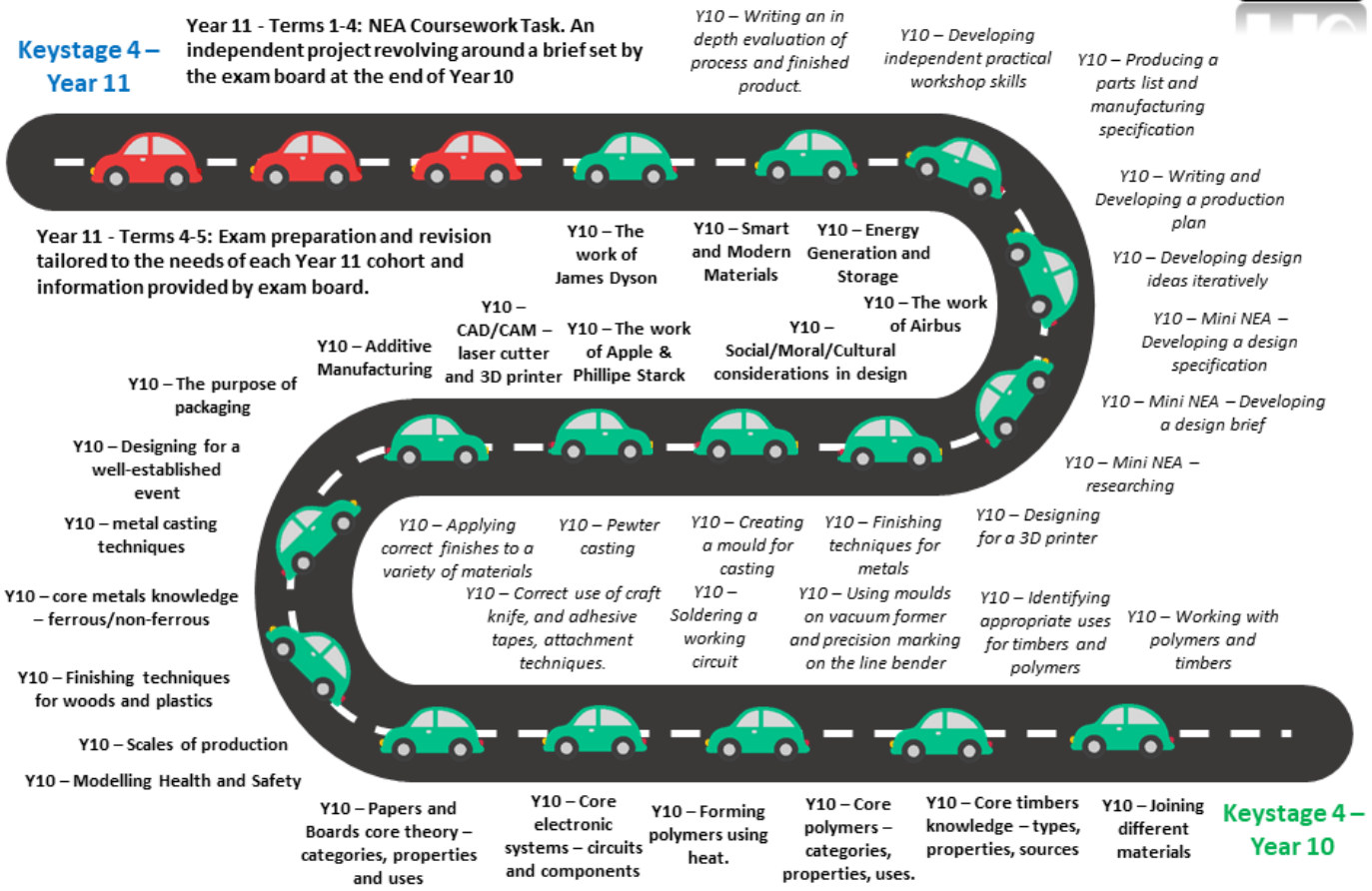
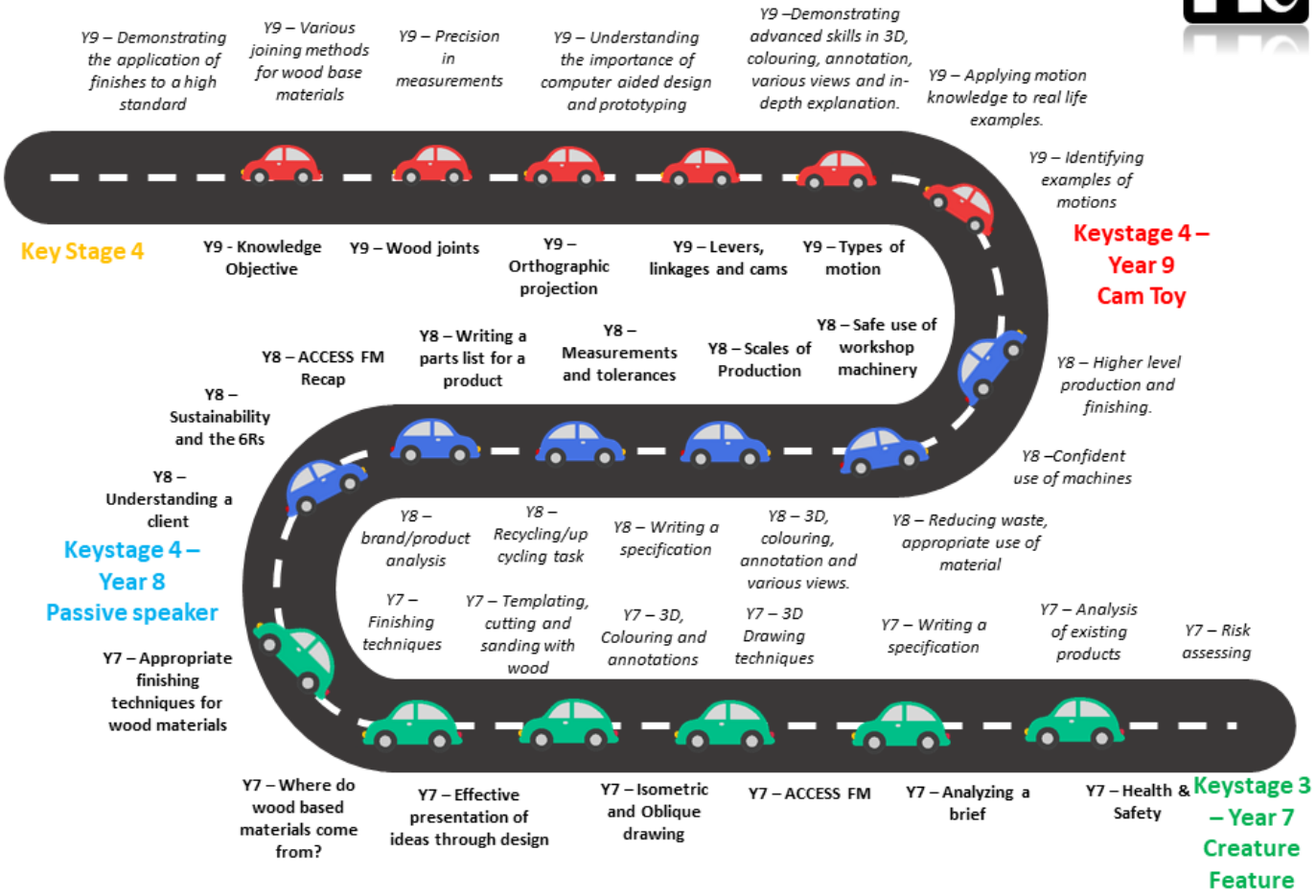
Hailsham Community College - Secondary

