

## Year 8 Design and Technology

During Key Stage 3 design technology, students experience a range of "design and make" activities using both resistant materials - wood, metal and plastic and also compliant materials such as food, textiles and card. All technology projects involve analysing problems and producing design solutions. These could be either models or real products. Students use computers, graphic and CAD/CAM software to enhance their design work and manufacture high quality products.

### Methods of deepening and securing knowledge:

<b>Revisiting prior learning</b>	Practical sessions are used as opportunities to revisit prior learning. Before students embark on a piece of practical session, they are reminded of the links to the key theory covered in the course. The practical work itself allows students to apply their prior learning in real-life contexts, which helps to secure students' understanding.
<b>Spaced-practice</b>	Spaced-practice in DT/engineering involves students reviewing material over a long period of time. This gives their minds time to form connections between the ideas and concepts so knowledge can be built upon and easily recalled later. Independent study is used to encourage students to revise learning that has been covered so far in the course. Regular revision activities, such as low-stakes tests, are also used as spaced-practice strategies.

	Theme 1	Theme 2
<b>Topic(s)</b>	<b>May the force be with you. Speaker Box</b>	<b>Inspiration. Textiles upcycled cushion</b>
<b>Assessment</b>	Assessed against relevant elements in the individual student tracking sheets - designing, making, evaluation, technical knowledge and cooking and nutrition across B to P criteria. Allows for some overlap to allow progression. Includes end of year assessment task.	Assessed against relevant elements in the individual student tracking sheets - designing, making, evaluation, technical knowledge and cooking and nutrition across B to P criteria. Allows for some overlap to allow progression. Includes end of year assessment task.
<b>CEIAG</b> <i>(Careers that are linked to that topic)</i>	Recognition of professional electronics and opportunities in this industry.	Recycling industry and opportunities here.

	Theme 3	Theme 4
Topic(s)	<b>Changes. Food Choice.</b> Exploring how age, health, lifestyle, moral, ethical and religion affect our choice of food and diet.	<b>Innovation and enterprise. Product Analysis &amp; CAD/CAM Design and manufacture</b>
Assessment	Assessed against relevant elements in the individual student tracking sheets - designing, making, evaluation, technical knowledge and cooking and nutrition across B to P criteria. Allows for some overlap to allow progression. Includes end of year assessment task.	Assessed against relevant elements in the individual student tracking sheets: - designing, making, evaluation, technical knowledge and cooking and nutrition across B to P criteria. Allows for some overlap to allow progression. Includes end of year assessment task.
CEIAG <i>(Careers that are linked to that topic)</i>	Jobs in the catering and food science industry.	Entrepreneurs and business.

### Independent Study

Students in Year 8 have access to the course materials through Google Classroom. Independent study is accessible through this platform and is given either each week or once a fortnight. Independent study is generally used to secure prior learning through practice to develop confidence and memory.