



Design & Technology

Key Stage 3 Framework for Learning


Year 8 2016-2017: Creative Foundations

Students in Technology will study (over the course of a single term) a range of skills and topics associated with the specialist area they are visiting. During Year 8 students will visit 2 areas of Technology and will spend 1 cycle of the rotation working within Computing. More rigorous details are available in mid-term planning documents as this framework encompasses all of the Technology KS3 curriculum for year 8.

Autumn 1

<p>Knowledge</p>	<p>Developing: During this term students will undertake a unit of work which follows the common contextual information outlined to all year 8 students at the start of the year. Students will be expected to complete a design and make activity in the specialist area of study based upon the topic 'dream house/space'. Students are to be given more creative freedoms to work and explore using tools, materials, ingredients and equipment during this unit whilst still following the required design process to undertake the activities, and learn the subject skills needed throughout KS3. (As outlined below) Students will study with a subject focus in Food, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p>
<p>Skills</p>	<p>Year 8 - Developing Subject Skills: Students will transition to year 8 with a focus on a new range of subject skills which should be used in conjunction with the skills and techniques used throughout Year 7 as part of their foundation year in Technology. The students will complete a unit of work which follows the pattern of a design and make activity whereby students will use the design process creatively to comply with a given design context.</p> <p>Research, Investigation and Analysis Client profiling and needs of the user. Comparing primary and secondary research information.</p> <p>Technical Knowledge (Materials, ingredients and processes)</p> <ul style="list-style-type: none"> • Industrial links to technology curriculum. • Employability skills (pre options) • Manufacturing techniques and scales of production. • Sustainability <p>Design and Development</p> <ul style="list-style-type: none"> • Creating thorough designs from specifications. • Development of design proposals. • Evaluating designs. • Generating detailed designs. • Thorough development of designs. • Modeling and communicating ideas. • Justifying design choices. <p>Making/Manufacturing Skills</p> <ul style="list-style-type: none"> • Producing high quality products. • Checking quality (QA/QC) during manufacture. • Producing high quality products. • Exploring manufacturing plans. <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluating against a specifications. • 3rd party opinions/survey • Suggesting further developments. • Thorough evaluation of all aspects of work. • Suggesting alternative methods for manufacture, with justifications.
<p>Assessment</p>	<p>Students in design and Technology will be assessed throughout their unit of work both formatively and summative against the CHS assessment criteria for Design and Technology.</p>




	<p>Key areas of assessment for students will be:</p> <ul style="list-style-type: none"> •Research and Investigation •Design and Development •Making •Testing and Evaluation •Communication. <p>This replicates the marking and assessment policy for students at KS4 and will enable students to familiarize themselves with the common assessment periods used throughout the unit.</p> <p>Students will be assessed at the end of the half term and in summary at the end of the term for the unit of work completed. Opportunities for students to self/peer assess their own work or the work of others will be included as part of the unit of work.</p> <p>Main classroom assessment tasks which will form the basis of their half termly assessment data will focus on:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Manufacture • Evaluation
Reward & enrichment	<p>Rewards</p> <p>Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson etc. Individual rewards could be used as incentives to engage and enthuse students further in lessons. At the end of each half term subject commendations will be awarded to students from each Technology group. Departmental rewards system will hope to develop students reward opportunities in Year 7.</p> <p>Enrichment</p> <p>Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>
Character	<p>QoS – Curiosity CV – Self-Help & Self Responsibility</p> 

Autumn 2

Knowledge	<p>Developing:</p> <p>During this term students will undertake a unit of work which follows the common contextual information outlined to all year 8 students at the start of the year. Students will be expected to complete a design and make activity in the specialist area of study based upon the topic ‘dream house/space’.</p> <p>Students are to be given more creative freedoms to work and explore using tools, materials, ingredients and equipment during this unit whilst still following the required design process to undertake the activities, and learn the subject skills needed throughout KS3. (As outlined below)</p> <p>Students will study with a subject focus in Food, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p>
Skills	<p>Year 8 - Developing Subject Skills:</p> <p>Students will transition to year 8 with a focus on a new range of subject skills which should be used in conjunction with the skills and techniques used throughout Year 7 as part of their foundation year in Technology. The students will complete a unit of work which follows the pattern of a design and make activity whereby students will use the design process creatively to comply with a given design context.</p> <p>Research, Investigation and Analysis</p> <p>Client profiling and needs of the user. Comparing primary and secondary research information.</p> <p>Technical Knowledge (Materials, ingredients and processes)</p> <ul style="list-style-type: none"> • Industrial links to technology curriculum. • Employability skills (pre options) • Manufacturing techniques and scales of production. • Sustainability <p>Design and Development</p> <ul style="list-style-type: none"> • Creating thorough designs from specifications. • Development of design proposals. • Evaluating designs. • Generating detailed designs.



