Year 8 Technology Curriculum

Autumn Term 2018-19

In year 8, pupils experience Design and Technology whilst working with a range of materials. They do not all complete the year's curriculum in the same order. However, throughout the year, all areas are covered.
The year's curriculum is divided as follows:
For half of the year pupil will be working with Food for one period per week and other areas of DT for the other. During the other half of the year they will be working in those other areas for 2 periods per week

Curriculum Content: Food	Assessment	What homework will they have?	I'm not an expert, so how can I help?
What will my child be studying this term? • Why is health & safety so important? • What is a sensory analysis? • Explain the term 'Nutritionally Balanced' • What do nutrients do each of the food groups provide? • What is the Danger Zone? • What are the important features to consider when menu/meal planning? • How to plan meals for different dietary needs?	Students are assessed on their quality of food practical outcomes. They will also undergo a special diet assessment where they will create a fact file relevant to a special diet of their choice.	Homework is set weekly and be relevant to the topic being studied. It will usually be as a research task to be used in the following lessons e.g. research on the EWP/bridge & claw methods using www.foodafactoflife.co.uk information.	For students who wish to extend their learning further could: Watch cookery programmes (The Great British Bake-off) or clips on the internet (Gordan Ramsey – Roux making) Practise skills at home and use them within practical lessons when preparing and cooking dishes. Reading and completing questions relevant to the topic being studies from the books shown below.

Content covered:
Theory work covered will include; recapping on a healthy diet. Looking at dietary needs of others. They will also work on improving their knowledge of hygiene and safety in the food room.

Practical work will include: coleslaw, bread making, muffin in a mug and pasta salad.

Student will be given the opportunity to plan a menu and make a dish of their choice

Curriculum Content: Resistant Materials	Assessment	What homework will they have?	I'm not an expert, so how can I help?
What will my child be studying this term? • How can we modify the design of a product to suit the needs of a specific target market? • How can we use sensors to automate the operation of an electronic product? • How can we join both similar and dissimilar materials? • How can we use industrial processes in a school workshop situation?	Students are assessed on their design ideas for the mood light addressing needs of target market and functional requirements. Students are also assessed on the quality of making of the wooden base for the mood light.	Extended learning task	To extend their learning in this module, students could: consider a range of products in the home – what have been the important design criteria (what must they do / consideration a designer has made)
Content covered: You will first make a timber mobile phone holder to introduce you to marking out and jointing timber. You will then be designing and making a wood and acrylic mood light for a specific target market. You will be designing using CAD and manufacturing your product using both traditional hand and power tools, and CNC controlled machinery.			

Curriculum Content: Textiles	Assessment	What homework will they have?	I'm not an expert, so how can I help?
What will my child be studying this term? • How can you test your design ideas? • How do you make an attractive textiles product? • How do you make a high quality textiles product?	6 - Experiment with a wide range of storage solution and decorative techniques to produce a final solution 5 - Model a range of storage solutions and test a range of techniques based on initial designs 4 - Model at least 2 storage solutions and test 4 or more decorative techniques. These mostly relate to initial design ideas 3 - Produce a paper model and test 2 or more decorative techniques showing some relation to the initial designs 2 - Produce a basic model and test at least 2 decorative techniques which show little relation to the design ideas	The homework for this project will take the form of an extended research and design project for students to complete independently.	Any students who wish to extend their learning further could: • Watch programmes such as: 'The Great British Sewing Bee', youtube.com documentaries on textiles/ fashion designers, youtube.com tutorials for ideas on how to make textiles products • Read fashion/ textiles/ craft books • Practise hand stitching/ using a sewing machine at home • Practise designing and drawing skills at home using different materials

	1 - Produce either a basic model or test a decorative technique with little relation to the design ideas.		

Content covered:
The key focus of this unit will be on testing and development of a solution for a given design problem. Students will be learning how to design, model and make a storage system using textiles. They will work with a range of materials and techniques and learn about their function and properties.

Literacy and numeracy:

What can I do to help my child?

Additional resources and details of core texts used:

Teaching group arrangements:
Students will be taught in mixed ability groups, with differentiated learning objectives for each lesson so that students are aware of learning to take place. They have the same teacher throughout the whole year.

Where can I get more advice?
Mr D Bartlett (Technology Curriculum Leader) – dbartlett@stratfordschool.co.uk. Please include the name of your child's teacher so the message can be forwarded appropriately.