

## Curriculum and Skills Mapping

Subject : D&T      Key Stage: 3      Year: 7

Rotation	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Product Design CS	Block Bot	<p><b>Use tools and equipment affectively to shape compliant material accurately and safely.</b></p> <p><b>Respond creatively to a design brief to analyse the problem and identify criteria to design against.</b></p> <p><b>Create ideas that satisfy the design brief and communicates decisions.</b></p> <p><b>Manufacture an accurate scale model of your block bot and decorate with a suitable finish with good attention to detail.</b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Initial idea generation of block bots</li> <li>Development of ideas. Usually from a chosen theme or character.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Accurate use of tools, equipment, and materials to manufacture components in reference to a working drawing.</li> <li>Accurate assembly of components using traditional joining methods.</li> <li>Use an appropriate finish process that create a high-quality outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding</li> <li>Analysis</li> <li>Evaluation</li> <li>Planning</li> <li>Designing</li> <li>Creating</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Giving feedback</li> <li>Reflection</li> <li>Responding to feedback</li> <li>Time management</li> <li>Remembering</li> <li>Patience</li> </ul>

			<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluative comments throughout booklet</li> <li>• End Evaluation</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstration of verbal knowledge throughout the project.</li> <li>• Annotation of work</li> </ul>		
<b>Textiles SAC</b>	Phone buddy design, decoration and construction	<p><b>Demonstrate a creative and innovative response to the design brief</b></p> <p><b>Develop a range of design ideas for phone buddy relating to and inspired by Picasso/ Cubism</b></p> <p><b>Introduction to basic hand embroidery and sewing skills, developing through to proficient sewing machine practice.</b></p> <p><b>Evaluate outcomes through reflective annotation within</b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Initial Research of Artist and cubism</li> <li>• Artist studies and analysis</li> <li>• Buddy designs, reflection and development</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Hand embroidery skills</li> <li>• Cutting, measuring, pinning skills</li> <li>• Sewing machine proficiency</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• self and peer feedback</li> <li>• Reflecting and utilising peer and teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>• ICT skills</li> <li>• Literacy</li> <li>• Understanding</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Planning</li> <li>• Designing</li> <li>• Creating</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Reflection</li> <li>• Remembering</li> <li>• Relationships</li> <li>• Resourcefulness</li> <li>• readiness</li> </ul>

		<p><b>booklet, using technical terminology to demonstrate knowledge of tools and processes.</b></p>	<p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstration of verbal knowledge throughout the project.</li> <li>• Annotation of work</li> </ul>		
<p><b>Graphic Design CF</b></p>	<p>Food Vendor Shipping Container</p>	<p><b>Demonstrate a creative and innovative response to the design brief</b></p> <p><b>Develop a range of design ideas for food vendor shipping container that shows a consistent running theme</b></p> <p><b>Introduction to two-point perspective drawing, scaling and measuring and using tool to cut and construct building. Developing basic introductory skills to design and create food vendor shipping container product.</b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Initial idea generation within mind map</li> <li>• Logo and branding design and development</li> <li>• Food vendor shipping container design and development</li> <li>• Menu and advertisement design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Measuring and cutting using craft knives</li> <li>• Constructing pieces together with use of hot glue gun</li> <li>• Painting and decorative feature additions</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluative comments throughout booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Literacy</li> <li>• Understanding</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Planning</li> <li>• Designing</li> <li>• Creating</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Reflection</li> <li>• Responding to feedback</li> <li>• Time management</li> <li>• Remembering</li> <li>• Patience</li> </ul>

		<p><b>Evaluate outcomes through reflective annotation within booklet, using technical terminology to demonstrate knowledge of tools and processes.</b></p>	<ul style="list-style-type: none"> <li>• End Evaluation</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstration of verbal knowledge throughout the project.</li> <li>• Annotation of work</li> </ul>		
<b>Cooking &amp; Nutrition VL</b>					

# Curriculum and Skills Mapping Template

Subject : D&T      Key Stage: 3      Year: 8

Rotation	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Product Design CS	Jitterbug Project	<p>Use tools and equipment affectively to shape compliant material accurately and safely.</p> <p>Respond creatively to a design brief to analyse the problem and identify criteria to design against.</p> <p>Create ideas that satisfy the design brief and communicates decisions.</p> <p>Manufacture an accurate scale model of your Jitterbug and decorate with a suitable finish with good attention to detail.</p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Idea generation for Identity of Establishment</li> <li>Idea generation for leg design and vacuum formed casing embellishments</li> <li>Final Solution for casing</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Functional circuit, securely soldered, neat/ accurate joints</li> <li>Embellished Casing using vinyl</li> <li>Accurately assembled final product</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluative comments throughout booklet</li> <li>End Evaluation</li> </ul> <p><b>Technical Knowledge</b></p>	<ul style="list-style-type: none"> <li>Understanding</li> <li>Analysis</li> <li>Evaluation</li> <li>Planning</li> <li>Designing</li> <li>Creating</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Giving feedback</li> <li>Reflection</li> <li>Responding to feedback</li> <li>Time management</li> <li>Remembering</li> <li>Patience</li> </ul>

