

Curriculum Content Map

Subject: DT

Year group: 8

	TERM 1 (7 lessons)	TERM 2 (6 lessons)	TERM 3 (6 lessons)
	September October or November December	January February or February March	April May or June July
Virtues	1. Friendliness and Civility (Sept) 2. Justice and Truthfulness (Oct) Or 3. Courage (Nov) 4. Generosity (Dec)	5. Gratitude (Jan) 6. Good Speech (Feb) Or 6. Good Speech (Feb) 7. Good Temper and Good Humour (Mar)	8. Self-Mastery (April and May) Or 9. Compassion (June) 10. Good Sense (July)
Skills	1. Listening (Sept) 2. Leadership (Oct) 3. Problem Solving (Nov) 4. Creativity (Dec)	5. Staying Positive 6. Speaking 7. Staying Positive	8. Aiming High 9. Aiming High 10. Speaking 11. Teamwork
Curriculum Content	Health and Safety in the DT Room. Introduction to Project: Bird boxes Sketch work and Scale Models Templates and Design	Prepare materials Manufacture the product Assembly and Finish of the product	Evaluate and Present Marketing and Design
National Curriculum Area	DT: <ul style="list-style-type: none"> select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties 	DT: <ul style="list-style-type: none"> develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture 	DT: <ul style="list-style-type: none"> test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups investigate new and emerging technologies analyse the work of past and present professionals and others to develop and broaden their understanding understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists
Link to Virtue and Skills	<p>Friendliness and Civility – Peer support in training in the workroom, understanding health and safety. Sharing of tools, peer-assessing tool skills</p> <p>Listening – Instructions regarding the safe use and operation of machinery in the workroom.</p> <p>Justice and Truthfulness – When reviewing own work, understanding how false advertisement might damage a products viability.</p> <p>Leadership – Lead on presentation of a product, then leading on their own design and product.</p> <p>-----or-----</p> <p>Courage – Being honest about their skills and confidence levels with tools and machinery they are learning about.</p> <p>Problem-Solving – Looking at the product issue, and coming up with a design solution to meet the brief.</p> <p>Generosity – allowing peers to use tools at busy periods</p> <p>Creativity – A creative, yet appropriate design for a product that uses imagination.</p>	<p>Gratitude – Appreciation of products and how they have solved everyday problems</p> <p>Staying Positive – Using feedback in a positive way relating to the design of products or use of tools</p> <p>Good Speech – Explaining how they are using tools safely.</p> <p>Speaking – Oracy in presentation of idea and moving safely around the workroom.</p> <p>-----or-----</p> <p>Good Speech – Delivering a presentation</p> <p>Speaking – Oracy in presentation of idea</p> <p>Good Temper/Humour – How organisations use branding in their marketing of products</p> <p>Staying Positive – Using feedback in a positive way relating to the design of products or tools.</p>	<p>Self –Mastery – Independent evaluation of a Birdbox.</p> <p>Aiming High – Looking for the best finish on the marketing of the Birdbox</p> <p>-----or-----</p> <p>Compassion – Help with peer-feedback and evaluation in a caring and constructive way</p> <p>Speaking – Talking about processes they are undertaking when asking to explain processes</p> <p>Good Sense – Use of tools and keeping safe in the work room environment.</p> <p>Teamwork – Support each other to make sure everyone has time to use the workroom to meet their deadline.</p>
Sequencing and Sequencing Skills	<ol style="list-style-type: none"> Making <ol style="list-style-type: none"> Tools Health and Safety Designing <ol style="list-style-type: none"> Research and design Sketches and models Planning diary Research <ol style="list-style-type: none"> Gather information Work independently 	<ol style="list-style-type: none"> Designing <ol style="list-style-type: none"> Using pictures and words to communicate design needs. Making <ol style="list-style-type: none"> Using Tools Safely, Selecting and measuring/markings Assembling Final Product Understanding 'Fit for purpose' Evaluation <ol style="list-style-type: none"> Work as it develops Make changes as necessary 	<ol style="list-style-type: none"> Evaluation <ol style="list-style-type: none"> Like and Dislike about my final product Compare to similar products Recommend Changes to final Product Research <ol style="list-style-type: none"> Information from marketing and design campaigns Research environmental issues and health and safety
	Builds From -[2021] is further developed to. - designing of a birdbox in term 2, designing of a bridge in Year 9 - making of the birdbox in term 2, making of a bridge/prototype in Year 9	Builds From - introduction to design and tools in term 1 is further developed to. - designing of a bridge/prototype in Year 9 - making of a bridge/prototype in Year 9	Builds From - basic evaluation skills in Term 2, year 8 - introduction to research skills in Term 1 is further developed to. - Research for bridges and structures in Year 9 - evaluating forces and structures in Year 9

