

DT Curriculum Roadmap



Keystage 4 – Year 11

Year 11 - Terms 1-4: NEA Coursework Task, An independent project revolving around a brief set by the exam board at the end of Year 10

Y10 - Additive

Y10 - Writing an in depth evaluation of process and finished product.

Y10 - Developing independent practical workshop skills

Y10 - Producina a parts list and manufacturing specification

Year 11 - Terms 4-5: Exam preparation and revision tailored to the needs of each Year 11 cohort and information provided by exam board.

Y10 - The purpose of

packaging

Y10 - The work of James Dyson

Y10 - Pewter

CAD/CAM - Y10 - The work

laser cutter of Apple &

Y10 - Smart Y10 - Energy and Modern Generation and Materials Storage

Y10 - The work of Airbus

Y10 -Social/Moral/Cultural considerations in design

Y10 - Writing and Developing a production plan

Y10 - Developing design ideas iteratively

> Y10 - Mini NEA -Developing a design specification

Y10 - Mini NEA - Developing a design brief

Y10 - Mini NEA researching

Y10 - Designing for a well-established event

Y10 - metal casting techniques

Y10 - core metals knowledge - ferrous/non-ferrous

Y10 - Finishing techniques for woods and plastics

Y10 - Scales of production

Y10 - Modelling Health and Safety

Y10 - Applying correct finishes to a variety of materials

Y10 -

Manufacturing and 3D printer Phillipe Starck

casting Y10 - Correct use of craft knife, and adhesive tapes, attachment

techniques.

a mould for casting Y10-Soldering a working

circuit

Y10 - Creating

techniques for metals Y10 - Using moulds on vacuum former and precision marking

on the line bender

Y10 – Finishina for a 3D printer Y10 - Identifying

appropriate uses for timbers and polymers

Y10 - Designing

Y10 - Working with polymers and timbers

Y10 - Papers and Boards core theory categories, properties and uses

Y10 - Core electronic systems - circuits and components

Y10 - Forming polymers using

Y10 - Core knowledge - types, polymers properties, sources categories, properties, uses.

Y10 - Core timbers Y10 - Joining different materials

Keystage 4 -Year 10

DT Curriculum Roadmap

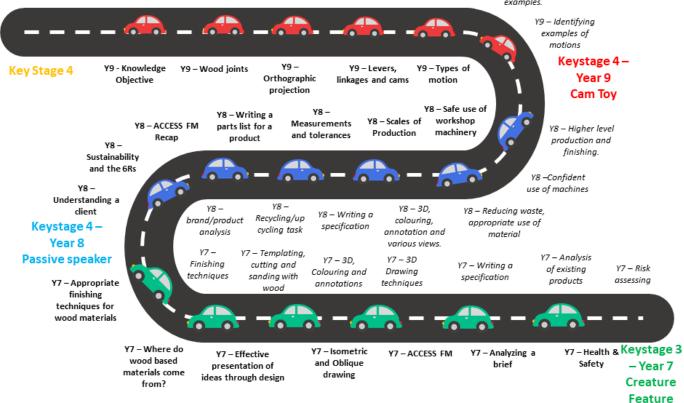


Y9 – Demonstrating the application of finishes to a high standard Y9 – Various joining methods for wood base materials

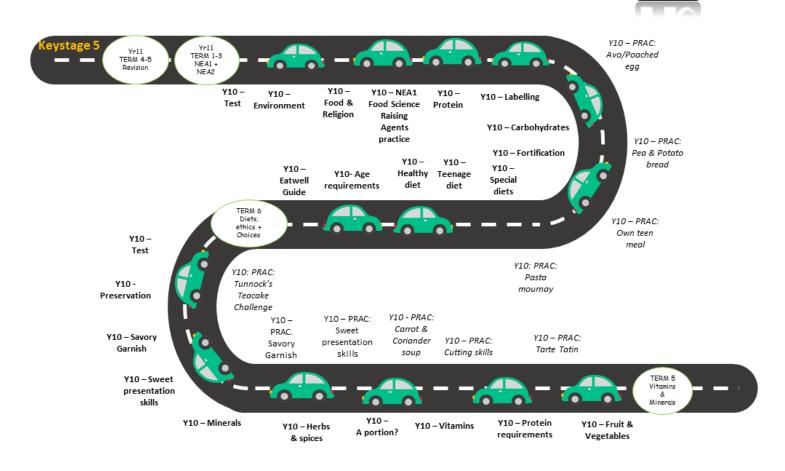
Y9 – Precision Y9 – Understanding in the importance of measurements computer aided design and prototyping

Y9 –Demonstrating advanced skills in 3D, colouring, annotation, various views and indepth explanation.