Design Technology Curriculum

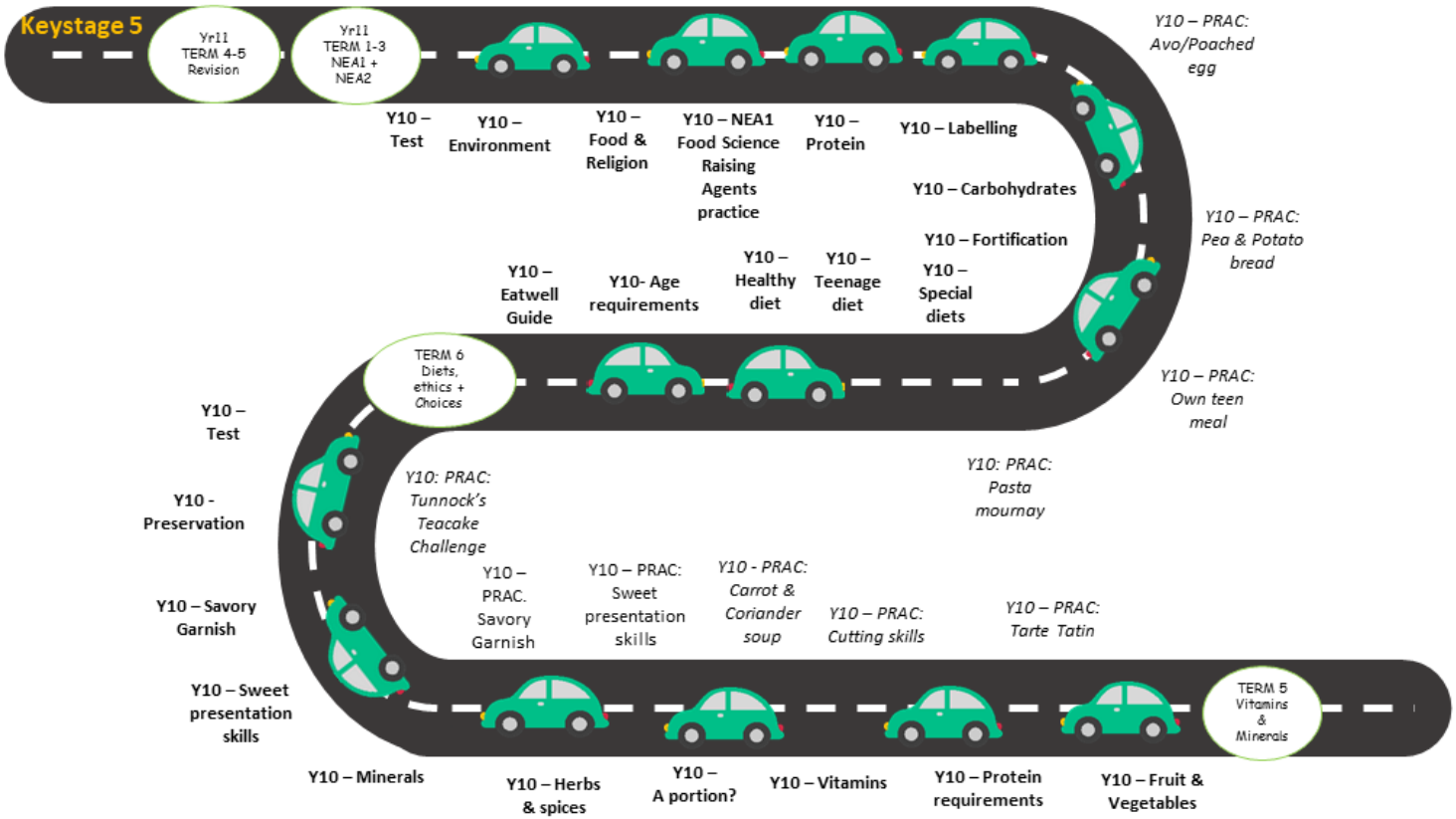
DT Curriculum Roadmap



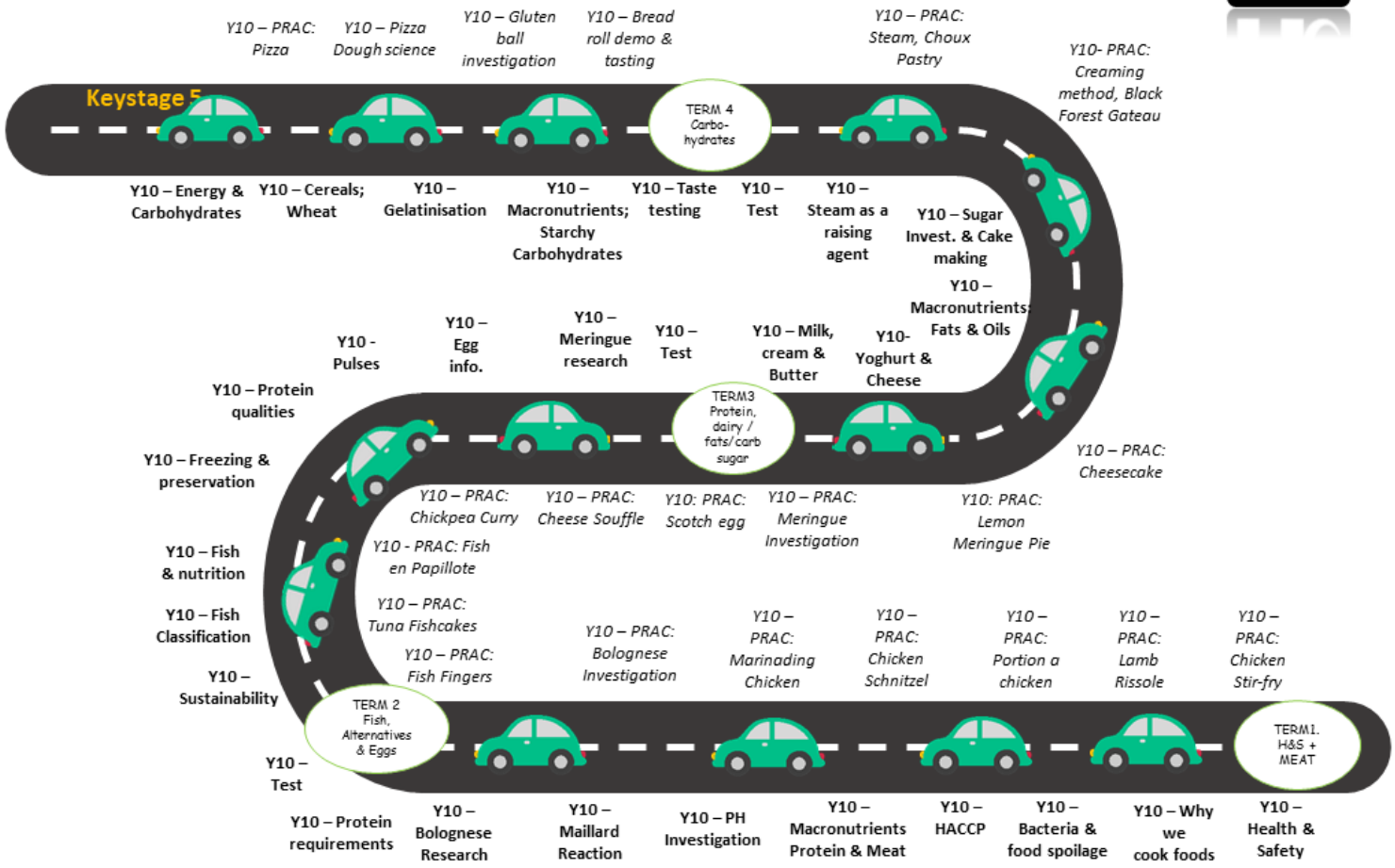
DT Curriculum Roadmap



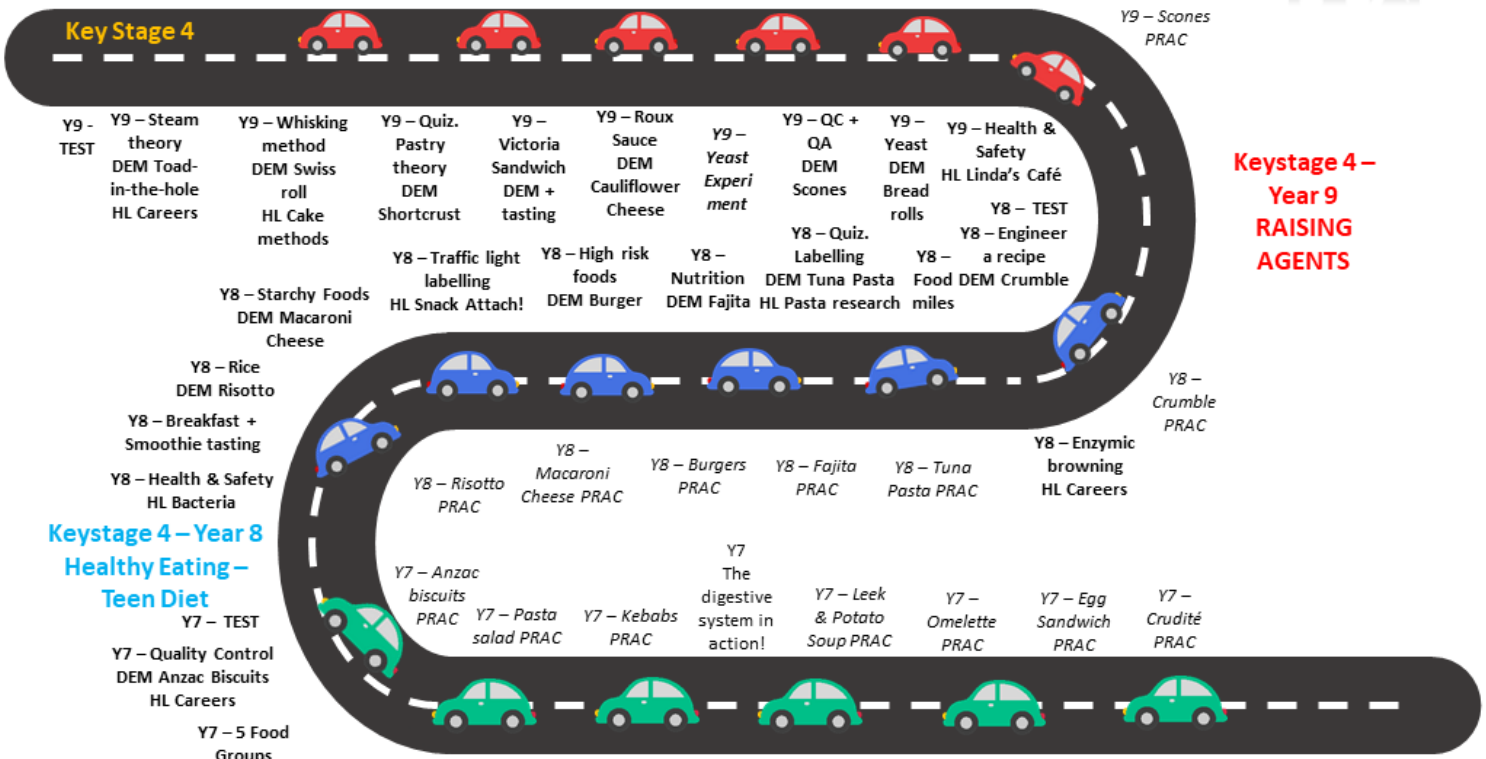
FD KS4 Curriculum Roadmap



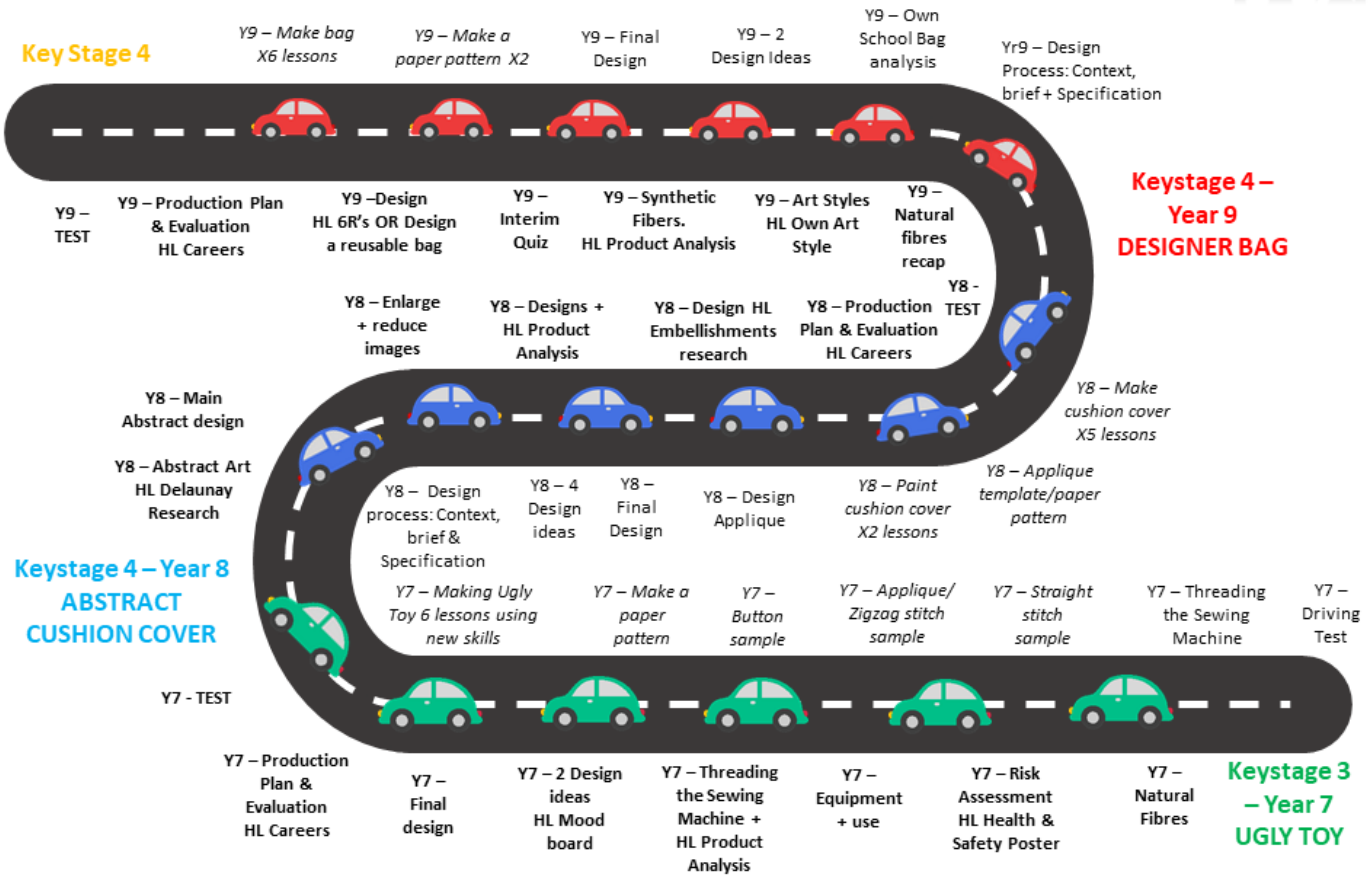
FD KS4 Curriculum Roadmap



FD Curriculum Roadmap



TX Curriculum Roadmap



Design and Technology INTENT

Design and Technology is a practical subject that enables young people to actively contribute to the creativity, culture, and well-being of themselves and their community. **Design and Technology equips students with life skills, leading to creative, practical, and desirable careers, and lifelong learning.**

Design and Technology teaches students how to take risks and to become resourceful, innovative, enterprising, and capable citizens. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. It provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature to both in their own designing and when evaluating the work of others, and commercial products. Design and technology gives young people the skills and abilities to engage positively with the created world around them.

We strive for students to develop their knowledge in a range of technology areas in KS3 including design & technology, textiles, and food & cooking. Pupils follow a termly rotation in each subject area through years 7 to 9. KS3 Design & technology is a subject which draws and develops a range of different disciplines including mathematics, science, computing, and art. Students grow in confidence through dedicated teaching environments, equipment, and specialist teaching. The subject embeds high quality literacy skills through key words, research, analysis, and evaluation techniques.

As students' progress to KS4 they can choose an area within Design & Technology area to study at GCSE level in Year 10 & 11.

In the Design & Technology area, the subject allows for deeper study of the materials, equipment, technical theory, technology, and potential career opportunities to become enterprising and capable citizens.

Food preparation and nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating to the products they make, as well as exploring their potential careers opportunities.

Textiles takes an Art & Design approach to exploring materials, equipment, and techniques in textiles via the study and research into Artist's work, developing their own artistic language, and leading to potential career opportunities.