	<ul style="list-style-type: none"> • Thorough development of designs. • Modeling and communicating ideas. • Justifying design choices. <p>Making/Manufacturing Skills</p> <ul style="list-style-type: none"> • Producing high quality products. • Checking quality (QA/QC) during manufacture. • Producing high quality products. • Exploring manufacturing plans. <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluating against a specifications. • 3rd party opinions/survey • Suggesting further developments. • Thorough evaluation of all aspects of work. • Suggesting alternative methods for manufacture, with justifications.
Assessment	<p>Students in design and Technology will be assessed throughout their unit of work both formatively and summative against the CHS assessment criteria for Design and Technology.</p> <p>Key areas of assessment for students will be:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Development • Making • Testing and Evaluation • Communication. <p>This replicates the marking and assessment policy for students at KS4 and will enable students to familiarize themselves with the common assessment periods used throughout the unit.</p> <p>Students will be assessed at the end of the half term and in summary at the end of the term for the unit of work completed. Opportunities for students to self/peer assess their own work or the work of others will be included as part of the unit of work.</p> <p>Main classroom assessment tasks which will form the basis of their half termly assessment data will focus on:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Manufacture • Evaluation
Reward & enrichment	<p>Rewards</p> <p>Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson etc. Individual rewards could be used as incentives to engage and enthuse students further in lessons. At the end of each half term subject commendations will be awarded to students from each Technology group. Departmental rewards system will hope to develop students reward opportunities in Year 7.</p> <p>Enrichment</p> <p>Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>
Character	<p>QoS – Creativity & Motivation CV – Solidarity & Social Responsibility</p> 

Spring 1

Knowledge	<p>Developing/Deepening:</p> <p>During this term students will undertake a unit of work which follows the common contextual information outlined to all year 8 students at the start of the year. Students will be expected to complete a design and make activity in the specialist area of study based upon the topic 'dream house/space'.</p> <p>Students are to be given more creative freedoms to work and explore using tools, materials, ingredients and equipment during this unit whilst still following the required design process to undertake the activities, and learn the subject skills needed throughout KS3. (As outlined below)</p> <p>Students will study with a subject focus in Food, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p>
Skills	<p>Year 8 - Developing/Deepening Subject Skills:</p> <p>Students will transition to year 8 with a focus on a new range of subject skills which should be used in conjunction with the skills and techniques used throughout Year 7 as part of their foundation year in Technology. The students will complete a unit of work which follows the pattern of a design and make activity whereby students will use the design process creatively to comply with a</p>



	<p>given design context.</p> <p>Research, Investigation and Analysis Client profiling and needs of the user. Comparing primary and secondary research information.</p> <p>Technical Knowledge (Materials, ingredients and processes)</p> <ul style="list-style-type: none"> • Industrial links to technology curriculum. • Employability skills (pre options) • Manufacturing techniques and scales of production. • Sustainability <p>Design and Development</p> <ul style="list-style-type: none"> • Creating thorough designs from specifications. • Development of design proposals. • Evaluating designs. • Generating detailed designs. • Thorough development of designs. • Modeling and communicating ideas. • Justifying design choices. <p>Making/Manufacturing Skills</p> <ul style="list-style-type: none"> • Producing high quality products. • Checking quality (QA/QC) during manufacture. • Producing high quality products. • Exploring manufacturing plans. <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluating against a specifications. • 3rd party opinions/survey • Suggesting further developments. • Thorough evaluation of all aspects of work. • Suggesting alternative methods for manufacture, with justifications.
<p>Assessment</p>	<p>Students in design and Technology will be assessed throughout their unit of work both formatively and summative against the CHS assessment criteria for Design and Technology.</p> <p>Key areas of assessment for students will be:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Development • Making • Testing and Evaluation • Communication. <p>This replicates the marking and assessment policy for students at KS4 and will enable students to familiarize themselves with the common assessment periods used throughout the unit.</p> <p>Students who have already completed a unit of work in Design and Technology will be assessed with a focus on developing skills and progression from their previous unit of work.</p> <p>Students will be assessed at the end of the half term and in summary at the end of the term for the unit of work completed. Opportunities for students to self/peer assess their own work or the work of others will be included as part of the unit of work.</p> <p>Main classroom assessment tasks which will form the basis of their half termly assessment data will focus on:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Manufacture • Evaluation
<p>Reward & enrichment</p>	<p>Rewards Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson etc. Individual rewards could be used as incentives to engage and enthuse students further in lessons. At the end of each half term subject commendations will be awarded to students from each Technology group. Departmental rewards system will hope to develop students reward opportunities in Year 7.</p> <p>Enrichment Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>
<p>Character</p>	<p>QofS – Resiliency & Practice</p>




