

Year Group	Autumn Term	Spring Term	Summer Term
<p>Year 7</p>	<p>Rotation 1</p> <p>Focus/Theme: Baseline testing first lesson – to establish base grade. Reflection of product analysis and design concepts. Designing/sketching. Ability to meet a design brief. Food – testing the knowledge of ingredients.</p> <p>SD – Candle making DLM – Key hooks LHB – Mobile Phone skins UM - Food Nutrition power project 1</p> <p>Key skills/objectives:</p> <p>SD – Existing product analysis, meeting a design brief, 3D design, mood boards. Label creation and candle making. DLM – Deign use of tech soft. Workshop skills in basic cutting and use of saw, sanding machine and finishing. Cutting using coping saw Sanding machine LHB - 3D design, designing for a purpose and target audience/market. Product analysis. Design concepts UM – Gaining knowledge and understanding of nutritional values within food. Basic of ingredients, food preparation and cooking. Health and safety. Wellbeing and health.</p>	<p>Rotation 2</p> <p>Focus/Theme:</p> <p>SD – Candle making DLM – Key hooks LHB – Mobile Phone skins UM - Food Nutrition power project 1</p> <p>Key skills/objectives:</p> <p>SD – Existing product analysis, meeting a design brief, 3D design, mood boards. Label creation and candle making. DLM – Deign use of tech soft. Workshop skills in basic cutting and use of saw, sanding machine and finishing. Cutting using coping saw Sanding machine LHB - 3D design, designing for a purpose and target audience/market. Product analysis. Design concepts UM – Gaining knowledge and understanding of nutritional values within food. Basic of ingredients, food preparation and cooking. Health and safety. Wellbeing and health.</p>	<p>Rotation 3</p> <p>Focus/Theme:</p> <p>SD – Candle making DLM – Key hooks LHB – Mobile Phone skins UM - Food Nutrition power project 1</p> <p>Key skills/objectives:</p> <p>SD – Existing product analysis, meeting a design brief, 3D design, mood boards. Label creation and candle making. DLM – Deign use of tech soft. Workshop skills in basic cutting and use of saw, sanding machine and finishing. Cutting using coping saw Sanding machine LHB - 3D design, designing for a purpose and target audience/market. Product analysis. Design concepts UM – Gaining knowledge and understanding of nutritional values within food. Basic of ingredients, food preparation and cooking. Health and safety. Wellbeing and health.</p>

