Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
Graphics, Papers	Graphics,	Introduction to Textiles	Textiles Practical intro	I.T based Design	Foam Fabrication – cosplay and
and boards	Papers and Boards	Focus:	Focus:	Focus:	props making.
C arrier	focus:	Textile theory. Sourcing,	Practical sewing skills,	Intro to 2d design	Focus:
focus: 3d	Pop up Cities alongside	sustainability, responsibility,	embroidery techniques,	program. Fundamental	Cosplay inspired research and
Pop culture models. (nets)	superhero designs.	ethics.	sewing machine	tools and techniques.	design creation.
r op culture models. (nets)		Design	understanding. Monster/ Video game character	Laser cutting program and printing.	Prop selection/ design/ creation. Lay planning, resource
			inspired design process.	– Bedroom sign	management, problem solving,
			sp.i ed desig.i processi	264.66 3.8	creating as we iterate.
SOL Intent: Introduce students	COL Intents Capation by intendican	SOL Intent: Intro to fabric based	SOL Intent: Students are	SOL Intent: Industry	Ü
to sourcing of paper based	SOL Intent: Creatively introduce students to graphics practical	manufacturing processes and	given the opportunity to	standard design programs	SOL Intent: Students are encouraged
materials, their processing, and	working with specialist	animal/ethical issues.	learn how to sew and	are used to walk students	to problem solve and creatively
end uses.	equipment.		embroider through various	through the modern design	adapt their designs in relation to
			techniques.	procedure and hardware.	fabricating pop culture foam
			NC: Subject content: The	NC Aim: Introduce students	products.
NC Aim: Students are given	NC Aim: produce creative work,	NC Aim: Understanding how we	design brief for the stuffed	to the CAD CAM	NC Aim: to increase their proficiency
ample opportunities through the iterative and gallery	exploring their ideas and	source our materials for textile	textile toys are created by	manufacturing design using	in the handling of different materials
critique design processes	recording their experiences become proficient in drawing,	production, the complications and ethical issues regarding	the students through a 'who	industry standard software	2 to analyse and evaluate their own
during initial ideas of most	planning, using basic specialist	harvesting and sustainability.	is my customer' framework	and hardware, skills and	work, and that of others, in order to
topics covered. The sketches	cutting equipment.	narvesting and sustainability.	that allows them to research	tools to utilise the program	strengthen the visual impact or
are reviewed, considering peer			and interpret market needs	to create blueprints for	applications of their practical work,
feedback and developed based			and formulate their own	laser cut products.	while within a set brief.
on this.			brief to meet the demand of their chosen market or niche		
Milestones/outcomes:	Milestones/outcomes:	Milestones/outcomes:	Milestones/outcomes:	Milestones/outcomes:	Milestones/outcomes:
HPA:	HPA:	HPA:	HPA:	HPA:	HPA:
I can organise my work so I can	Use self and peer assessment to	Complete research that explores	I can organise my work so I	I can apply the use of CAD	Test my product and evaluate its
carry out processes accurately	identify successful designs to	the health and wellbeing,	can carry out processes	CAM to enhance the	performance using 2 or more
and consistently. I use	develop using 2D Design, drawing	cultural, religious and socio-	accurately and consistently. I	processing and finishing of	techniques, making creative
equipment, materials and components with precision	to scale and construct a working model.	economic contexts of the customer and their relationship	use equipment, materials and components with	my product to a professional standard.	suggestions for adaptations and improvements based on feedback.
components with precision	model.	with the source materials.	precision	professional standard.	MPA:
MPA:	MPA:	with the source materials.	p. 50151011	MPA:	Use self and peer assessment to
Work with a range of tools,	Use self and peer assessment to	MPA:	MPA:	I can use CAD CAM to	comprehensively assess the
materials, equipment and	identify successful designs to	Use research from a range of	Work with a range of tools,	inform a significant part of	successfulness of my product.
components with precision and	develop orthographically.	primary and secondary sources,	materials, equipment and	my product.	
change my method of		including the study of different	components with precision		Transition:
production to suit changing	Transition:	cultures to identify user needs.	showing an understanding of	Transition:	I can say what I have done well, and
circumstances, and explain	Use self and peer assessment to	Transition	characteristics.	I can utilise the basics of	using success criteria, what needs
these changes	identify successful designs to	Transition:	1	the CAD CAM program to	

	develop using an alternative	Use research to identify user	Transition:	form shapes and edit	further development and
Transition: Work with a range of tools, materials, equipment and components with some precision, checking my work and developing if necessary	design technique.	needs vs ethical treatment of animals.	Work with a variety of materials and components fairly accurately to achieve a good quality prototype.	designs	improvement.

