



Year 8 Design & Technology - Curriculum Overview and KS3 Progress Descriptors

Aims and Rationale - “Culture”

Students will be building up key skills across Textiles, Graphics & Product Design in Y8. Students will be learning how to make slightly more demanding products to a high quality using key skills which are used across Design & technology. Students will be applying these skills to three practical projects which are assessed summatively and will also be assessed on the theory using quizzes at the end of each rotation. Formative assessment will be via verbal feedback to students throughout the projects. Students will be focussing on culture as a theme for all of their projects across Y8.

Curriculum Content

Textiles - Cultural Bag - Exploring cultures & traditional cultural textiles techniques/ Looking at responsible designing in relation to cultural and moral expectations / Sewing machine H&S / Construction using sewing machine

Graphics - Cinema & Theatre Merch Pack - Applying research to idea creation / Brand analysis / Adobe Illustrator skills / Digital technical drawing skills

Product Design - Jewellery Pot - Metal working processes / Using the plastic manufacturing processes / Learning about different designers who work with different materials

Key Terms/Themes

Product Design - Acrylic / Brass / Solder / Flux / Foam / Laser Cutter / Brazing Hearth / Turning Lathe / Polishing Wheel / Wet & Dry Paper /

Textiles - Traditional techniques / Resist dyeing / Block printing / Cultural identity / Symbolic meaning / Cultural appropriation / Colour meanings / Sewing machine safety

Graphics - Product Analysis / Computer Aided Design (CAD) / Computer Aided Manufacture (CAM) / Branding / Typography / Colour / Laser Cutter

ACCESSFM - The Key words used for analysing, developing & evaluating in Design & Technology (Aesthetics, Cost, Customer, Environment, Safety, Size, Function, Materials)

How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

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	<i>Developing</i>	<i>Secure</i>	<i>Advancing</i>	<i>Excelling</i>
Technical Principles	<ul style="list-style-type: none"> • Shown an emerging ability: Knowledge: You have demonstrated a fair knowledge of materials, tools, "design and manufacture" processes, social and moral concerns. Application: You have applied this knowledge to the development and production of your prototype. 	<ul style="list-style-type: none"> • Shown a competent ability: Knowledge: You have demonstrated substantial knowledge of materials, tools, "design and manufacture" processes, social, moral and environmental concerns. Application: You have consistently applied this knowledge to the development and production of your prototype. 	<ul style="list-style-type: none"> • Shown a very good ability: Knowledge: You have demonstrated a fully detailed knowledge of materials, tools, "design and manufacture" processes, social, moral and environmental concerns. Application: You have effectively applied this knowledge to the development and production of your prototype. 	<ul style="list-style-type: none"> • Shown an exceptional ability: Knowledge: You have demonstrated a fully detailed knowledge of a wide range of materials, tools, "design and manufacture" processes. You also show evidence of a wider awareness of social, moral and environmental concerns. Application: You have effectively applied this knowledge to the development and production of your prototype.
Creativity	<ul style="list-style-type: none"> • Shown emerging ability: Explore: You have made an investigation into some information linked to your user to guide your designing. Create: You have produced a range of design ideas with some labelling of techniques and materials. Evaluate: You have responded to peer feedback throughout designing. 	<ul style="list-style-type: none"> • Shown a competent ability: Explore: You have made a detailed investigation into a wide range of information linked to your user to guide your designing. Create: You have produced a range of design ideas with detailed annotation referring to some aspects of ACCESSFM. Evaluate: You have responded confidently to peer feedback throughout designing which may feed into the development of designs. 	<ul style="list-style-type: none"> • Shown a very good ability: Explore: You have made a fully detailed investigation into a wide range of information linked to your user to guide your designing. Create: You have produced a fully detailed range of design ideas with very detailed annotation referring to most aspects of ACCESSFM. Evaluate: You have responded extensively to feedback which feeds into development of designs. 	<ul style="list-style-type: none"> • Shown an exceptional ability: Explore: You have made a fully independent, detailed investigation into a wide range of information linked to your user to guide your designing. Create: You have produced a fully detailed range of design ideas with very detailed annotation referring to all aspects of ACCESSFM. Evaluate: You have responded extensively to feedback from peers and potential users which feeds into development of designs.

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Making	<ul style="list-style-type: none"> • Shown an emerging ability: Quality: You have produced a final prototype of a basic standard, demonstrating some areas of quality and accuracy. Making Skills: You have demonstrated with quite a bit of support, simple processes in the making of your final product. 	<ul style="list-style-type: none"> • Shown a competent ability: Quality: You have produced a final product of a good standard, demonstrating good quality and accuracy. Making Skills: You have demonstrated good practical skills and processes when making your final product. Processes are carried out with some independence. 	<ul style="list-style-type: none"> • Shown a very good ability: Quality: You have produced a final product of a high standard, demonstrating excellent quality and precise levels of accuracy. Making Skills: You have demonstrated complex Practical skills and processes when making your final product. You know how to demonstrate how to adjust processes if they go wrong/do not produce the desired result. You have assisted others. 	<ul style="list-style-type: none"> • Shown an exceptional ability: Quality: You have produced a final product of an exceptional standard, demonstrating exceptional quality and precise levels of accuracy. Making Skills: You have consistently demonstrated complex practical skills and processes when making your final product. You know and can demonstrate how to adjust processes if they go wrong/do not produce the desired result. You have taught others.
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