

KEVICC KS3 Curriculum:	Subject: Design & Technology	Key terms and vocabulary.
Year: 8 Term: Autumn/Spring/Summer	Topic: Lanterns, 3D printed chocolate mould design and branding, food technology and bag for life	<i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i>
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p>This year you will experience a range of Design & Technology activities that include projects in the following projects:</p> <ul style="list-style-type: none"> • Large metal Plasma cut Lantern designs • Food Technology • 3D printed chocolate moulds, chocolate making and branding • Bag for Life Design <p>Please note Groups will experiences these at different times in the year.</p> <p>Skills and Knowledge covered by this learning include: Research and analysis techniques that allow evaluation of contexts, the ACCESS FM evaluation tool, design creation techniques, presentation skills, model making, computer aided design and manufacturing, catering skills, nutritional knowledge, health and safety in the workshop, electronics, construction techniques in a range of materials, laser cutting and vocabulary of a wide range of tools and equipment.</p> <p>Home Learning. Home Learning extends topics covered in class and gives you opportunities and challenges in new and exciting design or make tasks. These Design & Technology homeworks include, outdoor space design, pop-up books, critical path analysis, food diary and analysis, Fair trade principles.</p> <p>Students are encouraged to be highly creative and to blend this with logical and precise skills of realisation. We are constantly reviewing our projects to ensure what you learn is up to date and teaches you the skills to become effective designers and learners who are constantly developing new knowledge, ideas and skills. We offer lunchtime sessions within the STEM club each week, where students can extend the learning they do in class or undertake personalised projects.</p>		<p>Design & Technology and Food have very particular subject specific terms and these will be introduced and reinforced during every learning experience. There will also be opportunities for students to use these key words in knowledge checker tests during and at the end of each module. Understanding will also be checked through ongoing verbal questioning in class.</p> <p>There are central design process terms that are used universally throughout the projects and these will ensure understanding of the terms and design process. Central design process terms include: research, client, user, product, analysis, specifications, inclusion, initial ideas, iterative design, modelling notation, justification, planning, measuring, realisation, evaluations & improvements.</p> <p>Each project has its own specific terms associated with its completion.</p>
<p>What prior learning supports understanding of this content? During Year 7 you will have developed your understanding of a range of materials, processes and methods in college and at home. You will be able to refine, expand and enhance your ability to design and make creative and innovative products. You will learn about both modern and traditional technologies and develop your understanding of their benefits and potential applications. In Food I am sure many of you will be experienced in a number of skills and it is always good to share knowledge founded on past practice in and outside of college.</p>	<p>How does this content link to future learning? The content of this year's learning ensures you have a strong and extended understanding of many central principles of the design and make process. It builds up your understanding of a diverse range of topics that help you to become an informed designer yourself. These skills develop further in future projects through GCSE, 'A' Level and into design and commercial practice.</p>	
<p>Reading: As in Year 7 students may be given written and diagrammatical instructions to assist with their learning. At times they will be given extended reading and investigation tasks to help them summarize reports on design, technological and food topics. On occasions students are required to investigate materials, data or materials that are relevant to their particular piece.</p>	<p>Writing: <i>Independent writing tasks and how they are structured Where in the unit are students supported to read complex academic text?</i> Students will at times be asked to write extended pieces of analytical reviews of existing products. They also have to notate and explain their own ideas and to evaluate them fully once they have made their designs. During the year students will also complete knowledge checker tests to gauge understanding and progress.</p>	
<p>Key assessments: <i>How will students review the information learned? How will feedback be seen?</i> You will be assessed on all aspects of your projects. This includes the research, analysis, design creation, modelling, notation, exam style questions, practical work and evaluations. In class we often check understanding through questioning verbally or through you performing certain skills. You will be given formative ongoing feedback as you work through the projects and design folders and a summative assessment with targets for next time. This is also reflected in Food where it is important that you can evidence skills covered, discuss nutritional topics and prove you can work safely.</p>		