			<ul style="list-style-type: none"> <li>• Demonstration of knowledge throughout the project.</li> <li>• Annotation of work</li> </ul>		
<b>Textiles SAC</b>	<b>Tote bag design, decoration and construction</b>	<p><b>Demonstrate a creative and innovative response to the design brief</b></p> <p><b>Develop a range of design ideas for the tote bag relating to and inspired by a range of artists</b></p> <p><b>Decorative hand embroidery and sewing skills, sublimation ink designs and print, decorative tie dye practice, proficient sewing machine practice demonstrating both construction and decorative use.</b></p> <p><b>Evaluate outcomes through reflective annotation within booklet, using technical</b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Initial Research of Artist and cubism</li> <li>• Artist studies and analysis</li> <li>• Tote bag designs, Sublimation print designs and reflection and development</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Hand embroidery skills for practical and decorative use</li> <li>• Cutting, measuring, pinning skills and following construction instructions</li> <li>• Technical use of sublimation inks and heat press</li> <li>• Successful tie dye outcome</li> <li>• Sewing machine proficiency for practical and decorative use</li> </ul> <p><b>Evaluate</b></p>	<ul style="list-style-type: none"> <li>• ICT skills</li> <li>• Literacy</li> <li>• Understanding</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Planning</li> <li>• Designing</li> <li>• Creating</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Reflection</li> <li>• Remembering</li> <li>• Relationships</li> <li>• Resourcefulness</li> <li>• readiness</li> </ul>

		<p><b>terminology to demonstrate knowledge of tools and processes.</b></p>	<ul style="list-style-type: none"> <li>• self and peer feedback</li> <li>• Reflecting and utilising peer and teacher feedback</li> <li>• Evaluative comments and justify decisions</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstration of verbal knowledge throughout the project.</li> <li>• Annotation of work</li> <li>• Remember processes</li> <li>• Recall names of tools and techniques.</li> </ul>		
<b>Graphic Design CXD</b>	<b>Thing in a tin project</b>	<p><b>Demonstrate understanding of the brief by generating creative initial ideas in the form of a mind map</b></p> <p><b>Develop a range of visual ideas for the 'thing in a tin' and labelling considering creative graphic texts</b></p> <p><b>Use the computers to transfer designs from</b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Idea generation for 'thing in a tin'</li> <li>• Target Audience acknowledgement</li> <li>• Visual communication in form of range of design ideas (thing in a tin &amp; label)</li> <li>• Exploring creative graphic text</li> <li>• Final Design idea</li> </ul> <p><b>Make</b></p>	<ul style="list-style-type: none"> <li>• ICT Skills</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Planning</li> <li>• Designing</li> <li>• Creating</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Giving feedback</li> <li>• Reflection</li> <li>• Responding to feedback</li> <li>• Time management</li> <li>• Remembering</li> <li>• Patience</li> </ul>

		<p><b>booklet to digitally construct enhance label. Add label to tin and produce creative images that market 'thing in a tin'</b></p> <p><b>Evaluate outcomes through reflective annotation within booklet, using technical terminology to demonstrate knowledge of tools and processes.</b></p>	<ul style="list-style-type: none"> <li>• Digital manufacture of label</li> <li>• Wrapping tin with label</li> <li>• Adding product to tin</li> <li>• Using creative thinking to capture product in tin</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluative comments throughout booklet</li> <li>• End Evaluation</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstration of knowledge throughout the project.</li> <li>• Annotation of work</li> </ul>		
<b>Cooking &amp; Nutrition VL</b>					