Retrieval	[2021] No prior learning in Year 7, so full training on workroom required. Some evaluation of arts based skills in sketching and modelling.	Refresh of H&S in the workroom from previous topics. Looking at the planning diary and evaluating progress so far.	Looking at production journey, what - techniques and skills were used for 'finishing' the products.
New Learning	Health and safety in the DT room Tools and Machinery Sketching and Annotation Modelling and materials	Making, Evaluating on the go. Finishing.	Evaluating health and safety. Improvements. Marketing and Branding of products and 'fit for purpose'.
Independent Learning	Students will complete an identification task about Tools in the workroom and health and safety. Students will complete a sketch design for their birdbox.	Students will do some of their manufacturing outside of lessons as they prepare for finishing. Students will photograph the stages of their production.	Students will test their birdbox and measure success based on peer feedback. Students will evaluate a marketing campaign by an existing brand.
Misconceptions			
Vocabulary and Comprehension			
Literacy	Introduction to the terms –Try Square, Pillar Drill, Wet and Dry, Buffing Machine. Forstner Bit, G-Clamp, File, Line Bender Planning Diary	Writing instructions and guidelines for technician, materials ordering.	Evaluation. Presentation of marketing and promotion.
Numeracy	Measurements, scales, rulers, ratios	Design measurements, scales and dimensions of raw materials.	Quantity of materials, measuring when preparing, counting, ratios, scales. Sales, successes of products.
Oracy			
Careers	The careers explored in these topics are: 1. Product Designer 2. Technician 3. Carpenter 4. Engineer	The careers explored in these topics are: 1. Designer 2. Researcher Engineer	The careers explored in these topics are: 1. Designer 2. Engineer 3. Carpenter Marketing
Super curricular activities	Upskilling in the workroom. Making a Door Wedge.	Trip to Warner brothers.	Workroom practice. Supporting premises with additional work.
British values and SMSC	An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.	Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Enable students to develop their self-knowledge, self-esteem and self-confidence.	Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Enable students to develop their self-knowledge, self-esteem and self-confidence.
Formative assessment	1. Students will be completing an assessment on health and safety in the workroom. 2. Students will present their final annotated sketch of their birdbox.	1. Completion of the manufacturing stage 2. Completion of the assembly and finishing stages.	1. Rehearsal presentation of their final marketing campaign.
Summative assessment	Students will have a summative assessment on materials and tools.	Student's summative assessment will be their final product.	Their End of Year Assessment will be on applying the skills that they have learnt over Year 8 to an assessment about product development.
Personalised Challenge for LA	Students will have image-based worksheets pre-labelled with health and safety awareness.	Students will be given pre-prepared materials and step through guidance.	Students will be given a stepped-presentation and can deliver this in any way they are comfortable.
HA Challenge	Students will explore how they can advance the design of their birdbox using additional features and materials	Students will look to make an assembly guide to go with their final design so they could market this.	Students will look to accompany design and branding with music and presentation skills.
ICT Opportunities	Reading links. Websites of key manufacturers.	Reading links.	Photography iPads. Reading links. PowerPoint presentation on marketing.
Lesson Structure (tbc)	1 & 2– Workroom Intro, Health and Safety, Tools 3 & 4 – Intro to Product Design, solving problems, interpreting a brief 5 – Sketching and presenting of an idea 6 – Presentation and Reflection of Birdbox idea 7 – Sketches complete, materials ordered.	1, 2 & 3 – Product making, workroom use 4. Finishing, presenting, and setting evaluation goals. 5. Evaluation, Reflection, Audience/User feedback 6. Marketing and Branding	1 – Marketing and Branding research and critique 2 – Design of marketing and branding idea 3 – User feedback presentation 4 – Oral presentation and marketing materials 5 – Materials and manipulation 6 – Making a Door Wedge (7 – Making a Door Wedge and Key ring)