KS3 DESIGN TECHNOLOGY

Team Leader: MS Doyle
Teachers: Ms Doyle, Mr Tsirkas, Ms Stern

Ks3	Year 7	Year 8	Year 9
Lessons per two week cycle	2 lessons	2 lessons	2 lessons
Assessment	**-End of unit test -Theory test -Design & Making -Written Evaluation**	**-End of unit test -Theory test -Design & Making -Written Evaluation**	**-End of unit test -Theory test -Design & Making -Written Evaluation**
Home learning	Mixture of research, written tasks, designing, client feedback, evaluating and reflections		
Remote learning	• Lessons and resources would be made available online for students through Powerpoints, worksheets. Practical work would not be asked to complete at home (all students would be completing written tasks, material theory, design theory and research tasks at home)		

Useful resources and enrichment

- www.bbcbitesize.com
- Designmuseum.org

Year 7	Scheme of Learning	Brief description of content & Teams links to resources
TEXTILES	**Textiles Tie-Dye juggling balls**	Introduction to textiles, pattern cutting, sewing and Tie Dye
	Key areas	-Introduction to textiles key terms and equipment -H&S in textiles -Impact on environment and sustainability -Understanding fabrics & textile theory -Tie-Dye theory and testing techniques -Designing for a user -Designing for a specific purpose -Mathematics
	Designing & Making	-Designing through initial sketches -Model making and testing sizes -H&S of hand sewing -Hand stitching techniques -Surface pattern design and embellishment -Making final product -Peer and self evaluation throughout the project

PRODUCT	**Propulsion boat project**	Introduction to timbers and working properties, hand tools, working in wood and
	Key areas	- Timber properties - H&S - Tools and equipment - -Hydrodynamics - Analysis - Working drawings - Accuracy - Propulsion
	Designing and Making	-Designing through initial sketches -Model making and testing sizes -Technical drawing and templates -Working to a working drawing -Accuracy when drilling/sawing -Peer and self-evaluation throughout the project
CAD/CAM	**CAD/CAM Design movement clock**	Introduction to CAD/CAM and understanding Polymers
	Key areas	-Introduction key terms and equipment -H&S -Impact on environment and sustainability -Polymer theory -Understanding polymers and their properties -Designing for a user -Designing for a specific purpose -Mathematics -Tolerance -Heat treatment of plastics
	Designing and Making	-Designing through initial sketches -Model making and testing sizes -CAD -CAM -Peer and self-evaluation throughout the project
Year 8	**Scheme of Learning unit**	Brief description of content & Teams links to resources
CAD/CAM	**Biomimicry Jewellery**	CAD/CAM & metals
	Key Areas	-Introduction to product design key terms and equipment -H&S in product design -Impact on environment and sustainability -Understanding Metals and metals theory -Designing for a user -Designing for a specific purpose -Mathematics -Anthropometrics -Workshop introduction -CAD/CAM -2D design

		-Laser cutting
	Design and make	-Designing through initial sketches -Model making and testing sizes -H&S of using equipment -Card models and testing -Final design in CAD/CAM -Pewter casting -Evaluation -Peer and self-evaluation throughout the project
PRODUCT	**Timber Jewellery box**	Timbers and joining methods
	Key areas	-Introduction key terms and equipment -H&S -Impact on environment and sustainability -Designing for a user -Designing for a specific purpose -Mathematics -Tolerance - Timbers and polymers theory
	Designing and Making	-Designing through initial sketches -Model making and testing sizes -CAD -CAM -Wood joints and working accurately in the workshop -Adapting designs -Creating secondary functions -Peer and self-evaluation throughout the project
TEXTILES	**Woven/embroidered cushion- Textiles**	Introduction to weaving and embroidery. Using the sewing machine to sew front and back panels to create cushion.
	Key areas	-Introduction to textiles key terms and equipment -H&S in textiles -Impact on environment and sustainability -Understanding fabrics and their working properties -History of weaving (social and cultural) -Designing for a specific purpose -Mathematics (measuring and accuracy) -Anthropometrics -Accuracy
	Designing & Making	-Designing through initial sketches -Model making and paper weaving -H&S of hand sewing -Hand stitching techniques -Embroidery techniques and stitches -Making final product

		-Peer and self evaluation throughout the project
Year 9	**Scheme of Learning unit**	Brief description of content & Teams links to resources
PRODUCT	**Design museum project**	Mini NEA project
	Key areas	-Introduction to product design key terms and equipment -H&S in product design -Impact on environment and sustainability -Design movements and theory -Understanding materials and theory -Designing for a user -Designing for a specific company (Design museum) -Mathematics -Anthropometrics -CAD/CAM -2D design -Laser cutting -Working to scale
	Design and make	-Designing through initial sketches -Model making and testing sizes -Sketchup 3D CAD -Scale model -Materials testing and modelling -Specialist technical wood theory -Specialist technical polymer theory -Scale models of final designs and evaluating/testing -Making final product -Peer and self-evaluation throughout the project
CAD/CAM	**Chocolate project**	Food design
	Key areas	-What is design? -Impact on environment and sustainability -Design movements and theory -Understanding polymers and papers and boards theory -Designing for a user -Designing for a specific company -Mathematics -CAD/CAM -2D design -Laser cutting -Working to scale -Packaging design -Logo design
	Design and make	-Designing through initial sketches -Model making and testing sizes -CAD -Scale model

		-Materials testing and modelling -Packaging design -Specialist technical polymer theory -Making final product -Peer and self-evaluation throughout the project