DT Overview

Year	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
7 Design and Technology	**Creature Feature workshop project.** An introductory workshop project using hand tools and some basic workshop machinery. This project follows a simplified version of the design process: from initial brief to final evaluation.	**Students will learn:** • The purpose of a design brief and the role of a client. • The importance of research in a design project. • The purpose of a product analysis. • How a Design Specification helps support design work. • The difference between isometric and oblique projection, and how to draw using each method. • The importance of templating when creating multiple products. • Core knowledge of timber-based materials: softwoods, hardwoods, and manufactured boards. • The health and safety requirements when working in a workshop. • The purpose of a final evaluation at the end of a practical project.	**Students will practice:** • Interpret information from a design brief. • Work to a prescribed brief. • How to use ACCESS FM to analyse products. • Present design ideas clearly and effectively. • Effectively self-assess their own work. • Provide constructive feedback to others. • Write a design specification. • Mark out designs accurately using a template. • Correctly select tools and equipment based on their own project-based needs. • Confidently use hand tools independently. • Cut, file, and sand a shape of their choice in plywood. • Apply an appropriate finish to their work. • Evaluate their work based on their original design specification.
8 Design and Technology	**Passive Speaker workshop project.**	**Students will learn:** A workshop project building on the skills introduced in Year 7. This project follows the design process and introduces the pillar drill and belt sander into the production process.	**Students will practice:** • What it means to design for a specific client. • The definition of sustainability and how it can be integrated into design. • The 6Rs of sustainability. • The importance of tolerances in design and production. • What a parts list and cutting list is and how they help guide the production process. • The different scales of production. • About the design history of music players. • The different types of drill bit available and how to select the correct one for their work.
9 Design and Technology	**Cam Toy workshop project.**	**Students will learn:** A workshop project building on the skills introduced in Year 7 and 8. This project follows the design process and incorporates the use of standard and pre-made components as well as developing skills using hand tools and workshop machinery.	**Students will practice:** • The four types of motion: linear, rotary, oscillating, reciprocating. • The purpose and use of cams in a mechanism, and how they change motion. • How linkages work and examples of their use in real life contexts. • The importance of accuracy and tolerance when designing a product with moving parts. • The different ways or displaying a 3D design on paper – orthographic and isometric projection. • What standard components are and the most commonly used types in woodworking. • The common stock forms for timber-based products. • Common basic wood joints.

Food Overview

Year	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
Year 7 **Food and Cooking**	**Healthy Eating** **I will learn about:** healthy eating, equipment and washing-up, safe food storage, heat transfer and hygienic cooking of food. I will practice using the kitchen and equipment safely. I will cook a range of interesting, healthy foods, and to evaluate my work.	**Students will learn:** • Understand the basic principles of health and safety. • Be introduced to the food room and to the hygiene and health and safety rules necessary for safe practice. • Be able to select, and work with (some with more or less accuracy) a range of equipment and ingredients. • Be able to identify how the heat is transferred into food. • Be able to mark select ingredients based on their physical, working characteristics and role within a balanced diet. • Evaluate their practical outcomes.	**Students will practice:** • I can name a range of kitchen equipment, and how to wash-up correctly. • I understand about personal and food hygiene. • I know which coloured boards are for which type of foods. • I understand about 5-a-day fruit and vegetable, and what makes a portion. • I know how to do a sensory analysis. • I can use the bridge technique. • I can use the claw technique. • I understand about how heat is transferred into food. • I know what the Governments/NHS 8 tips for Healthy Eating are. • I understand how the digestive system works and can answer questions about it. • I can select the appropriate equipment for my practical tasks. • I understand the definition of high-risk foods, their storage and can give some examples. • I can use a temperature probe safely and correctly. • I understand about the importance of the 5-Food groups, water, and fibre. • I understand what quality control points are and can add them to my production plan. • I have ideas about planning a healthy diet.
Year 8 **Food and Cooking**	**Healthy Eating + Teen Diet** **I will learn about:** healthy eating especially for teenagers, safe food storage, use, and hygienic cooking of food. I will practice using the kitchen and equipment safely. I will cook a range of interesting, healthy foods, and evaluate my work.	**Students will learn** • Understand the basic principles of health and safety. • Be introduced to the food room and be inducted in necessary health and safety. • Be able to select, and work with (some with less accuracy) a range of equipment and ingredients. • Be able to identify how the heat is transferred into food. • Be able to mark select ingredients based on their physical, working characteristics and role within a balanced diet. Evaluate their practical outcomes.	**Students will practice:** • Identifying key temperatures, and what bacteria does at each. • Know about 3 bacteria, their symptoms, the food they are on and their onset times. • Know that breakfast is the most important meal if the day, and why. • Know what rice is, different types, nutrient profile and uses. • I can follow the recipe demonstrations and written instructions. • I know what starchy foods are, and why I should eat them. • I understand traffic light labelling and can make informed decisions about food I eat. • I understand about healthy eating for teenagers and others. • I understand about healthy eating for teenagers and others. • I can identify macro and micronutrients and what they do in my body.

			• I know what pasta is, some of its history, and how it is made. • I understand the information on food labels and how they help me make healthy choices. • I understand what Food Miles and Seasonal Foods mean. • I understand what Enzymic Browning is, and how to control it. • I can engineer the crumble recipe to make my 'Ultimate' crumble and explain the changes. • I can evaluate other people's crumbles ideas, and comment on their improvement ideas. • I can plan a healthy, and delicious diet.
3&4 **Food & Cooking**	**Raising Agents** **I will learn about:** a range of raising agents – chemical, biological, mechanical & steam. I will practice safe food storage, and hygienic cooking of food. I will use the kitchen and equipment safely. I will cook a range of interesting foods and evaluate my work.	**Students will learn:** • Understand the principles of health and safety. • Use the food room and be inducted in necessary health and safety. • Be able to select, and work with (some with less accuracy) a range of equipment and ingredients. • Be able to identify how the heat is transferred into food. • Be able to choose selected ingredients based on their physical, working characteristics and role within a product. Evaluate their practical outcomes.	**Students will practice:** • I can identify what bacteria is doing at each key temperature. • I know how yeast works and why we use it to make bread. • I know what the rubbing-in method is and can name 2 products I can make using it. • I understand what the work Gelatinisation means. • I understand what the work Coagulation means. • I know what the French words Roux, Bechamel and Mournay mean. • I know what raising agent is used when using the creaming method. • I know what the creaming method is and can name 2 products I can make using it. • I can identify high risk foods, and how to store and cook them safely. • I can make crumbly shortcrust pastry and set my Quiche Lorraine filling using coagulation. • I know what the whisking method is and can name 2 products I can make using it. • I know the raising agent used to make a Swiss Roll cake. • I understand how steam can be used as a raising agent. • I know steam can be used as a raising agent and can name 2 products I can make using it.

