

DESIGN TECHNOLOGY Year 8 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ethos Links	<p>Milton Keynes - Looking at local plants which can be used eco dye.</p> <p>STEM - Structure and properties of different materials, careers links.</p> <p>Character - Peer feedback, using shared equipment.</p> <p>Sustainability - Looking at the origins of different fabrics and fibres and their impact on the environment.</p>	<p>Milton Keynes - Using local plants to eco dye.</p> <p>STEM – Understand about calculating waste.</p> <p>Character - Working safely in the textiles workshop and using shared equipment.</p> <p>Sustainability - Ensuring materials used in the construction and decoration of the bag are as sustainable as possible.</p>	<p>Milton Keynes - Careers links with the local area.</p> <p>STEM - Engineering moulds for casting metal.</p> <p>Character - Working safely in the workshop and using shared equipment considerately.</p> <p>Sustainability - Understanding where materials come from and the social economic impacts of the manufacturing industry. Ensuring product has low waste.</p>	<p>Milton Keynes – Careers links with the local area.</p> <p>STEM – Materials properties and natural disaster causes.</p> <p>Character – Working as a design team.</p> <p>Sustainability - Understanding by materials come from and the environmental, social and economic impacts.</p>	<p>Milton Keynes - Discussions around food waste in Milton Keynes. Where to buy food with less packaging. Links to MK eat street.</p> <p>STEM - Investigating food hygiene and the scientific characteristics and nutritional value of ingredients.</p> <p>Character - Working safely and considerately with shared equipment.</p>	<p>Character - Working safely and considerately with shared equipment.</p> <p>STEM - Experimental development tasks.</p>
Learning End Points	<p>Eco Bag</p> <p>‘How can we design sustainably?’</p> <p>By the end of this unit students will know and understand:</p>	<p>Eco Bag</p> <p>‘How can we design sustainably?’</p> <p>By the end of this unit students will know and understand:</p>	<p>Pewter Products</p> <p>‘How can we take influence from designers?’</p> <p>By the end of this unit students will know and understand:</p>	<p>Disaster Box</p> <p>‘How can design help in a natural disaster?’</p> <p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ Types and magnitude of 	<p>Tastes of Europe</p> <p>‘How can we minimise the amount of food and packaging waste produced?’</p> <p>By the end of this unit students will know and understand:</p>	<p>Tastes of Europe</p> <p>‘How can we minimise the amount of food and packaging waste produced?’</p> <p>By the end of this unit students will</p>

	<ul style="list-style-type: none"> ➤ Which fibres are man made and which fibres are natural. ➤ Which fabrics and fibres are sustainable. ➤ The physical and working properties of different fibres and fabrics. ➤ Issues surrounding textile production and the environment. 	<ul style="list-style-type: none"> ➤ The names of the main parts of the sewing machine, how to thread up the top thread and select different stitches, stitch length, and stitch width. ➤ Be able to identify surface design techniques including tie dye, eco dyeing, applique, reverse applique, E textiles, laser cut felt. ➤ How to construct either a tote or drawstring bag. 	<ul style="list-style-type: none"> ➤ Charles Rennie Mackintosh the style of his work, and the context in which he produced his work. ➤ How to effectively take influence from the work of another person and incorporate it into their own work. ➤ The main types of metals and alloys and be able to give the properties of ferrous and non ferrous metals. ➤ The properties of pewter when it is heated and cooled. ➤ The benefits and 	<p>recent natural disasters. The obvious an unexpected risks and needs facing humans in survival situations.</p> <ul style="list-style-type: none"> ➤ Effective teamwork, communication, roles and responsibilities within a team. ➤ How to recognise relevant feedback and use it to make appropriate conclusions I make judgments according to evidence. ➤ The use of properties of materials and performance of structural elements to achieve their intended functional solutions. ➤ how mechanical systems used in 	<ul style="list-style-type: none"> ➤ Safety and hygiene when handling a wider range of food. ➤ How microorganisms multiply under optimum conditions. ➤ Identify different bacteria, which cause food poisoning and high risk foods such as cooked rice. ➤ How to make informed decisions when purchasing food and ingredients. ➤ A deeper understanding of food sourcing and environmental factors. ➤ The importance of safe food storage (where, shelf life and date marks). ➤ Understand the sensory and nutritional 	<p>know and understand:</p> <ul style="list-style-type: none"> ➤ The theory of bread and yeast as a raising agent. ➤ Starch and gelatinization in source making. ➤ How to modify recipes to suit particular needs. ➤ Cultural differences when producing food and be aware of the significance of ingredient choices for a variety of cultural needs.