	<p>Key resources/texts: PowerPoints, information sheets, Designer research sheets, Specification information, students work booklets, Art, Textiles & resistant materials, health and safety information. Use of ICT research. CAD.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1) Research – Research work that investigates existing products that link to set project theme. Students responses to product analysis and understanding of target markets/customers. Students mood board creations and specifications. 2) Design – Creation of student’s design work. Ability of sketching and application of colour/rendering. Success criteria in meeting the projects design brief. 3) Make/evaluate - Students final products/pieces. Suitability to target market and meeting the given design brief. <p>Students project evaluations</p>	<p>Key resources/texts: PowerPoints, information sheets, Designer research sheets, Specification information, and students work booklets, Art, Textiles & resistant materials, health and safety information. Use of ICT research. CAD.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1) Research – Research work that investigates existing products that link to set project theme. Students responses to product analysis and understanding of target markets/customers. Student’s mood board creations and specifications. 2) Design – Creation of student’s design work. Ability of sketching and application of colour/rendering. Success criteria in meeting the projects design brief. 3) Make/evaluate - Student’s final products/pieces. Suitability to target market and meeting the given design brief. <p>Students project evaluations</p>	<p>Key resources/texts: PowerPoints, information sheets, Designer research sheets, Specification information, and students work booklets, Art, Textiles & resistant materials, health and safety information. Use of ICT research. CAD.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1) Research – Research work that investigates existing products that link to set project theme. Student’s responses to product analysis and understanding of target markets/customers. Student’s mood board creations and specifications. 2) Design – Creation of student’s design work. Ability of sketching and application of colour/rendering. Success criteria in meeting the projects design brief. 3) Make/evaluate - Student’s final products/pieces. Suitability to target market and meeting the given design brief. <p>Students project evaluations</p>
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Year 8	<p>Rotation 1:</p> <p>Focus/Theme: Baseline testing first lesson to establish base grade. Reflection of product analysis and design concepts. Designing/sketching. Ability to meet a design brief. Food – testing the knowledge of ingredients.</p> <p>Focus/Theme:</p> <p>DL – Felt animal keyrings DLM – Food Nutrition power project 2 LHB - Clocks UM – Food Nutrition power project 2 SD - Monster party invitations</p> <p>Key skills/objectives:</p> <p>DL – Template cutting, hand sewing, applique, surface embellishments, Quilting. DLM – Investigating nutrition and properties with food and how these impact on the body. Chemical reactions in food. Ingredients, food preparation and cooking times and temperatures. Health and safety. Wellbeing and health. LHB – Product analysis, working to a given brief, constructions and mechanisms of a clock. Designs and concepts set on a given theme/genre. Laser cutter.</p>	<p>Rotation 2:</p> <p>Focus/Theme:</p> <p>DL – Felt animal keyrings DLM – Food Nutrition power project 2 LHB - Clocks UM – Food Nutrition power project 2 SD - Monster party invitations</p> <p>Key skills/objectives:</p> <p>DL – Template cutting, hand sewing, applique, surface embellishments, Quilting. DLM – Investigating nutrition and properties with food and how these impact on the body. Chemical reactions in food. Ingredients, food preparation and cooking times and temperatures. Health and safety. Wellbeing and health. LHB – Product analysis, working to a given brief, constructions and mechanisms of a clock. Designs and concepts set on a given theme/genre. Laser cutter. UM - Investigating nutrition and properties with food and how these impact on the body. Chemical reactions in food. Ingredients, food preparation and cooking times and temperatures. Health and safety. Wellbeing and health.</p>	<p>Rotation 3:</p> <p>Focus/Theme:</p> <p>DL – Felt animal keyrings DLM – Food Nutrition power project 2 LHB - Clocks UM – Food Nutrition power project 2 SD - Monster party invitations</p> <p>Key skills/objectives:</p> <p>DL – Template cutting, hand sewing, applique, surface embellishments, Quilting. DLM – Investigating nutrition and properties with food and how these impact on the body. Chemical reactions in food. Ingredients, food preparation and cooking times and temperatures. Health and safety. Wellbeing and health. LHB – Product analysis, working to a given brief, constructions and mechanisms of a clock. Designs and concepts set on a given theme/genre. Laser cutter. UM - Investigating nutrition and properties with food and how these impact on the body. Chemical reactions in food. Ingredients, food</p>

	<p>UM - Investigating nutrition and properties with food and how these impact on the body. Chemical reactions in food. Ingredients, food preparation and cooking times and temperatures. Health and safety. Wellbeing and health.</p> <p>SD – investigating other invitations, target markets and themes, layouts, fonts, CAD, design concepts, meeting a brief.</p> <p>Key resources/texts:</p> <p>PowerPoints, information sheets, Designer research sheets, Specification information, and students work booklets, Art, Textiles & resistant materials, health and safety information. Use of ICT to research. CAD.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1) Research – Research work that investigates existing products that link to set project theme. Students responses to product analysis and understanding of target markets/customers. Students mood board creations and specifications. 2) Design – Creation of student’s design work. Ability of sketching and application of colour/rendering. Success 	<p>SD – investigating other invitations, target markets and themes, layouts, fonts, CAD, design concepts, meeting a brief.</p> <p>Key resources/texts:</p> <p>PowerPoints, information sheets, Designer research sheets, Specification information, and students work booklets, Art, Textiles & resistant materials, health and safety information. Use of ICT to research. CAD.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1) Research – Research work that investigates existing products that link to set project theme. Student’s responses to product analysis and understanding of target markets/customers. Student’s mood board creations and specifications. 2) Design – Creation of student’s design work. Ability of sketching and application of colour/rendering. Success criteria in meeting the projects design brief. 3) Make/evaluate - Student’s final products/pieces. Suitability to target market and meeting the given design brief. 	<p>preparation and cooking times and temperatures. Health and safety. Wellbeing and health.</p> <p>SD – investigating other invitations, target markets and themes, layouts, fonts, CAD, design concepts, meeting a brief.</p> <p>Key resources/texts:</p> <p>PowerPoints, information sheets, Designer research sheets, Specification information, and students work booklets, Art, Textiles & resistant materials, health and safety information. Use of ICT to research. CAD.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1) Research – Research work that investigates existing products that link to set project theme. Student’s responses to product analysis and understanding of target markets/customers. Student’s mood board creations and specifications. 2) Design – Creation of student’s design work. Ability of sketching and application of colour/rendering. Success
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