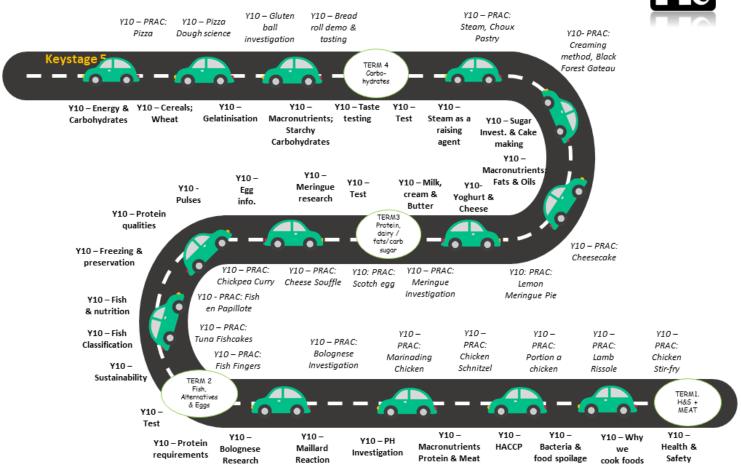
Y9 – Applying motion knowledge to real life examples.



FD KS4 Curriculum Roadmap



FD KS4 Curriculum Roadmap



FD Curriculum Roadmap

Y9 - Toad-inthe-hole PRAC Y9 - Swiss roll PRAC

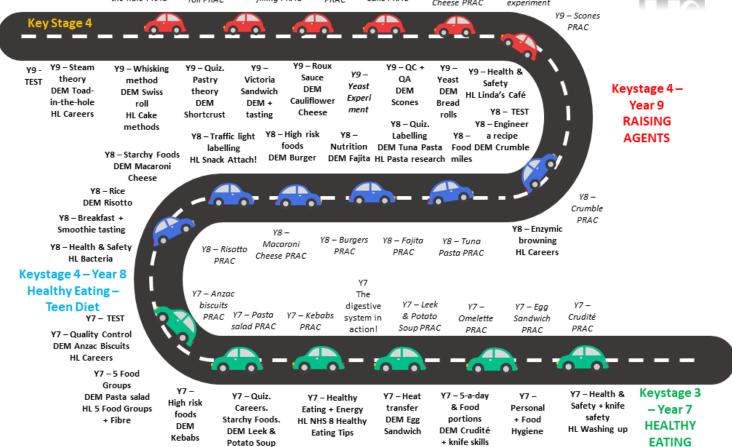
filling PRAC

Y9 - Quiche Y9 - Pastry Y9 - Fairy Cake PRAC PRAC

Cheese PRAC

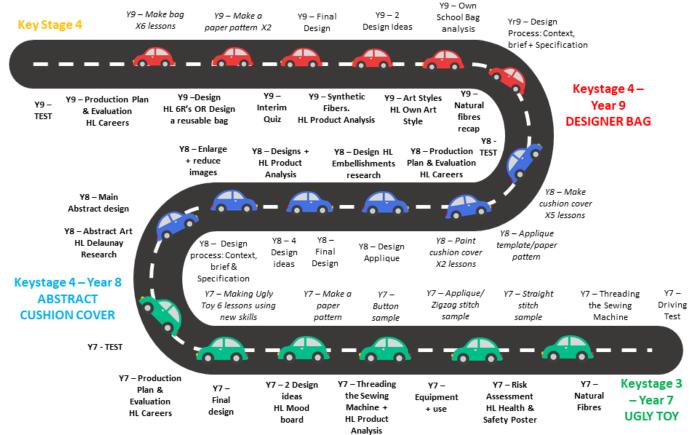
Cauliflower Y9 - Egg & Flour experiment





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.	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.	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	Healthy Eating	Students will learn:	Students will practice:
Food and Cooking	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.	 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. 	 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	Healthy Eating +	Students will learn	Students will practice:
Food and Cooking	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.	 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. 	 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
20.4	Datation Assessed	Charles will be a	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	Raising Agents	Students will learn:	Students will practice:
Food & Cooking	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.	 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. 	 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	Ugly Toy	Students will learn:	Students will practice:
Textiles	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.	 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. 	 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°, 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
Year 8	Delaunay Cushion	Students will learn:	of my ugly toy. Students will practice:
Textiles	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.	 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 	 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° 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	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.	 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° 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.

