a wide range of careers involving woodland, timber and management                                                                                                                                                                                                                                                                                                                                                                               |   | <b>Textiles Operative</b> is a person who spin natural and synthetic materials into yarns and fabrics used in clothing, furnishings and industrial products.                                                                                                                                                                                                                                                                                                                               |   | <b>Costume Designer</b> 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? |   |
| Inclusivity                                                       | Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). High expectations of organisation and presentation of an exercise book are explicitly taught and upheld. Cowlplan Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Choral response used to develop oracy. |   | Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). High expectations of organisation and presentation of an exercise book are explicitly taught and upheld. Cowlplan Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Choral response used to develop oracy. |   | Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). Placemats to include more opportunities for independence. Cowlplan Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Pared talk used to develop oracy.                                 |   |
| Mental and Physical Well-being                                    | <b>Identity</b> - Links between designing a character and what qualities they have added to them, reflecting on their own identity.                                                                                                                                                                                                                                                                                                                                                        |   | <b>Mental</b> - How practical work can have a positive impact on mental health, using thinking skills to solve problems and use new machinery.                                                                                                                                                                                                                                                                                                                                             |   | <b>Mental</b> - Colouring/being creative, shows improvement to mental health.                                                                                                                                                                                                                                                                                                                                                                                          |   |
| Cross-Curricular Links                                            | <b>Geography</b> - Where do materials come from? How do we source them?                                                                                                                                                                                                                                                                                                                                                                                                                    |   | <b>Maths</b> - Measuring and making out different characteristics of the figure.                                                                                                                                                                                                                                                                                                                                                                                                           |   | <b>Maths</b> - Calculating/measuring out lines when on the sewing machine in order to create a high quality and straight stitch.                                                                                                                                                                                                                                                                                                                                       |   |
| Extra-Curricular Links                                            | <b>Black History Month</b> - Links to identify and how we are all different dependent on colour/race.                                                                                                                                                                                                                                                                                                                                                                                      |   | <b>Anti Bullying Week</b> -Promoting working with others, sharing equipment etc.                                                                                                                                                                                                                                                                                                                                                                                                           |   | <b>World day for Cultural Diversity</b> - Looking into brands which they can base their packaging around.                                                                                                                                                                                                                                                                                                                                                              |   |
| RSHE                                                              | <b>SMSC</b> - Working with others in a practical setting, learning to share and take turns.                                                                                                                                                                                                                                                                                                                                                                                                |   | <b>Kindness</b> - Creating a team relationship in the workshop.                                                                                                                                                                                                                                                                                                                                                                                                                            |   | <b>RSHE</b> - Working with others on a sewing machine, social skills.                                                                                                                                                                                                                                                                                                                                                                                                  |   |
| Extending Learning                                                | <b>Whole school assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   | <b>Whole school assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   | <b>Whole school assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
| Precise Learning Endpoints. We want students to learn/be able to: | 1. Understand the different types of hard and soft woods.<br>2. Design a keyring using a personal theme!<br>3. Identify standard health and safety rules in the workshop.<br>4. Identify a coping saw, sanding belts and components which join wood together.<br>5. Use sanding machines and saws independently.                                                                                                                                                                           |   | 1. Understand where fabric comes from.<br>2. Explain how fabric is made.<br>3. Demonstrate knowledge of tools and equipment used within textiles.<br>4. Independently use a needle and thread.<br>5. Explain how to start and finish a stitch.<br>6. Design and construct a Day of the Dead skull                                                                                                                                                                                          |   | 1. Demonstrate how to create different fonts and typography.<br>2. Identify different food brands and logos.<br>3. Create a design linked to typography on a net<br>4. Draw accurately and cut out a net.                                                                                                                                                                                                                                                              |   |
| 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.<br>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 tool and equipment and how we use them in the workshop.<br>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.<br>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.<br>Literacy - following processes and orders of work to create outcomes                                                                                                                                                                                                                                                                                                    |   |
| Gatsby, Careers                                                   | <b>Retail buyers/Whole seller</b> - Choose products for shops to sell, like clothing, toys, electrical goods and food.<br><b>Retail worker</b> - Advising customers on clothing choices.                                                                                                                                                                                                                                                                                                   |   | <b>Engineers</b> - Design and make products to appeal to the needs of users<br><b>Product designers</b> - Consider the aesthetics of products and how they will reflect the<br><b>Curators</b> - Explore and consider the impact and relevance of artefacts                                                                                                                                                                                                                                |   | <b>Graphic designers</b> - Present information in visually appealing methods to communicate<br><b>Illustrators</b> - Create imagery and iconography to communicate messages and                                                                                                                                                                                                                                                                                        |   |
| Inclusivity                                                       | Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). High expectations of organisation and presentation of an exercise book are explicitly taught and upheld. Cowlplan Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Choral response used to develop oracy. |   | Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). High expectations of organisation and presentation of an exercise book are explicitly taught and upheld. Cowlplan Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Choral response used to develop oracy. |   | Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). Placemats to include more opportunities for independence. Cowlplan Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Pared talk used to develop oracy.                                 |   |
| Mental and Physical Well-being                                    | <b>Mental</b> - 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<br>Practical and creative work as an outlet for creativity                                                                                                                                                                                                                                                                                                                     |   | Expressing messages in increasingly mature and appropriate ways                                                                                                                                                                                                                                                                                                                                                                                                        |   |
| Cross-Curricular Links                                            | <b>Geography</b> - Links to how products are made in the different counties and settings. Fast fashion and the implications on the environment                                                                                                                                                                                                                                                                                                                                             |   | <b>Mathematics</b> - Time, scale, rotation and tessellation, precision and accuracy with measuring and marking                                                                                                                                                                                                                                                                                                                                                                             |   | <b>Art</b> - Applying the formal elements to an outcome<br><b>Mathematics</b> - Paper engineering, symmetry and rotation<br><b>Geography</b> - Sustainability and ecological footprint                                                                                                                                                                                                                                                                                 |   |
| Extra-Curricular Links                                            | <b>Black History Month</b> - 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                                                              | <b>SMSC</b> - 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                                                                                                                                                                                                                                                                                                                                                                                                           |   | Empathy for readers and target audiences                                                                                                                                                                                                                                                                                                                                                                                                                               |   |
| Extended Learning checks                                          | <b>Whole school assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   | Developing a specification<br>Presenting a design idea<br>Planning production<br>Testing and evaluating an outcome                                                                                                                                                                                                                                                                                                                                                                         |   | Communicating the design process<br>Investigating the needs of a target user<br>Generating a range of design ideas<br>Creating a high quality outcome                                                                                                                                                                                                                                                                                                                  |   |
| Precise Learning Endpoints. We want students to learn/be able to: | 1. Understand design concepts from different designers<br>2. Create their own designs using sublimation printing<br>3. Use applique skills to create a bag design<br>4. Apply hand stitching techniques to the bag.                                                                                                                                                                                                                                                                        |   | Identify the features and elements of a design style<br>Develop an outcome that reflects the style and user needs<br>Use tools safely to create a high quality outcome<br>Evaluate the effectiveness of an outcome                                                                                                                                                                                                                                                                         |   | Practise a range of paper engineering techniques<br>Research and communicate needs<br>Communicate a range of design ideas<br>Create a high quality celebration card                                                                                                                                                                                                                                                                                                    |   |
|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |