

Technology Curriculum: Year 9

Year 9		Textiles Rotation		Food Technology Rotation		3D Design Rotation	
Technology	Topic	Bugs and Butterflies Research and Introduction to development of skills and materials	Bugs and Butterflies Experimentation with a combination of techniques Refining and developing ideas	Introduction to H&C industrial practices	Know a range of provisions and sectors of the industry	Memphis lamps Research and design	Memphis lamps CAD and electronics
	Why this and why now?	Students provided with the opportunity to describe and explain structures and patterns with increased independence. Sewing by bothhand and by machine is completed with control and uses a combination of thread, colour, fabric and techniques that demonstrate mastery of all KS3 learning.	Opportunity for more complex fabric and decorations techniques associated with sophisticated textile products, which is only possible at the end of the key stage; mark marking, embroidery, textured printing etc.	Students are provided with the opportunity to apply their prior learning of domestic food tech to real life experiences in the hospitality and catering sector, such as nutrition, food safety and how they affect successful hospitality and catering operations, providing challenge.	Students gain knowledge of how different types of hospitality and catering provisions operate to promote one industry directly using their learning from the previous rotation.	Students use of design progresses to computer programming. Emphasis of planning is achieved along with further introduction to new materials associated with computer programming to allow for more sophisticated outcomes.	Students are provided with an opportunity to produce more detailed and sophisticated designs in both 3D and 2D to showcase accumulated knowledge of material and techniques involved in the design process.
	What is the essential knowledge that needs to be remembered?	Use of layers of fabrics and stitches to create pattern and texture; Use of more complex key words in verbal and written comments and opinions including analysis.	Control of dyes and printing process; Use of layers of fabrics and stitches to create a printed pattern on fabric; Use of embroidery skills to apply textures and pattern; Use of more complex key words in verbal and written comments and opinions, including analysis.	Sequencing of tasks for a range of cooking processes; apply subject specific terminology when completing theory tasks; nutrition and food safety and hygiene.	Different types of provisions within the different sectors- commercial, non-commercial, B&B, Pubs, Entertainment, theme Parks, Hospitals, hotel Prisons, Hostels, restaurants, Cafes, pop –up restaurants, street food.	How to generate design ideas with a computer program; creativity and links with other designers Reviewing and modifying design ideas based on success criteria and specifications; Control of materials; Representation of a design in 2 and 3 dimensional drawing	Use of CAD; Understanding of basic electronic circuits with key words such as current, positive, negative LED; Control of soldering components.
	What is the assessment intent and how will you assess?			Students will demonstrate mastery by creating a time plan showing correct sequence of food production.	Students will complete a range of tasks related different provisions and the sectors they belong to including role plays and job roles. Verbal and written summative feedback provided.	Lamp ideas and designs as well as research will be formatively assessed with feedback given on a feedback slip/MIB time given.	Designs, final products and evaluation will be given summative feedback, factoring in clear connections to the style of the theme/historical and cultural links or artist studied.
	What should the end point look like?	Completed observational drawing of an insect	Final piece with a student evaluation against success criteria	Creation of a time plan showing correct sequencing of activities, timings, dove tailing and health and safety practice.	Knowledge and understanding of the sectors of the hospitality and catering industry and provisions and	Students can generate a page of design ideas based on research and specifications. Students have used CAD	Students will assemble an acrylic lamp with a soldered electric circuit made via 2d design and the laser cutter.

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				services within them via a written task .	when working with a template on 2d design.	
How does it cover the NC?	AO1- 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 and balancing risks when creating products; consider resource availability and decide what resources are best to use; Develop technical and practical expertise; Develop and communicate design ideas using annotated sketches.	Students ability to demonstrate knowledge and understanding related to nutrition and food safety and how they affect successful hospitality and catering operations. LO3 AC1.1,-5	Identify origin, use complex subject specific terminology. They will be able to recall information and consolidate knowledge LO4 AC4.2	Know how to apply computing; understanding in creating technology products; Know how to apply engineering understanding to creating technology products; Understand what it is to be innovative; Understand and balancing risks when creating products Understand developments in design and technology Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions 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	Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions; Understand how more advanced mechanical systems used in their products enable changes in movement and force; Develop and communicate design ideas using annotated sketches; Develop and communicate design ideas using detailed plans; Develop and communicate design ideas using oral and digital presentations and computer-based tools; Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture