

## Subject: Design & Technology year 8 Long-term plan



ST. MARY MAGDALENE  
C OF E SCHOOL  
PENINSULA CAMPUS  
*Excellence through innovation,  
founded in faith since 1840.*

**12/14 weeks per rotation**  
**24/26 hours of FT per year**  
**24/26 hours of PD per year**  
**24/26 hours of GD per year**

Autumn term: 14 weeks 7+7  
Spring term: 12 weeks 6+6  
Summer term: 13 weeks 6+7

This LTP is designed to be delivered in different orders. Please see rotations spreadsheet to confirm which rotation you are teaching per term.

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	<b>Food Technology - Food4Fuel</b> <b>Hygiene, Health &amp; Safety</b> Recall understanding the food room, expectations and hygiene H&S (including 4 C's, knife handling and hazards). Apply and evidence principles through all practicals.
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	<b>Principles of food and healthy eating</b> Apply the Eat Well Guide, 8 tips for healthy eating and portion size. Comparing and evaluating existing products, sensory analysis. Cook using appropriate equipment and skills then evaluate THREE dishes (two savory, one sweet). Understand how energy balance works and how food provides us with energy for bodily function.  <b>Provenance:</b> Where our main sources of carbohydrates, proteins and fats come from. To understand the term 'staple food' and apply this to the understanding of cultural diets.  <b>Assessment</b> Practical (assessed using assessment framework) + written (including two GCSE level questions)
Aut1-6		
Aut1-7		
<b>Half term holiday</b>		
Aut2-1	November	<b>Food Technology</b> <b>Hygiene, Health &amp; Safety</b> Recall understanding the food room, expectations and hygiene H&S (including 4 C's, knife handling and hazards). Apply and evidence principles through all practicals.
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	<b>Principles of food and healthy eating</b> Apply the Eat Well Guide, 8 tips for healthy eating and portion size. Comparing and evaluating existing products, sensory analysis. Cook using appropriate equipment and skills then evaluate THREE dishes (two savory, one sweet). Understand how energy balance works and how food provides us with energy for bodily function.  <b>Provenance:</b> Where our main sources of carbohydrates, proteins and fats come from. To understand the term 'staple food' and apply this to the understanding of cultural diets.
Aut2-7		

		<b>Assessment</b> Practical (assessed using assessment framework) + written (including two GCSE level questions)
		<b>Christmas holiday</b>
Spr1-1	January	<b>Product Design - Mechanical Pull-Toy</b> <b>Research &amp; Analysis</b> To apply understanding of the design brief whilst exploring individual points from it. Recall understanding of ACCESSFM to create a detailed product analysis. Critically Analyse a chosen target audience. Produce accurate and detailed research to help influence design choices.
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6	February	<b>Designing &amp; Making</b> Creating a variety of imaginative design ideas influenced by research and a chosen target audience. To expand on prior knowledge on colour and drawing techniques. To recap on how to use the coping saw.
		<b>Assessment</b> Formative Practical assessment
		<b>Half term holiday</b>
Spr2-1	March	<b>Specialist Tools</b> To gain confidence in using specialist tools and equipment including coping saw, pillar drill and any finishing techniques. To use knowledge in the development of the final mechanical device.
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5		
Spr2-6		
		<b>Designing</b> To create a variety of designs influenced by their users wants and needs. To recap on different types of branding, creating packaging and advertisements for the finished product. To acquire skills in sanding, painting, etching and other specialist skills.
		<b>Self-evaluation and Assessment</b> To evaluate and refine final product against the specification, taking into account any changes made throughout the project. Final grade given against end product and written assessment.
	April	<b>Easter holiday</b>
Sum1-1	May	<b>CAD/CAM - clocks</b> <b>Introducing CAD/CAM:</b> Computer aided design and computer aided manufacture; how it is used and how it benefits the design industries. Thinking about new and emerging technologies and their benefits. Specifically looking at the laser cutter and how it works.
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
		<b>Design software:</b> Learning how to use TechSoftV2 which is an industry level software which enables designs to be realised and sent to the laser cutter to be cut and engraved. Pupils will learn about the different colours and thicknesses required to cut/engrave/raster on the laser cutter.
		<b>Research &amp; Analysis</b> To apply understanding of the design brief whilst exploring individual points from it. Recall understanding of ACCESSFM to create a detailed product analysis. Critically Analyse a chosen target audience. Produce accurate and detailed research to help influence design choices.

		<p><b>Designing &amp; Making</b>          Creating a variety of imaginative design ideas influenced by research and a chosen target audience. To expand on prior knowledge on colour and drawing techniques. To translate drawn designs onto TechSoftV2.</p>
	June	<b>Half term holiday</b>
Sum2-1		<p><b>Specialist Tools</b>          To gain confidence in using specialist tools and equipment including TechSoftV2, the laser cutter.</p>
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	<p><b>Designing &amp; making</b>          To finish making the prototype clock, assembling all of the clock pieces once the laser cutter has cut and engraved. The clock should be fully functioning. Then analyse clock packaging and design a net of the clock packaging as a prototype if the clock were to be sold in a shop.</p> <p><b>Self-evaluation and Assessment</b>          To evaluate and refine final product against the specification, taking into account any changes made throughout the project. Final grade given against end product and written assessment.</p>
Sum2-6		
Sum2-7		