

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Food –</b> Food choices and Life stages  10 weeks	<ul style="list-style-type: none"> <li>- Factors affecting food choice</li> <li>- Planning nutritional meals within a budget</li> <li>- Ethical food choices</li> <li>- Vegetarians</li> <li>- Nutritional needs of different life stages</li> </ul> <p>Food practicals to cover a range of medium - higher level skills building upon basic skills covered in Year 7 &amp; 8</p> <ul style="list-style-type: none"> <li>- Mac 'n' cheese</li> <li>- Mini quiche</li> <li>- Spring rolls</li> <li>- Cheesecake</li> <li>- Swiss roll</li> </ul>	<b>Key Topic Tests</b> <ul style="list-style-type: none"> <li>- Food choices assessment - budgeting</li> <li>- Ethical food choices assessment (long answer question)</li> <li>- Children's menu analysis</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 9 curriculum builds upon knowledge gained in Years 7 &amp; 8 and starts to look into further life stages. The year 9 curriculum covers many of the theory topics to be included in Year 10</p> <p>The skills assessed in the various tasks are useful to underpin the skills needed at 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> </ul> <p>All literacy opportunities are identified in booklets through the department's symbol system.</p>

<p><b>Textiles –</b> 1920's Art Deco purse</p> <p>10 weeks</p>	<p>Portfolio tasks to include:</p> <ul style="list-style-type: none"> <li>- Using tools and equipment</li> <li>- Exploring design briefs and Task Analysis</li> <li>- Carrying out research</li> <li>- Design ideas including review and refinement</li> <li>- Development and technique testing</li> <li>- Construction and decorative work using a variety of textiles techniques (Hand embroidery stitches, Sewing Machines , Surface Pattern, Block printing, Embellishment, Pattern cutting, Fastening)</li> </ul> <p>Evaluation</p>	<p><b>Key Topic Tests:</b></p> <ul style="list-style-type: none"> <li>- Mood board</li> <li>- Final design</li> <li>- Product (bag)</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>Assessment criteria to be shared with the classes for each assessed task.</p> <p>Detailed written feedback provided on the tasks listed about</p> <p>Other tasks will be self and peer assessed using the checklist at the front of the booklet</p> <p>Group feedback on common misconceptions and corrections to be shared verbally</p>	<p>The Year 9 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> </ul> <p>All literacy opportunities are identified in booklets through the department's symbol system.</p>
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<p><b>Product Design – Jewellery Cube</b></p> <p>10 weeks</p>	<ul style="list-style-type: none"> <li>- Task analysis</li> <li>- Mood board</li> <li>- Materials research</li> <li>- Extended writing – existing product analysis</li> <li>- Design ideas</li> <li>- Manufacturing diary</li> <li>- Manufacturing / assembly of products</li> <li>- Evaluation</li> </ul>	<p><b>Key Topic Tests:</b></p> <ul style="list-style-type: none"> <li>- Existing product analysis</li> <li>- Design ideas</li> <li>- Product manufacturing / assembly</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>Assessment criteria to be shared with the classes for each assessed task.</p> <p>Detailed written feedback provided on the tasks listed about</p> <p>Other tasks will be self and peer assessed using the checklist at the front of the booklet</p> <p>Group feedback on common misconceptions and corrections to be shared verbally</p>	<p>The Year 9 curriculum further develops the knowledge gained in Year 7 and 8 and provides a link to GCSE project work as it uses a simplified version of a past coursework task.</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> </ul> <p>All literacy opportunities are identified in booklets through the department's symbol system.</p>
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<p><b>Graphics and Marketing</b></p> <p>10 weeks</p>	<ul style="list-style-type: none"> <li>- Market research methods</li> <li>- Primary and secondary research</li> <li>- Quantative and qualitive data</li> <li>- Create a questionnaire and analyse the results</li> <li>- Market segmentation</li> <li>- Designing t-shirts based on market research</li> <li>- Presentation</li> <li>- Peer review</li> </ul>	<p><b>Key Topic Tests</b></p> <ul style="list-style-type: none"> <li>- Primary and secondary research</li> <li>- Designing ideas (T-shirt)</li> <li>- Group presentation and feedback</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 9 curriculum builds upon knowledge gained in Years 7&amp;8 about applying the design process to design and create unique ideas. It also develops the concepts of marketing and advertisement.</p> <p>The topics taught in this project underpin further work into these subjects at 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> </ul> <p>All literacy opportunities are identified in booklets through the department's symbol system.</p>
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