

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Food An introduction to food and nutrition 10 weeks	<ul style="list-style-type: none"> - Hygiene, safety & bacteria - Safe food storage - The Eatwell guide - An introduction to nutrition - The 8 Tips for healthy eating - Planning a healthy breakfast - Teenager's diets - Designing a food product - Basic food science <p>Food practicals to cover a range of basic, introductory skills</p> <ul style="list-style-type: none"> - Fruit salad - Pasta salad - Bread - Chicken goujons - Snack-on-toast 	<p>Key Topic Tests:</p> <ul style="list-style-type: none"> - The 8 Tips for healthy eating- extended writing - Healthy breakfast choices - designing - Teenager's diets - comprehension <p>3 assessed tasks all marked out of 15, therefore a total mark out of 45 will be used for data tracking.</p> <p>levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces. Teacher will do group verbal feedback as well.</p>	<p>The project begins with a design brief and then subsequent topics are built around this.</p> <p>Healthy eating and knowledge of nutrition underpin all of the food work in KS3 & KS4.</p>	<ul style="list-style-type: none"> • Paired / class discussions • Use of key terms – definitions to be written by the pupils in the key word table • SEEU slide developed for each key word • Extended reading task for home learning • Class discussions / debate <p>All literacy opportunities are identified in booklets through the departments symbol system.</p>

<p>Textiles</p> <p>UK to Africa project</p> <p>10 weeks</p>	<p>Portfolio tasks to include:</p> <ul style="list-style-type: none"> - Exploring design briefs - Carrying out research - Design ideas including review and refinement - Development and technique testing - Construction and decorative work using a variety of textiles techniques (running stitch, back stitch, stem stitch, applique, tie-dye) - Evaluations 	<p>Key Topic Tests:</p> <ul style="list-style-type: none"> - Final design - Product (cushion) - Evaluation <p>3 assessed tasks all marked out of 15, therefore a total mark out of 45 will be used for data tracking.</p> <p>levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces. Teacher will do group verbal feedback as well.</p>	<p>The Year 8 Textiles unit starts to bridge the gap between KS3 Design & Technology and the BTEC Art (Textiles) course. Pupils are still taught the fundamentals of the design process but more artistic design and manufacturing skills are starting to be developed.</p>	<ul style="list-style-type: none"> • Paired / class discussions • Use of key terms – definitions to be written by the pupils in the key word table • SEEU slide developed for each key word • Extended reading task for home learning • Class discussions / debate <p>All literacy opportunities are identified in booklets through the departments symbol system.</p>
<p>Product Design</p> <p>Celebrations Project</p> <p>10 weeks</p>	<ul style="list-style-type: none"> - Design Brief - Specification - Mood board - Extended reading – plastic toys: is it time we cut back - Cheap plastic products research - Product analysis - Design and development - Manufacturing - Evaluation 	<p>Key Topic Tests:</p> <ul style="list-style-type: none"> - Product analysis - Design & Development - Manufacturing - Evaluation <p>3 assessed tasks all marked out of 15, therefore a total mark out of 45 will be used for data tracking.</p> <p>Levelled criteria for all formally assessed tasks to be shared with pupils</p>	<p>The Year 8 curriculum builds upon knowledge gained in Year 7 about applying the design process to design and create unique ideas. It also introduces the concepts of mechanical and electronic control.</p> <p>The topics taught in this project underpin further work into these subjects at KS3 & KS4.</p>	<ul style="list-style-type: none"> • Paired / class discussions • Use of key terms – definitions to be written by the pupils in the key word table • SEEU slide developed for each key word • Extended reading task for home learning • Class discussions / debate <p>All literacy opportunities are identified in booklets through the departments symbol system.</p>

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<p>Graphics and Marketing</p> <p>Designing and marketing new ice cream flavours</p> <p>10 weeks</p>	<ul style="list-style-type: none"> - Introduction to the marketing mix - Product – what is the difference between product and service? - Product analysis of existing products - Customer profiles - Promotional advertising methods - Creating adverts using Canava - Place (including extended writing question) - Price (including calculations) 	<p>Key Topic Tests</p> <ul style="list-style-type: none"> - Designing a new ice cream flavour and packaging - Creating adverts using different design techniques - Benefits and drawbacks of selling products online and in store <p>3 assessed tasks all marked out of 15, therefore a total mark out of 45 will be used for data tracking.</p> <p>Levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces.</p> <p>Teacher will do group verbal feedback as well.</p>	<p>The Year 8 curriculum builds upon knowledge gained in Year 7 about applying the design process to design and create unique ideas. It also introduces the concepts of marketing and advertisement.</p> <p>The topics taught in this project underpin further work into these subjects at KS3 & KS4.</p>	<ul style="list-style-type: none"> • Paired / class discussions • Use of key terms – definitions to be written by the pupils in the key word table • SEEU slide developed for each key word • Extended reading task • Class discussions / debate <p>All literacy opportunities are identified in booklets through the departments symbol system.</p>