End of Year Milestones/Outcomes:

ALL: To understand the life cycle of a product, from sourcing, through fabrication, distribution, use and then wasting/recycling. Rudimentary skills with a range of basic specialist design equipment and software. Evaluative and analytical skills developed and utilised to create design feedback to inform and adapt work in iterative practise.

Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
Progressing with graphic	Developing practical graphics	Deepening understanding of	Textiles Practical showcase	CAD/CAM collaboration	Movie prop production.
techniques	focus:	production methods	Focus:	Focus:	Focus:
focus: 3D pop up shopfronts (nets)	Card Maze Game with Pit Falls/Hidden routes	Focus: Cushion production / adapting to sewing machine use.	Hand Puppet design brief.	Branded Keyrings – The modern designer.	Fabricating film props challenge.
SOL Intent: Students further knowledge of uses and applications of cards and papers, creating a 3d shop front.	SOL Intent: Constructing and developing upon acquired practical skills to create a functional maze game.	SOL Intent: Exploration of textiles as a medium, planning and pursuing the best production process.	SOL Intent: Students are given the opportunity to present their chosen approach to textiles fabrication.	SOL Intent: Specification based project that enhances the design cycle knowledge of students and utilises GCSE style briefing to challenge and stretch existing CAD CAM skills.	SOL Intent: Building on previous years planning and problem solving ethos. Independent studies and research drive creativity in this student lead activity to create the props of their favourite movies.
NC Aim: Fabrication of 3d shop fronts will allow young people to develop their design skills, become more familiar with the 3 stage process and plan and make a multi-faceted featured building front in small scale.	NC Aim: With practical specialist equipment skills, students are tested with creating a challenging maze game with added unique features that builds upon their graphics knowledge.	NC Aim: Students further their textiles and embroidery understanding by diving deeper into processes that include applique and sewing machinery.	NC: Subject content: Students showcase their acquired skills through creative use of a set amount of materials. They will lay plan and allow for seam allowances in constructing their own vision of a hand puppet.	NC Aim: Students are challenged with an introduction to the ks4 design cycle model. This Design brief will direct and inform their creative direction and further their understanding of success criteria.	NC Aim: Skills and abilities are built upon in this fun take on the independent study task. Students will drive their creative direction, adapt through iterative design and consider feedback in their exciting movie prop make.
Milestones/outcomes:	Milestones/outcomes:	Milestones/outcomes:	Milestones/outcomes:	Milestones/outcomes:	Milestones/outcomes:
HPA:	HPA:	HPA:	HPA:	HPA:	HPA:

I can utilise the equipment independently to create high quality 3d models with multiple features. I can fully render my finished product and analyse its successes using Personal Learning Checklist.

MPA:

Justify usage of specific tools for certain tasks, evaluating their effectiveness.

Transition:

Work with a range of tools, materials, equipment and components with some precision, explaining my choices if necessary. Testing my product and reviewing it's performance against specification criteria. Utilising feedback and considering developments for the future.

MPA:

Utilising feedback to critique areas for improvement, analysing function and providing few basic creative directions.

Transition:

Breaking down what went well and even better if statements to suggest rudimentary changes for future consideration.

Demonstrate keen knowledge of fabrication techniques such as Seam Allowance usage, clever lay planning and excellent utilisation of more than one sewing technique.

MPA:

Good knowledge and use of a range of stitches and materials, justifying their use and reasoning using design language.

Transition:

Can assemble a cushion with considered design elements, chosen with a specific purpose.

Analysing the multiple methods and steps of production used throughout the cycle. Can confidently adapt use of stitches to meet requirements and functions.

MPA:

Work with and suggest advantages and disadvantages of working with a range of tools, materials, equipment and components showing an understanding of basic characteristics.

Transition:

Work with a variety of materials and components fairly accurately to achieve a good quality prototype.

Reviewing work against current real world products and can communicate similarities and differences accurately and consistently.

MPA:

I can argue the production benefits of using CAD CAM in manufacturing and suggest tools to use in program.

Transition:

I can utilise the basics of the CAD CAM program to form shapes and edit designs I can respond to third party feedback, and iteratively design my product to consider these. I can generate a range of creative ideas that are clearly annotated to respond to the need of the user

MPA:

I can confidently respond to a brief with multiple initial ideas and sell their merits to a potential customer/user.

Transition:

I can say how I have met the needs of the user, and the creative elements I have tried to include in my products design.

End of Year Milestones/Outcomes:

ALL: To deepen the understanding of the product design process. Build and push new skills regarding problem solving, responses to briefs and customer feedback. Enhanced skills with a range of basic specialist design equipment and software. Evaluative and analytical skills focused upon and providing foundation for independent working. Gain a broad range of techniques and strong design ethic across multiple media.