

## Programme of Study

### Design & Technology

2018-2019	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Food &amp; Nutrition</b>	Pupils will learn to make a range of products based on food preparation and nutrition supported by theory knowledge. Through a variety of themed weeks, student's skills will be built upon year by year by advancing skills in the handling, preparation and cooking of a range of professional dishes.	Pupils will continue to learn to make a range of products based on food preparation and nutrition supported by theory knowledge. Through a variety of themed weeks, student's skills will be built upon year by year by advancing skills in the handling, preparation and cooking of a range of professional dishes.	Pupils will continue to learn to make a range of products based on food preparation and nutrition supported by theory knowledge. Through a variety of themed weeks, student's skills will be built upon year by year by advancing skills in the handling, preparation and cooking of a range of professional dishes.	AQA GCSE Food preparation & nutrition  Building upon the breadth of skills learnt in KS3, students apply their knowledge of a range of food preparation and cooking skills to complete NEA preparation and food experimentation.	AQA GCSE Food preparation & nutrition  NEA becomes the focus of Year 11, responding to a range of externally set exam tasks exploring food science.  Upon completion of NEA1 & NEA2, final revision for the end of course exam is undertaken.
<b>Graphics</b>	<b>Fusion – snack bar.</b>  Through creative writing, imagination and research, students design their own snack bar. Skills are developed in Adobe Photoshop to realise their design idea combining basic CAD skills such as image and text editing. Final assessment surrounds	<b>Tom Dixon – Mirror</b>  Taking inspiration from British designer Tom Dixon, students use geometric and tessellating shapes to create designs using CAD. Final products are produced using a mix of plywood and acrylic, with etching and cuts.	<b>Fragrance</b>  After a series of investigative tasks and drawing practise, students develop perspective drawings of bottles. Once they have designed their bottle they develop it using Adobe Photoshop. Final designs are presented in the form of a perfume advert using CAD skills.	AQA Art & Design: Graphic Communication  Develop a response to a set brief through research, experimentation and development to create a portfolio of evidence worth 60% of the final GCSE. Explore artists, media and techniques	AQA Art & Design: Graphic Communication  Major project Students choose their own brief from a selection to work through as their major project, spanning from Easter through to December working in suitable media. Externally set task:

	the completion of a chocolate bar mock-up.			to support development.	AQA briefs are issued in January. Students work through their chosen brief in preparation for their 10 hour assessment.
<b>Resistant Materials</b>	<p><b>Wooden vehicle</b></p> <p>Pupils will design and make wooden vehicles to introduce them to workshop health &amp; safety, machines and materials. Upon completion of the Health and Safety passport, students work independently to create their outcome.</p>	<p><b>Smart Sign</b></p> <p>Pupils will design and make a Smart Sign containing a working electrical circuit. CAD / CAM is built into the project to develop students' use of 2D design skills and laser cutting.</p>	<p><b>Memphis Clock</b></p> <p>Pupils will design and make a Memphis inspired clock in a range of wood and plastics. Elaborate designs are encouraged and a range of complex cutting, shaping and finishing result in a final clock product to take home.</p>	<p><b>OCR Cambridge Nationals – Engineering Design</b></p> <p>Our Cambridge National in Engineering Design helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively. Students complete 2 units in Year 10.</p>	<p><b>OCR Cambridge Nationals – Engineering Design</b></p> <p>Our Cambridge National in Engineering Design helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively. Students complete 2 units in Year 11 including a 1 hour exam.</p>
<b>Textiles</b>	<p><b>Snake</b></p> <p>Pupils will design and make snakes using a variety of hand and machine stitching and dyeing techniques.</p>	<p><b>Union Jack</b></p> <p>Pupils will design and make British cushions to develop a range of sewing machine skills. Using laser cut templates, they</p>	<p><b>Eye</b></p> <p>In preparation for GCSE study students are introduced to a range of textile artists. They work with a range of media and</p>	<p><b>AQA Art &amp; Design: Textiles</b></p> <p>Develop a response to a set brief through research, experimentation and</p>	<p><b>AQA Art &amp; Design: Textiles</b></p> <p>Major project Students choose their own brief from a selection to work</p>

	<p>Developing hand and machine stitching skills, students will combine them in their final snake design. Health and Safety passports are completed prior to practical work.</p>	<p>embellish their designs with a British theme. Final products are completed to a professional standard.</p>	<p>styles to create an eye to combine all the artist styles. Final work is presented on an A2 board in GCSE style.</p>	<p>development to create a portfolio of evidence worth 60% of the final GCSE. Explore artists, media and techniques to support development.</p>	<p>through as their major project, spanning from Easter through to December working in suitable media. Externally set task:</p> <p>AQA briefs are issued in January. Students work through their chosen brief in preparation for their 10 hour assessment.</p>
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