# Curriculum and Skills Mapping Template

Subject : D&T      Key Stage: 3      Year: 9

Rotation	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Product Design <i>CF</i>	<b>Articulating lamp inspired by Past Designer</b>	<p><b>Use tools and equipment affectively to shape compliant material accurately and safely.</b></p> <p><b>Research into an historical designer and interpret his style to be used in your own work.</b></p> <p><b>Respond creatively to a design brief to analyse the problem and identify criteria to design against.</b></p> <p><b>Create ideas that satisfy the design brief and communicates decisions.</b></p> <p><b>Manufacture an accurate lamp to the given specification and decorate with a suitable</b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Research into Past Designer</li> <li>• Idea generation for decoration inspired by PAsT Designer</li> <li>• Concept idea generation for own free choice lamp design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Manufacture of Lamp</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluative comments throughout booklet</li> <li>• End Evaluation</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstration of knowledge throughout the project.</li> <li>• Annotation of work</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Planning</li> <li>• Designing</li> <li>• Creating</li> <li>• Researching</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Giving feedback</li> <li>• Reflection</li> <li>• Responding to feedback</li> <li>• Time management</li> <li>• Remembering</li> <li>• Patience</li> </ul>

		finish with good attention to detail.			
<b>Textiles SAC</b>	<b>45 x 45 envelope cushion cover inspired by Andy Warhol</b>	<p><b>Demonstrate a creative and innovative response to the design brief</b></p> <p><b>Develop a range of design ideas for the cushion cover relating to and inspired by Andy Warhol and Pop Art</b></p> <p><b>Decorative hand embroidery and sewing skills evidenced through an applique. Successful outcomes in sharps craft – lino cutting and stencil cutting and print techniques of both. Proficient sewing machine practice demonstrating both construction and decorative use.</b></p> <p><b>Evaluate outcomes through reflective</b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Initial Research of Andy Warhol and Pop Art.</li> <li>• Artist studies and analysis</li> <li>• Cushion/ stencil/lino/applique designs, reflection and development</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Hand embroidery skills for applique</li> <li>• Cutting, measuring, and pattern following.</li> <li>• Technical use of craft knives and lino tools for lino and stencil</li> <li>• Successful Print technique outcomes</li> <li>• Sewing machine proficiency for practical and decorative use</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• self and peer feedback</li> <li>• Reflecting and utilising peer and teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>• ICT skills</li> <li>• Literacy</li> <li>• Understanding</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Planning</li> <li>• Designing</li> <li>• Creating</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Reflection</li> <li>• Remembering</li> <li>• Relationships</li> <li>• Resourcefulness</li> <li>• readiness</li> </ul>

		<p><b>annotation within booklet, using technical terminology to demonstrate knowledge of tools and processes.</b></p> <p><b>Give and seek specific opinions that test and justify the success of outcomes.</b></p>	<ul style="list-style-type: none"> <li>• Evaluative comments and justify decisions</li> <li>• Can suggest changes and further development to improve</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstration of verbal knowledge throughout the project.</li> <li>• Annotation of work</li> <li>• Remember processes</li> <li>• Recall names of tools and techniques.</li> </ul>		
<b>Graphic Design CXD</b>	<b>Gummy Bear Calendar Design &amp; digital production</b>	<p>Explore a wide range of initial concept ideas in the form of a mind map.</p> <p>Selectively choose four chosen artists and or concepts that are your favourite, combining the imagery to produce an abstract artist study sketch.</p> <p>Research your chosen artists, specifically</p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Initial idea generation within mind map</li> <li>• Selection of 4 chosen artists or concepts</li> <li>• Artist study sketches to build upon concept</li> <li>• Generating thumbnail sketches as initial ideas</li> <li>• Final design idea</li> <li>• Exploring creative Graphic text fonts</li> </ul> <p><b>Make</b></p>	<ul style="list-style-type: none"> <li>• ICT skills</li> <li>• Literacy</li> <li>• Understanding</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Planning</li> <li>• Designing</li> <li>• Creating</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Reflection</li> <li>• Responding to feedback</li> <li>• Time management</li> <li>• Remembering</li> <li>• Patience</li> <li>• Building confidence</li> <li>• Developing creative style</li> </ul>

		<p>looking at music videos you must capture a creative and innovative scene from a video to re-create in your own way.</p> <p>Initial ideas should be produced in the form of thumbnail sketches, which will lead to a final design idea.</p> <p>Exploring and experimenting with creative text font as part of your calendar heading.</p> <p>Developing and enhancing digital skills whilst producing digital outcome in photoshop</p> <p>Reflection and evaluation of process, specifically indicating tools and processes as part of recall and remembering technical terminology.</p>	<ul style="list-style-type: none"> <li>• Digital outcome generated using iPad and photoshop</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluative comments throughout booklet</li> <li>• End Evaluation</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstration of verbal knowledge throughout the project.</li> <li>• Annotation of work</li> </ul>		
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<b>Cooking &amp; Nutrition VL</b>					