



Design & Technology

Key Stage 3 Framework for Learning


Year 8 2017-2018: 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'.</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) Students will study with a subject focus in, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p> <p>Students will be introduced to more complex design and make activities at the beginning of the rotation. In Technology they will be required to design and make a multi material set of wind chimes or a mobile. In Textiles the students will create a home furnishing product using a series of decorative techniques.</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 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 specification.
<p>Assessment</p>	<p><i>Marking Point 1</i> A piece of classwork: Students will undertake a number of research pieces of work; these will be looked at cumulatively and a mark generated.</p> <p><i>Marking Point 2</i> A piece of classwork:</p>




	<p>Students will produce a manufacturing production plan.</p> <p><i>Marking Point 3</i> Home Learning Task This will be set in week 4 of the rotation. Students will complete a home learning booklet in which there are several elements of a design task to complete. A cumulative mark will be awarded.</p>
Cultural enrichment	<p>Enrichment opportunities will 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>Q of S Optimism It should be noted that although there is a termly Q of S focus that all 9 will be covered within each rotation</p> <p>Optimism: Students will be introduced to more complex design and make activities at the beginning of the rotation. In Technology they will be required to design and make a multi material set of wind chimes or a mobile. In Textiles the students will create a home furnishing product using a series of decorative techniques.</p> <p>The skills required to manufacture these products will require students to recall basic skills acquired in Year 7 and to be optimistic about their ability to successfully manage the more complex skills needed as they manufacture this year's product.</p>



Autumn 2

Knowledge	<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'.</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) Students will study with a subject focus in, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p> <p>Students will be introduced to more complex design and make activities at the beginning of the rotation. In Technology they will be required to design and make a multi material set of wind chimes or a mobile. In Textiles the students will create a home furnishing product using a series of decorative techniques.</p>
Skills	<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 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.





	<ul style="list-style-type: none"> • 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 specification.
Assessment	<p><i>Marking Point 1</i></p> <p>A piece of classwork: As the design and manufacturing task finishes students will be required to complete a full evaluation of the work and product.</p> <p><i>Marking Point 2</i></p> <p>Home Learning Task This will be set in week 4 of the rotation. Students will complete a home learning booklet in which there are several elements of a design task to complete. A cumulative mark will be awarded.</p> <p><i>Marking Point 3</i></p> <p>Students will sit a progress test of 1 hour in length. The test given to students will be appropriate to the individual Technology subject being currently studied in this rotation. All test will be in a format that the students will encounter should they elect to study a Technology subject at Key Stage 4.</p>
Cultural enrichment	Enrichment opportunities will 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.
Character	 <p>Q of S Empathy It should be noted that although there is a termly Q of S focus that all 9 will be covered within each rotation</p> <p>Empathy: As products are designed and manufactured, students will be required to empathise with the needs of their target client. In addition, they will be expected to show empathy towards their peers when they see them struggling with practical skills and to genuinely offer their assistance in order to help them to progress.</p>
Spring 1	
Knowledge	<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'.</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) Students will study with a subject focus in, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p> <p>Students will be introduced to more complex design and make activities at the beginning of the rotation. In Technology they will be required to design and make a multi material set of wind chimes or a mobile. In Textiles the students will create a home furnishing product using a series of decorative techniques.</p>
Skills	<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 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 specification.
Assessment	<p><i>Marking Point 1</i> A piece of classwork: Students will undertake a number of research pieces of work; these will be looked at cumulatively and a mark generated.</p> <p><i>Marking Point 2</i> A piece of classwork: Students will produce a manufacturing production plan.</p> <p><i>Marking Point 3</i> Home Learning Task This will be set in week 4 of the rotation. Students will complete a home learning booklet in which there are several elements of a design task to complete. A cumulative mark will be awarded.</p>
Cultural enrichment	<p>Enrichment opportunities will 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	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Q of S Creativity & Curiosity It should be noted that although there is a termly Q of S focus that all 9 will be covered within each rotation</p> <p>Creativity: During the completion of written work, students will be given the opportunity to produce a variety of work where their creativity can be used. In particular, it is expected that in addition to their sketches students are able to fully annotate their work using a variety of materials and processes including a justification of their choices</p> <p>Curiosity: During the completion of the rotation, students will be introduced to several topics where they may have none or very little personal knowledge. As a result, it is expected that they will have a natural curiosity about topics that they have not encountered previously. Much of the initial work within a rotation requires a student to work independently on their research using a variety of sources.</p>
<h2>Spring 2</h2>	
Knowledge	<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'.</p> <p>Students are to be given more creative freedoms to work and explore using tools, materials, ingredients and equipment during this</p>




