

Technology Curriculum: Year 8

Year 8		Textiles Rotations		Food Technology Rotations		3D Design Rotation	
Topic	Monster Project. Research and introduction to materials and techniques.	Monster Project. Application of skills and design making.	Special diets	Food provenance	Puppets Researching and shadow puppets	Puppets continued- String puppets	
Why this and why now?	Primary schools vary in their delivery of textiles. Most students come with very little textiles knowledge, some come with none, and a few come with some basic knowledge of key words and experience of a basic range of materials and techniques. Therefore all students need to have access to the same starting points of materials and techniques.	Students will be asked to use shape and form in a variety of ways and using increasingly more complex techniques throughout y7 and KS3. In future rotations they will use their growing understanding of fabric and hand and machine stitching to create products that show more complex making skills, pattern and texture. This will give them confidence to use a wider range of mark making techniques when learning new techniques using printing, dyeing and machine embroidery.	Students will understand why people choose certain cuisine and different lifestyle choices, which is needed for provenance and sustainability whilst providing for the interleaving of Year 7 knowledge.	Students need to be aware of environmental sustainability and the long-term impacts of global demand, building on lifestyle choices learning and understanding.	Students develop their use of the same tools from yr 7 but with the expectation of greater control and an ability to adjust the machines to fit their own measurements. Therefore, design ideas are becoming more complex and involve moving parts	An introduction to some similar tools that are revisited in yr 9; providing an opportunity on their handling skills and how to set up machines. Design and presentation skills are repeated to allow for more complex designs. 3D rendering will start to appear once 2D has been suitably developed. New materials are also introduced, such as CAD as students become increasingly competent.	
What is the essential knowledge that needs to be remembered?	Control of needle and thread when hand stitching; Use of the tie dye technique to create a range of patterns on fabric; Use of key words in verbal and written comments and opinions; Producing independent research.	Control of needle and thread when hand stitching; Use of tie dye technique to create a range of patterns on fabric; Controlled use of sewing machine; sketchbook presentation skills	Select from, and use, a wider and more complex range of materials, components and ingredients, taking into account their properties and relevance to task and purpose.	Students will know the origins of food, the manufacturing processes, extensive farming vs organic farming. Concepts of Fair Trade and Food miles are learnt in order to make informed decisions on food choices and ethical considerations.	Designers work from different cultures; how to design ideas, showing creativity and links with other designers; how to review and modify design ideas based on success criteria and specifications; how to handle specific tools and machinery; representation of 2D design; control of materials.	Designers work from different cultures; how to design ideas, showing creativity and links with other designers; how to review and modify design ideas based on success criteria and specifications; how to handle specific tools and machinery; representation of 2D design; control of materials.	
What is the assessment intent and how will you assess?	Baseline test will be assessed and feedback slip/MIB time given including ATL grade. Hand Embroidery stitched sampler will be assessed and formal feedback given on a feedback slip/ MIB time	Monster ideas and designs as well as artists/designers/makers research will be assessed with feedback given on a feedback slip/MIB time given.	Cook a range of predominantly savoury dishes so that students are able to feed themselves and others a healthy and varied diet. Planning and practical	Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties and be able to justify their reasons	<u>Self-assessment</u> <u>Self-assessment</u> , verbal feedback, group discussions will take place during lessons, do now tasks and plenaries. These will be evident on students' work (as written comments)	Create and evaluate a final piece; a written evaluation will be a summative assessment with feedback given on a feedback slip/MIB time given.	

	given. This will give students ideas of the areas they need to develop in the second part of the project to improve their overall grade. (Formative assessment) group.	All formative and summative assessment will be moderated and standardised across all y7 groups in the department by all staff teaching that year group. Creating a final piece and evaluating it (Term 3) Final monster toy or cushion as well as a written evaluation will be assessed with feedback given on a feedback slip/MIB time given.	assessment will be formatively marked.	for choice via a summative written assessment.	or on the feedback slips. (Low stakes testing) Puppet ideas and designs as well as research will be assessed with feedback given on a formative slip/MIB time given.	
What should the end point look like?	<i>Students have researched mood board and hand embroidered sample</i>	<i>Creation of design ideas and completion of final product</i>	Students demonstrate knowledge and understanding in the planning of special diet menu for a range of dietary requirements and able to suggest how conventional dishes could be adapted.	Students will show knowledge and understanding of environmental considerations in completed written tasks, drawing on the different strands including Food Provenance, Food Miles and Fair Trade.	Students will be aware of the design process and will have been able to generate a page of design ideas based on research and specifications. Students will have a shadow puppet made from black card which is cut using a craft knife.	<i>Students will have a hand made wooden string puppet made using the tools and machines explored in year 7 and yr8. The puppet will be painted using skills obtained in yr 7 art lessons and developed with acrylic paint during 3d lessons</i>
How does it cover the NC?	AO 1- Research artists and inspiration AO3- Observe and record To know how to apply artistic understanding to creating technology products. Analyse the work of past and present professionals and others to develop and broaden their understanding.	AO2- Experiment and develop ideas AO4- Final piece, annotation and evaluation. Understand risk taking and balancing risk when creating products; Develop the creative technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Develop and communicate design ideas using annotated sketches.	Use research and exploration, such as the study of different cultures, to identify and understand user needs Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties. LO2 AC1.1-4	Use research and exploration, such as the study of different cultures, to identify and understand user needs LO1AC1.1 LO2 AC1.1-4	Know how to apply artistic understanding to creating technology products Understand developments in design and technology Evaluation of past and present design and technology so that students develop a critical understanding of its impact on daily life and the wider world Analyse the work of past and present professionals and others to develop and broaden their understanding	Understand what it is to be innovative Understand how more advanced mechanical systems used in their products enable changes in movement and force Know how to apply mathematical understanding to creating technology products