Textiles Overview

Year	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
Year 7 **Textiles**	**Ugly Toy** **I will learn about:** natural fibres and fabrics. I will learn how to use an electric sewing machine safely. I will design and make a unique Ugly Toy. I will evaluate my work.	**Students will learn:** • Be aware of the classroom environment and the responsibilities they have towards safety for themselves and other using the equipment. • Conducted a Product analysis on 3 existing products • Produce labelled design ideas that meet a simple specification. • Used at least 1 embellishment technique. • Work with tools and equipment with some precision • Order of their work and use tools and equipment with some accuracy to successfully assemble their Ugly Toy. • Identified what worked well and identify at least one way in which their product could be improved (Evaluation). • Evaluate and test products showing understanding of fitness for purpose.	**Students will practice:** • I can identify the origins of 4 natural fibres. • I can identify the construction of a range of basic materials. • I can identify health and safety risks in the textiles room and their solutions. • I can thread a sewing machine. • I can name at least 5 parts of a sewing machine. • I can sew a sample – pin at 90^{o}, straight stitch, zigzag stitch, and a button. • I can select appropriate equipment for the task. • I understand how to write out a brief and highlight the key information. • I can use information to complete a specification. • I can follow a specification to design suitable outcomes. • I can draw designs in pencil, colour and annotate my design ideas and final design. • I can make a template from my final design. • I can pin my template to my fabric. • I can accurately cut out the fabric I need, using the smallest amount possible. • I can sew my ugly toy together with a 1cm seam allowance all the way around it. • I can neatly sew on my appliqué features. • I can close my ugly toy with neat hand stitching. • I can write out a production plan showing someone else how they could make a replica of my ugly toy.
Year 8 **Textiles**	**Delaunay Cushion Cover** **I will learn about:** Abstract Art. I will practice using an electric sewing machine safely. I will design and make a unique abstract cushion cover, decorating it using fabric paint, embroidery, and applique. I will evaluate my work, and others.	**Students will learn:** • Use the textiles classroom responsibly considering the safety for themselves and other using the equipment. • Conducted a Product analysis on 3 existing products. • Produce well labelled designs that meet a written specification. • Used at least 2 embellishment technique. • Work with tools and equipment with precision. • Order of their work and equipment with accuracy to successfully design and make their Abstract Cushion Cover. • Identify what worked well and identify ways which their	**Students will practice:** • I can identify key abstract concepts and can replicate them in my own work. • I understand how to write out a brief and highlight the key information. • I can use information to complete a specification. • I can follow a specification to design suitable outcomes. • I can use grid lines to reduce and enlarge pictures accurately. • I can draw designs in pencil, colour and annotate my design ideas and final design. • I can select appropriate equipment for the task. • I can analyse existing products to give me ideas of what I could design and make. • I can decorate my cushion cover using fabric paints. • I can decorate my cushion cover using machine embroidery.

		product could be improved (Evaluation). Evaluate and test products showing understanding of fitness for purpose.	• I can decorate the back of my cushion cover using applique. • I can pin at 90^{o} to the edge of the fabric. • I can thread a sewing machine and name the parts of that the thread goes through. • I can select the correct stitch for the job I am doing. • I can sew a hem with a 1cm hem allowance for the back opening of my cushion cover. • I can sew in a straight line leaving an equal 1cm seam allowance all around the edge. • I can write out a production plan showing someone else how they could make a replica of my cushion cover. • I can use my specification to complete my evaluation.
Year 9 **Textiles**	**Designer Bag** **I will learn about:** synthetic fibres, fabrics, and their properties. I will improve my use an electric sewing machine, safely. I will design and make a unique Designer Bag. I will evaluate my work and others.	**Students will learn:** • Use the textiles classroom responsibly considering the safety for themselves and other using the equipment. • Conducted a Product analysis on 3 existing products. • Produce well clearly labelled designs that meet a written specification. • Be able to design for a particular client and add a pocket to the design. • Work with tools and equipment with accuracy and precision. • Order of their work and equipment with accuracy to successfully design and make their Designer bag – add a logo for extension task. • Identify what worked well when designing and making their bag and identify ways which their product could be improved (Evaluation). Evaluate and test products showing understanding of fitness for purpose.	**Students will practice:** • I can identify uses of fabrics based on their properties. • I can identify a range of materials, and how they are constructed. • I can analyse different Art styles and write about what I like/dislike about them. • I can write a brief and highlight some key information. • I can use the brief to write a specification – a list of things my bag should be, do or have to be successful. • I can analyse existing products and identify success and improvements points to apply to my design. • I can identify the environmental and social impact of fabrics/fashion has on the World. • I can draw designs in pencil, colour and annotate my design ideas and final design. • I can use information from my specification to annotate my designs & communicate clearly. • I can thread my sewing machine, and name 6 parts of the sewing machine. • I can make a template from my final design and pin it to my fabric before cutting out the fabric pieces – using as small amount of fabric as possible. • I can pin fabric pieces together at 90^{o} to the edge of the fabric. • I can accurately make the straps for my bag. • I can sew my Designer Bag together with a neat 1cm seam allowance. • I can make a pocket on my Designer Bag, which is part of my specification. • I can write a production plan showing others how they could make a replica of my Bag. I can use my specification to complete an evaluation.

