

Year 7	Resistant Materials	Graphics	Food	Product Design
Topic	Pull along toy	Themed Packaging for a department store ICE CUBE TRAY	Healthy Eating	Cable Tidy
Content	<p>Students to design a toy for a toddler.</p> <p>Learn basic workshop skills and designing a variation of a product.</p> <p>Tools used: coping saw, belt sander, square.</p> <p>Students to measure, mark and cut developing accuracy and use of hand tools they may not have used in technology.</p>	<p>In this activity your team will act as designers in a company that markets and sells business novelty products.</p> <p>Your task is to create a fun and usable ice cube tray for a restaurant business to create signature ice cubes.</p> <p>A design process that progresses from brainstorming to presenting a final design will be used and documented.</p> <p>Each member of the team will have a product to present to the company executives for final approval.</p>	<p><i>Students learn the Eatwell Plate and how to balance a healthy diet.</i></p> <p><i>Key skills are developed such as using a knife, contamination and using a cooker.</i></p> <p><i>Students develop knowledge of basic equipment in the kitchen.</i></p>	<p>Students investigate suitable materials for a specific product</p> <p>Students investigate existing products identifying key features and environmental impact</p> <p>Pupils to design a product for a target user</p> <p>Pupils to develop skills using CAD/CAM to make a product. Advantages and disadvantages of new technologies</p>

Assessment	Final outcome	Final Outcome	Evaluation and Practical assessments.	Final 3D outcome of actual product Design booklet Test on key terminology and skills learnt
NB: All assessments will be in a GCSE format asking pupils to explain, describe and evaluate key ideas that they have studied. Using Exampro to create a question that can be used throughout the department.				

Year 8	Resistant Materials	Graphics	Food	Product Design
Topic	Sweet Dispenser	Cad Cam Car Project	Cultural Foods	Sustainable design - corrugated card clock
Content	Students to develop accuracy using a range of hand tools and machinery. Begin to develop skills in working to suit a certain client (sweet shop and students same age).	To identify key parts of a toy car; To develop their designs by thinking about the purpose of the toy and the needs of possible users; To develop their ideas through sketching and working with technical components, paper, card	Students look at Staple foods and food from around the world. Specific diets and how they are affected by products	Students investigate suitable materials for a specific product Students investigate existing products identifying key features and environmental impact

	<p>Tools used: Pillar drill, belt sander, Tenon saw, glass paper.</p> <p>Properties of multiple types of wood introduced.</p>	<p>and found materials;</p> <p>To use CAD-CAM to produce a simple motorised car; To develop 3D form from 2D sheet by hand using nets. To use a simple mechanism to provide a transmission system;</p>	<p>available in chosen country.</p> <p>Key skills are developed and students begin to work more with raw meats and cook dishes from a variety of countries.</p>	<p>Pupils to design a product for a target user</p> <p>Look at marketing</p> <p>Pupils to develop skills using CAD/CAM to make a product. Advantages and disadvantages of new technologies</p>
Assessment	Final outcome	Final Outcome	Practical assessment throughout the rotation.	<p>Final 3D outcome of actual product</p> <p>Design booklet</p> <p>Test on key terminology and skills learnt</p>
<p>NB: All assessments will be in a GCSE format asking pupils to explain, describe and evaluate the key ideas that they have studied. Using Exampro to create a question that can be used throughout the department.</p>				

Year 9	Resistant Materials	Graphics	Food	Product Design
Topic	Design movement/ Client investigation	CD Cover and festival ticket design.	Great British Bake Off	Board game

<p>Content</p>	<p>Students to create a box using wood and to suit a design movement (Memphis).</p> <p>Create joints and use specialist tools and equipment:</p> <p>Pillar Drill, Belt Sander, Files, Chisels, hand saws.</p> <p>Tests accuracy and precision.</p> <p>Maths- measurements and marking out materials for cutting.</p> <p>Acrylic Investigation- Plastic investigation. Students to design product using a real life client (either specific person or shop)</p> <p>Building local relationships and students to design for the wider community.</p> <p>Using Jigsaw cutter, pillar drill, files, and readymade clock component.</p>	<p>Develop a range of marketing materials and a brand for a musical artist. Design a CD Cover and festival ticket using PhotoShop and Adobe Illustrator.</p> <p>Produce a realistic looking music cover and brand identity that can be used across a range of multimedia.</p> <p><i>Key skills gained during the project;</i></p> <p><i>3d drawing techniques and tonal shading.</i></p> <p><i>Conducting a product analysis of a CD cover</i></p> <p><i>Developing a logo using Adobe illustrator and Adobe PhotoShop.</i></p> <p><i>Identifying a suitable target market and developing a product for the identified market. Linking to Social, Moral, Spiritual, and Cultural issues</i></p> <p><i>Printing processes - Crop marks and Bleed lines</i></p>	<p><i>Students develop making skills and using the oven. More ingredients are combined and a range of combinations are offered to students.</i></p> <p><i>Key skills are developed such as using live yeast, time management between more complicated dishes.</i></p> <p><i>Students develop knowledge of properties of food and how it reacts to different processes and catalyst.</i></p>	<p>Students investigate suitable materials for a specific product</p> <p>Students investigate existing products identifying key features and environmental impact</p> <p>Pupils to design a product for a target user that fits into a brief (Social, Moral, Cultural)</p> <p>Pupils to develop skills using CAD/CAM to make a product.</p> <p>Packaging and marketing</p> <p>Relevance to key industries - how it's done in the real world.</p> <p>Advantages and disadvantages of new technologies</p>
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Assessment	Final outcome	Final Outcome and Evaluation	Evaluation and Practical assessments.	Final 3D outcome of actual product Design booklet Test on key terminology and skills learnt
NB: All assessments will be in a GCSE format asking pupils to explain, describe and evaluate key ideas that they have studied. Using Exampro to create a question that can be used throughout the department.				