CV – Equality & Equity



Spring 2

<p>Knowledge</p>	<p>Developing/Deepening: During this term students will undertake a unit of work which follows the common contextual information outlined to all year 8 students at the start of the year. Students will be expected to complete a design and make activity in the specialist area of study based upon the topic 'dream house/space'. Students are to be given more creative freedoms to work and explore using tools, materials, ingredients and equipment during this unit whilst still following the required design process to undertake the activities, and learn the subject skills needed throughout KS3. (As outlined below) Students will study with a subject focus in Food, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p>
<p>Skills</p>	<p>Year 8 - Developing/Deepening Subject Skills: Students will transition to year 8 with a focus on a new range of subject skills which should be used in conjunction with the skills and techniques used throughout Year 7 as part of their foundation year in Technology. The students will complete a unit of work which follows the pattern of a design and make activity whereby students will use the design process creatively to comply with a given design context.</p> <p>Research, Investigation and Analysis Client profiling and needs of the user. Comparing primary and secondary research information.</p> <p>Technical Knowledge (Materials, ingredients and processes)</p> <ul style="list-style-type: none"> • Industrial links to technology curriculum. • Employability skills (pre options) • Manufacturing techniques and scales of production. • Sustainability <p>Design and Development</p> <ul style="list-style-type: none"> • Creating thorough designs from specifications. • Development of design proposals. • Evaluating designs. • Generating detailed designs. • Thorough development of designs. • Modeling and communicating ideas. • Justifying design choices. <p>Making/Manufacturing Skills</p> <ul style="list-style-type: none"> • Producing high quality products. • Checking quality (QA/QC) during manufacture. • Producing high quality products. • Exploring manufacturing plans. <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluating against a specifications. • 3rd party opinions/survey • Suggesting further developments. • Thorough evaluation of all aspects of work. • Suggesting alternative methods for manufacture, with justifications.
<p>Assessment</p>	<p>Students in design and Technology will be assessed throughout their unit of work both formatively and summative against the CHS assessment criteria for Design and Technology.</p> <p>Key areas of assessment for students will be:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Development • Making • Testing and Evaluation • Communication. <p>This replicates the marking and assessment policy for students at KS4 and will enable students to familiarize themselves with the common assessment periods used throughout the unit.</p>




	<p>Students who have already completed a unit of work in Design and Technology will be assessed with a focus on developing skills and progression from their previous unit of work.</p> <p>Students will be assessed at the end of the half term and in summary at the end of the term for the unit of work completed. Opportunities for students to self/peer assess their own work or the work of others will be included as part of the unit of work.</p> <p>Main classroom assessment tasks which will form the basis of their half termly assessment data will focus on:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Manufacture • Evaluation
Reward & enrichment	<p>Rewards Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson etc. Individual rewards could be used as incentives to engage and enthuse students further in lessons. At the end of each half term subject commendations will be awarded to students from each Technology group. Departmental rewards system will hope to develop students reward opportunities in Year 7.</p> <p>Enrichment Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>
Character	<p>QoFS – Optimism & Empathy CV – Openness & Honesty</p> 

Summer 1

Knowledge	<p>Deepening: During this term students will undertake a unit of work which follows the common contextual information outlined to all year 8 students at the start of the year. Students will be expected to complete a design and make activity in the specialist area of study based upon the topic 'dream house/space'. Students are to be given more creative freedoms to work and explore using tools, materials, ingredients and equipment during this unit whilst still following the required design process to undertake the activities, and learn the subject skills needed throughout KS3. (As outlined below) Students will study with a subject focus in Food, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p>
Skills	<p>Year 8 - Deepening Subject Skills: Students will transition to year 8 with a focus on a new range of subject skills which should be used in conjunction with the skills and techniques used throughout Year 7 as part of their foundation year in Technology. The students will complete a unit of work which follows the pattern of a design and make activity whereby students will use the design process creatively to comply with a given design context.</p> <p>Research, Investigation and Analysis Client profiling and needs of the user. Comparing primary and secondary research information.</p> <p>Technical Knowledge (Materials, ingredients and processes)</p> <ul style="list-style-type: none"> • Industrial links to technology curriculum. • Employability skills (pre options) • Manufacturing techniques and scales of production. • Sustainability <p>Design and Development</p> <ul style="list-style-type: none"> • Creating thorough designs from specifications. • Development of design proposals. • Evaluating designs. • Generating detailed designs. • Thorough development of designs. • Modeling and communicating ideas. • Justifying design choices. <p>Making/Manufacturing Skills</p> <ul style="list-style-type: none"> • Producing high quality products.