DT Year 7 Assessment Map

	Term 1 - DT	Term 2	Term 3 - FD	Term 4	Term 5 - TX	Term 6
What powerful knowledge is being assessed?	Core knowledge. Safe use of the workshop, equipment, and materials	Apply knowledge of the H&S in the workshop, equipment, and materials; Design, make and evaluate a 'Creature Feature' project. 3D isometric + one point perspective drawing.	Core knowledge – Healthy Eating. Safe use of Food room, equipment, and ingredients.	Apply knowledge of H&S, equipment, and ingredients when making and evaluating products	Core knowledge. Safe use of the sewing machine – threading up, parts and use, + other Textiles equipment	Apply knowledge of sewing machine; Design, make and evaluate an 'Ugly Toy' project
How (type of assessment)?	Low stakes retrieval most lessons + recap test	Written final summative assessment. Self-assessment via evaluations	Low stakes retrieval most lessons + recap test.	Written final summative assessment. Self-assessment via evaluations	Low stakes retrieval most lessons + recap test	Written final summative assessment. Self-assessment via evaluations
When?	Retrieval Q's most lessons + end of ½ term recap	End of long term	Retrieval Q's each theory lesson + end of ½ term recap	End of long term	Retrieval Q's most lessons + end of ½ term recap	End of long term
What feedback is given?	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self and peer assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Summative test feedback	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback.	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Summative test feedback	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self and peer assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Summative test feedback
What actions must take place for teachers?	High quality questioning. Regular looks at students written work & home learning. Continuous	High quality questioning. Regular looks at students written work & home learning. Continuous	High quality questioning. Regular looks at students written work & home learning.	High quality questioning. Regular looks at students written work & home learning. Continuous	High quality questioning. Regular looks at students written work & home learning. Continuous	High quality questioning. Regular looks at students written work & home

	practical feedback	practical feedback	Continuous practical feedback	practical feedback	practical feedback	learning. Continuous practical feedback
What actions must take place for students?	Correct work as appropriate. Complete home learning tasks on schedule	Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete practical tasks	Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule	Complete home learning tasks on schedule. Complete all theory and practical tasks
When is this revisited?		Year 8.		Year 8.		Year 8.

DT Year 8 Assessment Map

	Term 1 - DT	Term 2	Term 3 - FD	Term 4	Term 5 - TX	Term 6
What powerful knowledge is being assessed?	Build on core knowledge. Safe and creative use of the workshop, equipment, and materials	Apply knowledge of the H&S in the workshop, equipment, and materials; Design, make and evaluate a 'passive speaker' project. Isometric and oblique drawing.	Build on core knowledge – Healthy Eating for teenagers. Safe use of Food room, equipment, and ingredients	Apply knowledge of H&S, equipment, and ingredients when making and evaluating products	Build on core knowledge + Abstract Art. Safe and creative use of the sewing machines – threading up, parts and use, + other Textiles equipment	Apply knowledge of sewing machine; Design, make and evaluate an 'Cushion Cover' project
How (type of assessment)?	Low stakes retrieval most lessons + recap test	Written final summative assessment. Self-assessment via evaluations	Low stakes retrieval most lessons + recap test.	Written final summative assessment. Self-assessment via evaluations	Low stakes retrieval most lessons + recap test	Written final summative assessment. Self-assessment via evaluations
When?	Retrieval Q's most lessons + end of ½ term recap	End of long term	Retrieval Q's each theory lesson + end of ½ term recap	End of long term	Retrieval Q's most lessons + end of ½ term recap	End of long term
What feedback is given?	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self and peer assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Summative test feedback	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback.	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Summative test feedback	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self and peer assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Summative test feedback
What actions must take place for teachers?	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous

			practical feedback			practical feedback
What actions must take place for students?	Correct work as appropriate. Complete home learning tasks on schedule	Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete practical tasks	Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule	Complete home learning tasks on schedule. Complete all theory and practical tasks
When is this revisited?		Year 9.		Year 9.		Year 9.

DT Year 9 Assessment Map

	Term 1 - DT	Term 2	Term 3 - FD	Term 4	Term 5 - TX	Term 6
What powerful knowledge is being assessed?	Build on core knowledge & sophistication of skills. Safe, skilful, and creative use of the workshop, equipment, and materials	Apply knowledge of the H&S in the workshop, equipment, and materials; Design, make and evaluate a 'Cam Toy' project. Leavers and cams. 3D Isometric drawing.	Build on core knowledge + function of ingredients – Raising Agents. Safe and skilful use of Food room, equipment, and ingredients	Apply knowledge of H&S, equipment, and function of ingredients when making and evaluating products	Build on core knowledge & sophistication of skills. Safe, skilful, and creative use of the sewing machines – threading up, parts and use, + other Textiles equipment	Apply knowledge of sewing machine; Design, make and evaluate an 'Designer Bag' project. Higher practical skill level.
How (type of assessment)?	Low stakes retrieval most lessons + recap test	Written final summative assessment. Self-assessment via evaluations	Low stakes retrieval most lessons + recap test.	Written final summative assessment. Self-assessment via evaluations	Low stakes retrieval most lessons + recap test	Written final summative assessment. Self-assessment via evaluations
When?	Retrieval Q's most lessons + end of ½ term recap	End of long term	Retrieval Q's each theory lesson + end of ½ term recap	End of long term	Retrieval Q's most lessons + end of ½ term recap	End of long term
What feedback is given?	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self and peer assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Summative test feedback	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback.	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Summative test feedback	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self and peer assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Summative test feedback
What actions must take place for teachers?	High quality questioning. Regular looks at students written work & home learning. Continuous	High quality questioning. Regular looks at students written work & home learning. Continuous	High quality questioning. Regular looks at students written work & home learning. Continuous	High quality questioning. Regular looks at students written work & home learning. Continuous	High quality questioning. Regular looks at students written work & home learning. Continuous	High quality questioning. Regular looks at students written work & home learning.

	practical feedback	practical feedback	practical feedback	practical feedback	practical feedback	Continuous practical feedback
What actions must take place for students?	Correct work as appropriate. Complete home learning tasks on schedule	Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete practical tasks	Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule	Complete home learning tasks on schedule. Complete all theory and practical tasks
When is this revisited?		Uptake at GCSE.		Uptake at GCSE.		Uptake at GCSE.