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

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

DT Year 9 Assessment Map

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

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

Food Year 10 Assessment Map

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

What actions	Correct work	Correct work	Correct work	Correct work	Correct work	Correct	
_							
must take	as	as	as appropriate.	as	as	work as	
place for	appropriate.	appropriate.	Complete	appropriate.	appropriate.	appropriate.	
students?	Complete	Complete	home learning	Complete	Complete	Complete	
	home	home	tasks on	home home		home	
	learning	learning	schedule.	learning tasks	learning tasks	learning	
	tasks on	tasks on	Complete all	on schedule.	on schedule.	tasks on	
	schedule.	schedule.	theory and	Complete all	Complete all	schedule.	
	Complete all	Complete all	practical tasks	theory and	theory and	Complete all	
	theory and	theory and		practical	practical	theory and	
	practical	practical		tasks	tasks	practical	
	tasks	tasks				tasks	
When is this	End of unit/	End of unit/	Mock Exam +	End of unit/	Mock Exam +	End of unit/	
revisited?	½ term	½ term	End of unit/1/2	½ term	End of unit/	½ term	
	assessment		term		½ term	assessment	
			assessment		assessment		

Food Year 11 Assessment Map

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

Year 10 DT Assessment Map

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

What actions	Correct work	Correct work	Correct work	Correct work	Correct work	Correct
_						
must take	as	as	as appropriate.	as	as	work as
place for	appropriate.	appropriate.	Complete	appropriate.	ropriate. appropriate.	
students?	Complete	Complete	home learning	Complete	Complete	Complete
	home	home	tasks on	home	home	home
	learning	learning	schedule.	learning tasks	learning tasks	learning
	tasks on	tasks on	Complete all	on schedule.	on schedule.	tasks on
	schedule.	schedule.	theory and	Complete all	Complete all	schedule.
	Complete all	Complete all	practical tasks	theory and	theory and	Complete all
	theory and	theory and		practical	practical	theory and
	practical	practical		tasks	tasks	practical
	tasks	tasks				tasks
When is this	End of unit/	End of unit/	Mock Exam +	End of unit/	Mock Exam +	End of unit/
revisited?	½ term	½ term	End of unit/1/2	½ term	End of unit/	½ term
	assessment		term		½ term	assessment
			assessment		assessment	

Year 11 DT Assessment Map

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

What actions	Correct work	Correct work	Correct work	Correct work	Correct work
must take	as	as	as appropriate.	as	as
place for	appropriate.	appropriate.	Complete	appropriate.	appropriate.
students?	Complete	Complete	home learning	Complete	Complete
	home	home	tasks on	home	home
	learning	learning	schedule.	learning tasks	learning tasks
	tasks on	tasks on	Complete all	on schedule.	on schedule.
	schedule.	schedule.	theory and	Complete all	Complete all
	Complete all	Complete all	practical tasks	theory and	theory and
	theory and	theory and		practical	practical
	practical	practical		tasks	tasks
	tasks	tasks			
When is this	End of unit/	End of unit/	Mock Exam +		
revisited?	½ term	½ term	End of unit/1/2		
	assessment		term		
			assessment		

Tracking my KS3 Design and Technology progress

Year 7:	DT	Fo	ood	Textiles	
Year 8:	DT	Fo	bod	Textiles	
Year 9:	DT	Fo	ood	Textiles	

	PRACT	ICAL SKI	LLS		KI	NOWLEDGE				
	• Practic	al work was	of a low stand	ard.	Lack of completed written work.					
FOUNDATION		uidance you ent safely.	were able to us	se some		Vritten work entences.	not compl	eted in	full	
9	• There	were some	e mistakes, an	d your	• 1	Not many key v	vords used.			
	•		ted success o	or was		imited or no d	•			
F.	unfinished.					imited succe		g writte	n or	
				_		erbal underst				
O			as of a satist	factory		Nost written w		•		
Ž	standard.					Some work is w	·		5.	
ğ	With guidance you were able to use the					Some key word				
DEVELOPIN <i>G</i>	correct equipment safely.					• Some depth of knowledge shown.				
2	 There were mistakes, but you produced a satisfactory product. 					• Some success in showing written or verbal understanding has been recorded.				
			of a good stan	dand	All written work has been completed.					
			nce you select		•					
RE		_	equipment safe							
SECURE	some s		equipment sure	,, w.i.i.	• A good depth of knowledge shown.					
S		-	e mistakes, b	ut vou		300d written a	_		a has	
			uality product.	,	been recorded.					
	•		uas of a ver	y high	• /	All written woi	rk has been c	ompleted	to a	
	standa	rd.			r	nigh standard.				
-	• You s	elected and	d used the d	correct	• All work is written in full sentences.					
ËN			nfidence and sk		• Key words have been used correctly in				·ly in	
			f any, mistakes			context.				
EXCELL	and you	u produced (a high-quality p	roduct.		Excellent dept Explained.	h of knowled	ge showr	n and	
						Excellent writt nas been expla		understa	nding	