	<ul style="list-style-type: none"> • Checking quality (QA/QC) during manufacture. • Producing high quality products. • Exploring manufacturing plans. <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluating against a specifications. • 3rd party opinions/survey • Suggesting further developments. • Thorough evaluation of all aspects of work. • Suggesting alternative methods for manufacture, with justifications.
Assessment	<p>Students in design and Technology will be assessed throughout their unit of work both formatively and summative against the CHS assessment criteria for Design and Technology.</p> <p>Key areas of assessment for students will be:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Development • Making • Testing and Evaluation • Communication. <p>This replicates the marking and assessment policy for students at KS4 and will enable students to familiarize themselves with the common assessment periods used throughout the unit.</p> <p>Students who have already completed a unit of work in Design and Technology will be assessed with a focus on developing skills and progression from their previous unit of work.</p> <p>Students will be assessed at the end of the half term and in summary at the end of the term for the unit of work completed. Opportunities for students to self/peer assess their own work or the work of others will be included as part of the unit of work.</p> <p>Main classroom assessment tasks which will form the basis of their half termly assessment data will focus on:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Manufacture • Evaluation
Reward & enrichment	<p>Rewards</p> <p>Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson etc. Individual rewards could be used as incentives to engage and enthuse students further in lessons. At the end of each half term subject commendations will be awarded to students from each Technology group. Departmental rewards system will hope to develop students reward opportunities in Year 7.</p> <p>Enrichment</p> <p>Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>
Character	<p>QoS – Reflection CV – Caring for Others & Self-Help</p> 
Summer 2	
Knowledge	<p>Deepening:</p> <p>During this term students will undertake a unit of work which follows the common contextual information outlined to all year 8 students at the start of the year. Students will be expected to complete a design and make activity in the specialist area of study based upon the topic 'dream house/space'.</p> <p>Students are to be given more creative freedoms to work and explore using tools, materials, ingredients and equipment during this unit whilst still following the required design process to undertake the activities, and learn the subject skills needed throughout KS3. (As outlined below)</p> <p>Students will study with a subject focus in Food, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p>
Skills	<p>Year 8 - Deepening Subject Skills:</p> <p>Students will transition to year 8 with a focus on a new range of subject skills which should be used in conjunction with the skills and techniques used throughout Year 7 as part of their foundation year in Technology. The students will complete a unit of work which follows the pattern of a design and make activity whereby students will use the design process creatively to comply with a given design context.</p>



	<p>Research, Investigation and Analysis Client profiling and needs of the user. Comparing primary and secondary research information.</p> <p>Technical Knowledge (Materials, ingredients and processes)</p> <ul style="list-style-type: none"> • Industrial links to technology curriculum. • Employability skills (pre options) • Manufacturing techniques and scales of production. • Sustainability <p>Design and Development</p> <ul style="list-style-type: none"> • Creating thorough designs from specifications. • Development of design proposals. • Evaluating designs. • Generating detailed designs. • Thorough development of designs. • Modeling and communicating ideas. • Justifying design choices. <p>Making/Manufacturing Skills</p> <ul style="list-style-type: none"> • Producing high quality products. • Checking quality (QA/QC) during manufacture. • Producing high quality products. • Exploring manufacturing plans. <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluating against a specifications. • 3rd party opinions/survey • Suggesting further developments. • Thorough evaluation of all aspects of work. • Suggesting alternative methods for manufacture, with justifications.
Assessment	<p>Students in design and Technology will be assessed throughout their unit of work both formatively and summative against the CHS assessment criteria for Design and Technology.</p> <p>Key areas of assessment for students will be:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Development • Making • Testing and Evaluation • Communication. <p>This replicates the marking and assessment policy for students at KS4 and will enable students to familiarize themselves with the common assessment periods used throughout the unit.</p> <p>Students who have already completed a unit of work in Design and Technology will be assessed with a focus on developing skills and progression from their previous unit of work.</p> <p>Students will be assessed at the end of the half term and in summary at the end of the term for the unit of work completed. Opportunities for students to self/peer assess their own work or the work of others will be included as part of the unit of work.</p> <p>Main classroom assessment tasks which will form the basis of their half termly assessment data will focus on:</p> <ul style="list-style-type: none"> • Research and Investigation • Design and Manufacture • Evaluation
Reward & enrichment	<p>Rewards Classroom rewards and opportunities will follow CHS reward criteria for routine points, star of the lesson etc. Individual rewards could be used as incentives to engage and enthuse students further in lessons. At the end of each half term subject commendations will be awarded to students from each Technology group. Departmental rewards system will hope to develop students reward opportunities in Year 7.</p> <p>Enrichment Enrichment opportunities might come in the form of wider experiences or further research opportunities. Guest speakers or links to industry experts could be used to help develop enrichment opportunities for students.</p>



CHORLTON HIGH SCHOOL: CURRICULUM

Character	QofS – Responsibility CV - Democracy	
------------------	---	---