Design and Technology

Key Stage Three

T	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Year 7	3D Design and Product Design The Maze Game – An introduction to the workshop and working with woods.	Assessment 1	3D Design and Product Design The Maze Game – An introduction to the workshop and working with woods.	Assessment 2	Graphics and Computer-Aided Design(CAD) The Keyrings Project – An Introduction to the laser cutter and CAD Design.	Graphics and Computer-Aided Design(CAD) The Keyrings Project – An Introduction to the laser cutter and CAD Design.	Assessment 3	Food Technology The Breakfast items project – an introduction to the kitchen and working with utensils and equipment.	Food Technology The Breakfast items project – an introduction to the kitchen and working with utensils and equipment.
Year 8	Graphics and Computer-Aided Design(CAD) Create your own Cereal – Working on Adobe Illustrator as a Graphic Designer to create a Character, Poster, Product and Illustration.	Assessment 1	Graphics and Computer-Aided Design(CAD) Create your own Cereal – Working on Adobe Illustrator as a Graphic Designer to create a Character, Poster, Product and Illustration.	Assessment 2	Food Technology The Restaurant Project – Developing our knowledge of the kitchen and working with utensils and equipment in order to create main meals.	Food Technology The Restaurant Project – Developing our knowledge of the kitchen and working with utensils and equipment in order to create main meals.	Assessment 3	3D Design and Product Design Take a Seat – Working with metals and textiles to develop our own Bauhaus inspired chair!	3D Design and Product Design Take a Seat – Working with metals and textiles to develop our own Bauhaus inspired chair!
Year 9	Food Technology Around the World – Mastering our knowledge of the kitchen and working with utensils and equipment in order to create dishes from cultures and cuisines from around the world.	Assessment 1	Food Technology Around the World – Mastering our knowledge of the kitchen and working with utensils and equipment in order to create dishes from cultures and cuisines from around the world.	Assessment 1	3D Design and Product Design Tale as old as Time – Making our own clock inspired by either Bauhaus, Art Deco, or Modernism.	3D Design and Product Design Tale as old as Time – Making our own clock inspired by either Bauhaus, Art Deco, or Modernism.	Assessment 3	Graphics and Computer-Aided Design(CAD) My School – Designing a new building block for the school to house either a sixth form or sports centre. CAD Design on Sketch-Up.	Graphics and Computer-Aided Design(CAD) My School – Designing a new building block for the school to house either a sixth form or sports centre. Creating our model in recycled materials.

Three-Dimensional Design (Product Design and Architecture)

	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Year 10	**Foundation studies:** Students will be introduced to a set of new materials and aim to boost their designing and making skills. Students study various forms drawing for communication, Sculpture 3D modelling, CAD, CAM and making skills. Competence on a laser cutter is essential.	Assessment 1	**Foundation studies:** Students will be introduced to a set of new materials and aim to boost their designing and making skills. Students study various forms drawing for communication, Sculpture 3D modelling, CAD, CAM and making skills. Competence on a laser cutter is essential.	Assessment 2	**"Art Furniture"** Mini GCSE style project led by the Teacher. This will help to prepare students for their Component One study	**"Art Furniture"** During this term, students will be taught how to develop a realised response to their project and how to evaluate it for further iterations.	Assessment 3	**Architecture brief:** Design and build your own architecture model in response to a brief/starting point.	**Architecture brief:** Design and build your own architecture model in response to a brief/starting point.
Year 11	**Personal study project Component 1: Develop** This entire term is dedicated to independent personal project work. Students begin to refine their ideas in more detail as they work to produce a final response or set of responses. They must holistically show their ability to meet each of the four assessment objectives. Students will receive 1 hollistic midterm grade based on their "working at" level in their project. They will end the term with a 10 hour timed period to produce a final response to their project.		**Personal study project Component 1: Refining and responding** This entire term is dedicated to independent personal project work. Students begin to refine their ideas in more detail as they work to produce a final response or set of responses. They must holistically show their ability to meet each of the four assessment objectives. Students will receive 1 hollistic midterm grade based on their "working at" level in their project. They will end the term with a 10 hour timed period to produce a final response to their project.	End of Component 1 Exam: 2 Days in the workshop	**ESA Component two: Exploring and experimenting** Students are given a selection of unseen starting points on the 2nd of January by AQA. They choose ONE are expected to build a project around the theme **without specific teacher feedback.** They will explore various sources both modern and historical, while experimenting in a range of materials appropriate to their own intentions. They must <u>holistically</u> show their ability to meet each of the four assessment objectives. Key to the success of projects is independence and ownership. Students must respond with their own ideas, thoughts and iterations (excluding focus group feedback).	**ESA Component two: Developing our ideas** Students are given a selection of unseen starting points on the 2nd of January by AQA. They choose ONE are expected to build a project around the theme **without specific teacher feedback.** They will explore various sources both modern and historical, while experimenting in a range of materials appropriate to their own intentions. They must <u>holistically</u> show their ability to meet each of the four assessment objectives. Key to the success of projects is independence and ownership. Students must respond with their own ideas, thoughts and iterations (excluding focus group feedback).	Mock Exam: 1 Day in the workshop	**ESA Component two: Refining and responding** Students begin to refine their ideas in more detail as they work to produce a final response or set of responses. They must holistically show their ability to meet each of the four assessment objectives. They will end the term with a 10-hour timed period (two days in the workshop) to produce a final response. This all happens before the first week in May after returning from Easter.	*Once their 10 hours is completed in May, students are unable to add to or change any of their work in their ESA.* *They may only make improvements to their personal project up to the point of internal deadlines.*