	<p>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, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p> <p>Students will be introduced to more complex design and make activities at the beginning of the rotation. In Technology they will be required to design and make a multi material set of wind chimes or a mobile. In Textiles the students will create a home furnishing product using a series of decorative techniques.</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 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 specification.
Assessment	<p><i>Marking Point 1</i></p> <p>A piece of classwork:</p> <p>As the design and manufacturing task finishes students will be required to complete a full evaluation of the work and product.</p> <p><i>Marking Point 2</i></p> <p>Home Learning Task</p> <p>This will be set in week 4 of the rotation.</p> <p>Students will complete a home learning booklet in which there are several elements of a design task to complete. A cumulative mark will be awarded.</p> <p><i>Marking Point 3</i></p> <p>Students will sit a progress test of 1 hour in length. The test given to students will be appropriate to the individual Technology subject being currently studied in this rotation. All test will be in a format that the students will encounter should they elect to study a Technology subject at Key Stage 4.</p>
Cultural enrichment	<p>Enrichment opportunities will 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	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Q of S Responsibility & Reflection</p> <p>It should be noted that although there is a termly Q of S focus that all 9 will be covered within each rotation</p> <p>Responsibility: Students will need to show responsibility during ongoing practical tasks to ensure the health and wellbeing of not</p>



	<p>only themselves but others in the room.</p> <p>Reflection: At several points within the rotation, students will be asked to reflect on the work that they have completed. This may either be written or practical tasks. The reflecting that they do will enable them to fully evaluate their work and set personal targets to make progress in the future.</p>
<h2>Summer 1</h2>	
<p>Knowledge</p>	<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'.</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) Students will study with a subject focus in, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p> <p>Students will be introduced to more complex design and make activities at the beginning of the rotation. In Technology they will be required to design and make a multi material set of wind chimes or a mobile. In Textiles the students will create a home furnishing product using a series of decorative techniques.</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 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 specification.
<p>Assessment</p>	<p><i>Marking Point 1</i> A piece of classwork: Students will undertake a number of research pieces of work; these will be looked at cumulatively and a mark generated.</p> <p><i>Marking Point 2</i> A piece of classwork: Students will produce a manufacturing production plan.</p> <p><i>Marking Point 3</i> Home Learning Task This will be set in week 4 of the rotation. Students will complete a home learning booklet in which there are several elements of a design task to complete. A cumulative</p>



	mark will be awarded.
Cultural enrichment	Enrichment opportunities will 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.
Character	 <p>Q of S Practice & Resiliency It should be noted that although there is a termly Q of S focus that all 9 will be covered within each rotation</p> <p>Practice: Completion of written tasks within lesson time will give the students practice in answering questions of varying styles that they will be given within termly progress tests.</p> <p>When manufacturing their products both in Technology and Textiles, many of the students will revisit skills and techniques enabling them to further practice and enhance these skills.</p> <p>Resiliency: It is inevitable as they manufacture their products both within Technology and Textiles that students will make mistakes. They will need to develop a level of resiliency realizing that often it is through mistakes that they learn.</p>

Summer 2

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'.</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) Students will study with a subject focus in, Digital Technology, Product Design or Textiles typically responding to a design brief, or a given scenario.</p> <p>Students will be introduced to more complex design and make activities at the beginning of the rotation. In Technology they will be required to design and make a multi material set of wind chimes or a mobile. In Textiles the students will create a home furnishing product using a series of decorative techniques.</p>
Skills	<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 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 specification.
Assessment	<p><i>Marking Point 1</i> A piece of classwork: As the design and manufacturing task finishes students will be required to complete a full evaluation of the work and product.</p> <p><i>Marking Point 2</i> Home Learning Task This will be set in week 4 of the rotation. Students will complete a home learning booklet in which there are several elements of a design task to complete. A cumulative mark will be awarded.</p> <p><i>Marking Point 3</i> Students will sit a progress test of 1 hour in length. The test given to students will be appropriate to the individual Technology subject being currently studied in this rotation. All test will be in a format that the students will encounter should they elect to study a Technology subject at Key Stage 4.</p>
Cultural enrichment	<p>Enrichment opportunities will 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	<div data-bbox="405 936 480 1016" data-label="Image"></div> <p>Q of S Motivation It should be noted that although there is a termly Q of S focus that all 9 will be covered within each rotation</p> <p>Motivation: Throughout all lessons students will need to maintain motivation in order that they complete all tasks whether they are written or practical ones.</p>