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			limitations of CAD/CAM.	<p>their products enable or resist changes in movement and force.</p> <p>➤ How to record assessments as so to inform improved versions of design solutions.</p>	characteristics of food.	
Key Vocabulary	<p>ACCESS FM</p> <p>Design Criteria</p> <p>Specification</p> <p>Design brief</p> <p>Surface design</p> <p>Analysis</p> <p>Sustainability</p> <p>Fabric</p> <p>Fibres</p> <p>Design iteration</p> <p>Client</p> <p>User</p> <p>Bonded</p> <p>Knitted</p> <p>Woven</p> <p>Annotation</p> <p>Dyeing</p> <p>Eco dying</p> <p>Tie dying</p>	<p>Sewing machine</p> <p>Balance wheel</p> <p>Thread uptake lever</p> <p>Bobbin thread</p> <p>Top thread</p> <p>Presser foot</p> <p>Food dog</p> <p>Quality control</p> <p>Sewing</p> <p>Production</p> <p>Evaluation</p> <p>Pattern</p> <p>Seam allowance</p> <p>Surface design</p> <p>Laser cut felt</p> <p>E textiles</p> <p>Needle</p> <p>Pin</p> <p>Chalk</p> <p>Embroidery</p> <p>Applique</p>	<p>Charles Rennie</p> <p>Mackintosh</p> <p>Designer</p> <p>Design context</p> <p>forge</p> <p>ACCESS FM</p> <p>Design Criteria</p> <p>Specification</p> <p>Pewter</p> <p>Analysis</p> <p>Evaluation</p> <p>Production</p> <p>Sustainability</p> <p>Quality control</p> <p>Client</p> <p>User</p> <p>CAD/CAM</p> <p>Laser cutter</p> <p>Casting</p> <p>Mould</p> <p>Annotation</p> <p>Shaping</p> <p>Finishing</p>	<p>Disaster</p> <p>Survival</p> <p>Analysis</p> <p>Observations</p> <p>Situations</p> <p>Teamwork</p> <p>Design Ideas</p> <p>Design Brief</p> <p>Design Requirements</p> <p>Prototyping</p> <p>Iteration</p> <p>Concept</p> <p>Evaluation</p> <p>Development</p> <p>Technical Skills</p> <p>Functions</p> <p>Materials</p> <p>Presentation</p>	<p>Rubbing in method</p> <p>All-in-one method</p> <p>Shortcrust pastry</p> <p>Shortening</p> <p>Colour</p> <p>Flavour</p> <p>Bind</p> <p>Structure</p> <p>Weigh</p> <p>Measure</p> <p>Sensory analysis</p> <p>Hygiene</p> <p>Eat well guide</p> <p>Evaluation</p> <p>Food handling</p> <p>Safe food storage</p> <p>Food labelling</p> <p>Function of ingredients</p>	<p>Gluten</p> <p>Filo pastry</p> <p>Standard component</p> <p>Gelatinisation</p> <p>Roux sauce</p> <p>All-in-one sauce</p> <p>Knead</p> <p>Yeast</p> <p>Raising agent</p> <p>Creaming method</p> <p>Target group</p> <p>Taste testing</p>