Food Year 10 Assessment Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	Core knowledge: H&S + Protein; Meat	Core knowledge: Protein; Fish, Alternatives & Eggs	Core knowledge: Protein; Dairy. Carbohydrates; Sugar	Core knowledge: Carbohydrates; starch	Core knowledge: Fruit and vegetables	Core knowledge: Needs, choices, groups and issues e.g. food production
How (type of assessment)?	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test
When?	Retrieval Q's theory lessons + end of ½ term recap	Retrieval Q's theory lessons + end of ½ term recap	Retrieval Q's theory lessons + end of ½ term recap	Retrieval Q's theory lessons + end of ½ term recap	Retrieval Q's theory lessons + end of ½ term recap	Retrieval Q's theory lessons + end of ½ term recap
What feedback is given?	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment
What actions must take place for teachers?	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback

What actions must take place for students?	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks
When is this revisited?	End of unit/ ½ term assessment	End of unit/ ½ term	Mock Exam + End of unit/ ½ term assessment	End of unit/ ½ term	Mock Exam + End of unit/ ½ term assessment	End of unit/ ½ term assessment

Food Year 11 Assessment Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	Core knowledge: NEA1 coursework	Core knowledge: NEA2 coursework	Core knowledge: NEA2 coursework	Core knowledge: NEA2 coursework	Core knowledge: Revision for Summer exam	
How (type of assessment)?	Low stakes retrieval most lessons. NEA1. Mock exam	Low stakes retrieval most lessons. NEA2.	Low stakes retrieval most lessons. NEA2. Mock exam	Low stakes retrieval most lessons. NEA2.	Low stakes retrieval most lessons. Revision.	
When?	Retrieval Q's theory lessons	Retrieval Q's theory lessons	Retrieval Q's theory lessons	Retrieval Q's theory lessons	Retrieval Q's theory lessons	
What feedback is given?	Whole class feedback. Individual feedback via PLC. Home learning WWW & EBI feedback.	Whole class feedback. Individual feedback via PLC. Home learning WWW & EBI feedback.	Whole class feedback. Individual feedback via PLC. Home learning WWW & EBI feedback.	Whole class feedback. Individual feedback via PLC. Home learning WWW & EBI feedback.	Whole class feedback. Individual feedback via PLC. Home learning WWW & EBI feedback.	
What actions must take place for teachers?	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	
What actions must take place for students?	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	
When is this revisited?	Mock exam		Mock exam		GCSE exam	

Year 10 DT Assessment Map

	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
What powerful knowledge is being assessed?	Core knowledge: Polymers, Timbers, Electronic Components /Circuits Scales of Production	Recap/ Developing knowledge from KS3: Design Skills: Drawing in 3D, Workshop skills, Finishing Techniques	Core knowledge: CAD/CAM, Methods of manufacture, Smart & Modern Materials, Core Metals & Alloys Knowledge, Casting Methods.	Core knowledge: The work of designers, Informing Design Decisions, Papers and Boards Core Knowledge, Textiles Core Knowledge	Core knowledge: Social & Ecological issues in design, Sustainability and the Environment, Energy generation & storage	Core knowledge: Core materials knowledge recap: Timbers, Polymers, Metals & Alloys, Textiles, Papers and Boards.
How (type of assessment)?	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test
When?	Retrieval Q's theory lessons + end of ½ term recap	Retrieval Q's theory lessons + end of ½ term recap	Retrieval Q's theory lessons + end of ½ term recap	Retrieval Q's theory lessons + end of ½ term recap	Retrieval Q's theory lessons + end of ½ term recap	Retrieval Q's theory lessons + end of ½ term recap
What feedback is given?	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment
What actions must take place for teachers?	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback

What actions must take place for students?	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks
When is this revisited?	End of unit/ ½ term assessment	End of unit/ ½ term	Mock Exam + End of unit/ ½ term assessment	End of unit/ ½ term	Mock Exam + End of unit/ ½ term assessment	End of unit/ ½ term assessment

Year 11 DT Assessment Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	Research Process via NEA Core knowledge: Polymers, Timbers, Papers & Boards, Textiles, Metals & Alloys	Design Process via NEA Core knowledge: CAD/CAM, methods of manufacture, scales of production, Informing Design Decisions, The work of Designers.	Production processes via NEA Core knowledge: Social & Ecological issues in design, Sustainability, and the Environment, Energy generation & storage	First half of term 4 – Finalising NEA – Final Assessments of NEA – evaluations of work etc. Revision schedule informed by gaps in knowledge identified in Oct/Jan mocks + in class assessments.	Revision schedule informed by gaps in knowledge identified in Oct/Jan mocks + in class assessments.	
How (type of assessment)?	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	Low stakes retrieval most lessons + End of term recap test	
When?	Retrieval Q's theory lessons	Retrieval Q's theory lessons	Retrieval Q's theory lessons	Retrieval Q's theory lessons	Retrieval Q's theory lessons	
What feedback is given?	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	Whole class feedback. Individual feedback. Home learning WWW & EBI feedback. Self-assessment	
What actions must take place for teachers?	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	High quality questioning. Regular looks at students written work & home learning. Continuous practical feedback	

What actions must take place for students?	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	Correct work as appropriate. Complete home learning tasks on schedule. Complete all theory and practical tasks	
When is this revisited?	End of unit/ ½ term assessment	End of unit/ ½ term	Mock Exam + End of unit/ ½ term assessment			

Tracking my KS3 Design and Technology progress

Year 7:	**DT**		**Food**		**Textiles**	
Year 8:	**DT**		**Food**		**Textiles**	
Year 9:	**DT**		**Food**		**Textiles**	

	PRACTICAL SKILLS	KNOWLEDGE
FOUNDATION	• Practical work was of a low standard. • With guidance you were able to use some equipment safely. • There were some mistakes, and your product had limited success or was unfinished.	• Lack of completed written work. • Written work not completed in full sentences. • Not many key words used. • Limited or no depth to information. • Limited success in showing written or verbal understanding.
DEVELOPING	• Practical work was of a satisfactory standard. • With guidance you were able to use the correct equipment safely. • There were mistakes, but you produced a satisfactory product.	• Most written work has been completed. • Some work is written in full sentences. • Some key words have been used. • Some depth of knowledge shown. • Some success in showing written or verbal understanding has been recorded.
SECURE	• Practical work was of a good standard. • With some guidance you selected and used the correct equipment safely with some skill. • There were some mistakes, but you produced a good quality product.	• All written work has been completed. • Most work is written in full sentences. • Most key words have been used correctly. • A good depth of knowledge shown. • Good written and verbal understanding has been recorded.
EXCELLENT	• Practical work was of a very high standard. • You selected and used the correct equipment with confidence and skill. • There were few, if any, mistakes made, and you produced a high-quality product.	• All written work has been completed to a high standard. • All work is written in full sentences. • Key words have been used correctly in context. • Excellent depth of knowledge shown and explained. • Excellent written and verbal understanding has been explained.