

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Food</b> - Diet, nutrition & Health  (10 weeks)	<ul style="list-style-type: none"> <li>- Hygiene, safety &amp; bacteria</li> <li>- Safe food storage</li> <li>- Bacteria and food poisoning</li> <li>- The Eatwell guide</li> <li>- Diet analysis</li> <li>- Diet related diseases</li> <li>- Planning food for people with diet related conditions</li> </ul> <p>Food practicals to cover a range of medium level skills building upon basic skills covered in Year 7. Food practicals to allow for recipe modification where necessary e.g. change of filling</p> <ul style="list-style-type: none"> <li>- Savoury rice</li> <li>- Pizza whirls</li> <li>- Cheese and onion pasties</li> <li>- Carrot cakes</li> <li>- Pancakes</li> </ul>	<p><b>Key Topic Tests</b></p> <ul style="list-style-type: none"> <li>- Food safety assessment</li> <li>- Diet analysis assessment</li> <li>- Planning food for people with diet related conditions</li> </ul> <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 hygiene &amp; safety and takes the topic further starting to explore food poisoning and food storage aspects of this topic. It also builds upon nutrition knowledge and starts to apply this knowledge to real life situations – designing for teenagers &amp; modifying recipes for people with special diets.</p> <p>The topics taught in this project underpin further work into these subjects at KS3 &amp; KS4.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- SEEU slide developed for each key word</li> <li>- Extended reading task for home learning</li> <li>- Class discussions / debate</li> </ul> <p>All literacy opportunities are identified in booklets through the departments symbol system.</p>

<p><b>Textiles - Monsters</b> (10 weeks)</p>	<p>Portfolio tasks to include:</p> <ul style="list-style-type: none"> <li>- Health &amp; safety</li> <li>- Exploring design briefs</li> <li>- Carrying out research</li> <li>- Design ideas including review and refinement</li> <li>- Development and technique testing</li> </ul> <p>Construction and decorative work using a variety of textiles techniques (Running stitch, Back stitch , Cross Stitch , Sequins , Beads, Buttons , Pattern Cutting, Evaluations)</p>	<p><b>Key Topic Tests</b></p> <ul style="list-style-type: none"> <li>- Artist research</li> <li>- Final design</li> <li>- Product (toy)</li> </ul> <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 Textiles unit starts to bridge the gap between KS3 Design &amp; 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"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- SEEU slide developed for each key word</li> <li>- Extended reading task for home learning</li> <li>- Class discussions / debate</li> </ul>
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<p><b>Product Design</b> – Laser cut keyring and packaging design</p> <p>(10 weeks)</p>	<ul style="list-style-type: none"> <li>- Task analysis and mood board</li> <li>- IPAC assessment – existing product analysis</li> <li>- Design ideas</li> <li>- Contouring a bitmap image</li> </ul> <p>Manufacturing / assembly of products</p> <ul style="list-style-type: none"> <li>- Evaluation and improvements</li> </ul> <p>Soldering safety</p> <p>-</p>	<p><b>Key Topic Tests</b></p> <ul style="list-style-type: none"> <li>- Product analysis – SPAG assessment</li> <li>- Designing and developing ideas</li> <li>- Evaluating</li> </ul> <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.</p> <p>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 &amp; KS4.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- SEEU slide developed for each key word</li> <li>- Extended reading task for home learning</li> <li>- Class discussions / debate</li> </ul>
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<p><b>Graphics and Marketing</b> – Designing and marketing new ice cream flavours  (10 weeks)</p>	<ul style="list-style-type: none"> <li>- Introduction to the marketing mix</li> <li>- Product – what is the difference between product and service?</li> <li>- Product analysis of existing products</li> <li>- Customer profiles</li> <li>- Promotional advertising methods</li> <li>- Creating adverts using Canva</li> <li>- Place (including extended writing question)</li> </ul> <p>Price (including calculations)</p>	<p><b>Key Topic Tests</b></p> <ul style="list-style-type: none"> <li>- Designing a new ice cream flavour and packaging</li> <li>- Creating adverts using different design techniques</li> <li>- Benefits and drawbacks of selling products online and in store</li> </ul> <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 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 &amp; KS4.</p>	<ul style="list-style-type: none"> <li>- Paired / class discussions</li> <li>- Use of key terms – definitions to be written by the pupils in the key word table</li> <li>- SEEU slide developed for each key word</li> <li>- Extended reading task</li> <li>- Class discussions / debate</li> </ul> <p>All literacy opportunities are identified in booklets through the departments symbol system.</p>
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