

Our Lady Queen of Peace

Catholic High School

Curriculum Overview

YEAR 9 Technology

Careers

Local Market Information	Skills	Jobs
Bakkavor Kraft Heinz AM Fresh Food & Drink (UK) Ltd Extreme Low Energy (ELE®) Leyland Trucks BAE Systems Edmund Bell & Co. Ltd	Communication Time Management Practical skill Organisational Skills Project Management	Product Designer Construction Engineer Sustainable Energy Chef Hospitality Fashion Retail

Knowledge & Understanding

Subject Specific Literacy Development

Cultural Capital / Enrichment Opportunities

	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Rotation 1 Product Design and Manufacture	Jewellery design How do designers refer to the work of others and design periods to create new design trends?	To be able to use the work of designers and take features from design periods and incorporate them in their designs To be able to use CAD software to produce a mould for their jewellery design	<u>Every Lesson:</u> Recall activity linked to prior learning and key terminology. Think pair and share activities. Using mini white boards to check for understanding. <u>Mid-Point:</u> Low stakes Quiz based on cumulative knowledge and Key Piece based on key	Technical Aesthetic Jewellery	Through designing and making jewellery, students gain an understanding of how products reflect culture, identity and technological development. They explore historical and global jewellery traditions and the role of craftsmanship in

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		To be able to develop technical skills whilst considering aesthetic quality for their jewellery and presentation box.	part of design process <u>End Point:</u> End of topic assessment based on practical and written assessment.		society. Makers Club
Rotation 2 Textiles and Fashion	<u>Designing for an event</u> How do we meet the needs of our clients?	To know what smart materials are and be able to identify them. To be able to plan each stage of their practical using a flow chart method. taking quality control into account. To be able to work independently to create a final piece using the practical skills learned in year 7&8	<u>Every Lesson:</u> Recall activity linked to prior learning and key terminology. Think pair and share activities. Using mini white boards to check for understanding. <u>Mid-Point:</u> Low stakes Quiz based on cumulative knowledge and Key Piece based on key part of design process <u>End Point:</u> End of topic assessment based on practical and written assessment.	Pattern Decoration Festivals	Thinking Like a Designer Engage in research, planning, and problem-solving to develop innovative designs. Learn how to evaluate your own work and make improvements. Apply creative thinking to real-world design challenges Explore how textiles tell stories and carry cultural significance. Textiles Club
Rotation 3 Cooking and Nutrition	<u>Cultural Cuisine</u> How do different cultures combine ingredients to make food unique to them?	How to combine herbs and spices to make distinctive dishes. How to cater for alternative diets i.e	<u>Every Lesson:</u> Recall activity linked to prior learning and key terminology. Think pair and share activities.	Spices Sensory analysis Marinade	Discover how different cultures prepare and celebrate food. Learn about

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		<p>vegetarian and vegan.</p> <p>To be able to evaluate the cultural significance of cuisine and how it is influenced by factors such as religion.</p>	<p>Using mini white boards to check for understanding.</p> <p><u>Mid-Point:</u> Low stakes Quiz based on cumulative knowledge and Key Piece based on key part of design process</p> <p><u>End Point:</u> End of topic assessment based on practical and written assessment.</p>		<p>international cuisines and the history behind them.</p> <p>Explore how food reflects identity, tradition, and beliefs.</p> <p>Catering Club</p>
Rotation 4 STEM	<p><u>Designing and making a functional product from paper and board</u></p> <p>How do designers use less expensive materials to realise a design solution?</p>	<p>To be able to identify design features in the work of others.</p> <p>To be able to identify design periods based on design features I.e. Art Deco.</p> <p>To be able to identify the work of other designers based on their style i.e. De Stijl.</p> <p>To be able to develop design ideas that avoid design fixation by adapting the work of others.</p>	<p><u>Every Lesson:</u> Recall activity linked to prior learning and key terminology.</p> <p>Think pair and share activities.</p> <p>Using mini white boards to check for understanding.</p> <p><u>Mid-Point:</u> Low stakes Quiz based on cumulative knowledge and Key Piece based on key part of design process</p> <p><u>End Point:</u> End of topic assessment based on practical and written assessment.</p>	<p>Movements</p> <p>Style</p> <p>Trends</p>	<p>Discover how design affects the way we live, from phones to furniture</p> <p>Understand how designers think and innovate in response to real needs.</p> <p>Explore how global cultures influence patterns, colours, and product styles.</p> <p>Makers Club</p>

Key Assessments

When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
During Product Design and Manufacture rotation.	<ul style="list-style-type: none"> Key Piece on generating design ideas. Mid topic low stakes quiz on key terminology. End of topic assessment 	<ul style="list-style-type: none"> To check that students understand that they can make design choices within a chosen brief. To check that students understand the language that is associated with Product Design and Manufacture. To check that students have retained knowledge and can apply design choices to an alternative brief. 	During Product Design and Manufacture rotation.
During Textiles and Fashion rotation	<ul style="list-style-type: none"> Key Piece on final idea and working drawing. Mid topic low stakes quiz on key terminology. End of topic assessment. 	<ul style="list-style-type: none"> To check students, understand how their chosen idea should underpin their making process. To check that students understand the language that is associated with Textiles and Fashion. To check that students have retained knowledge and can apply design choices to an alternative brief. 	During Textiles and Fashion rotation
During Cooking and Nutrition rotation	<ul style="list-style-type: none"> Key Piece on balanced diets and nutrition. Mid topic low stakes quiz on key terminology. End of topic assessment. 	<ul style="list-style-type: none"> To check students, understand how nutritional choices can impact health. To check that students understand the language that is associated with Cooking and Nutrition. To check that students have retained knowledge and can apply nutritional choices to alternative menus. 	During Cooking and Nutrition rotation
During STEM rotation	<ul style="list-style-type: none"> Key Piece on writing a design specification. Mid topic low stakes quiz on key terminology. End of topic assessment. 	<ul style="list-style-type: none"> To check students, understand how to produce a set of design criteria using ACCESSFM To check that students understand the language that is associated with structural design. To check that students have retained knowledge and can apply design skills to an alternative design problem. 	During STEM rotation

