

Year group: 8 Subject: DESIGN AND TECHNOLOGY				
Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
<p>Terms 1&2 Focus: Fabric and Textiles</p> <p>TOPICS: T1 - Bristol T2 - World Wars</p> <p>Suggested ideas: making badges (link to Bristol-creating a new logo for football team) https://www.twinkl.co.uk/resource/simple-felt-flower-badge-early-sewing-activity-t-tc-1643216261</p> <p>Make do and mend movement- making lavender bags</p>	<p>DESIGN: <i>To use symbols, pictures and/or words to convey what I want to design/make.</i></p> <p><i>To begin to use research to inform my design.</i></p> <p>MAKE: <i>To select a fabric based on its suitability.</i></p> <p><i>To cut out a range of shapes which have been created by drawing round a template onto the fabric.</i></p> <p><i>To join fabrics by using different methods e.g. running stitch, glue, staples, over sewing, tape.</i></p> <p>EVALUATE: <i>To evaluate their product and comment on ways that it can be improved.</i></p>	<p>WHY? Gives pupils wider opportunities to start to apply/strengthen their fine motor skills to manipulate different fabrics and textiles, developing pupil interest, creative thinking and providing greater opportunities for life beyond Culverhill.</p> <p>Each unit is planned to give pupils opportunities to consolidate skills linked to their ECHP outcomes as well as other areas of the wider curriculum. See links.</p>	<p>Communication and interaction *listening and following instructions to complete the task. *expanding vocab to , name/identify a range of materials *Use strategies to organise, sequence and clarify thinking/ideas.</p> <p>Self-care and independence *identify and manage safety within a range of situations and environments.</p> <p>Social, emotional mental health</p>	<p>Social - Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual-enjoy learning about oneself, others and the surrounding world</p>

<p>https://sjm.academy/wp-content/uploads/2017/12/Make-do-and-Mend.pdf</p> <p>https://www.redtedart.com/kids-crafts-sewing-with-kids-lavender-bags/</p> <p>resources:</p> <ul style="list-style-type: none"> -felt or fabric -needles (plastic available) -cotton -glue gun -safety pins -fabric pens -lavender 	<p><u>Vocab:</u> Fabric, cotton, thread, needle, sew, badge, template, felt, stitch, decorate, template, running, stitch, overlap.</p>	<p>Encourages pupils to develop and practise strategic skills to plan before completing a specific task, helping them to progress through the DT curriculum.</p> <p>WHY NOW? Tasks link to termly topics.</p> <p>Reflects spiral curriculum where pupils will re-visit and build on technical knowledge covered in Year 7 to gain more confidence, independence and resilience in using these processes and techniques, applying them to different tasks.</p>	<ul style="list-style-type: none"> *working collaboratively with others. *building resilience *behaving appropriately <p>Cognition and learning</p> <ul style="list-style-type: none"> *plan, monitor and evaluate learning *developing a sense of pride and achievement *selecting appropriate resources and tools for the task *use strategies to develop resilience and perseverance <p>Physical and Sensory</p> <ul style="list-style-type: none"> *developing fine and gross motor control to manipulate a variety of tools. 	<p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p>
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<p>Terms 3&4 Focus: Moving pictures (animation)</p> <p>TOPICS: T3 - General inventors and inventions T4 - Health</p> <p>Suggested ideas: Make your own animation (link to Wallace and Gromit inventors and inventions)</p> <p>Advert for healthy eating</p> <p>https://www.tate.org.uk/kids/make/art-</p>	<p>DESIGN: <i>To use symbols, pictures and/or words to convey what I want to design/make.</i></p> <p><i>To begin to use research to inform my design.</i></p> <p>MAKE: <i>To use malleable materials to mould a simple morph.</i></p> <p><i>To use technology to create a series of linked frames that can be played as a short animation.</i></p> <p>EVALUATE: <i>To evaluate their product and comment on ways that it can be improved.</i></p> <p>KEY SKILLS <i>To develop fine motor control to use/manipulate a variety of tools.</i></p>	<p>WHY? Gives pupils wider opportunities to start to apply/strengthen their fine motor skills to manipulate different materials, developing pupil interest, creative thinking and providing greater opportunities for life beyond Culverhill.</p> <p>Introduces new methods of how we can create moving pictures using technology, building on from simple levers and sliders.</p>		

<p>technology/be-animator</p> <p>Resources:</p> <ul style="list-style-type: none"> -modelling clay -A tablet <p>The Animate It! app. (You can use either the free Lite version or the full one)</p> <ul style="list-style-type: none"> -Cocktail sticks -A1 piece of white paper -A4 paper -Pens -Pencils 	<p><i>To begin to select appropriate materials and tools for the task and explain why they're suitable for the specific purpose.</i></p> <p><i>To begin name and identify ways that they can keep themselves and others safe</i></p> <p><i>To begin to use strategies to develop resilience and perseverance to complete the task/ activity to the best of their ability.</i></p> <p><i>To begin to develop strategic skills to plan and follow a set of instructions before completing a specific task.</i></p> <p><u>Vocab:</u> Mould, plasticine, animate, morph, create, character, shape.</p>	<p>Each unit is planned to give pupils opportunities to consolidate skills linked to their ECHP outcomes as well as other areas of the wider curriculum. See links</p> <p>Encourages pupils to develop and practise strategic skills to plan before completing a specific task, helping them to progress through the DT curriculum.</p> <p>WHY NOW? Tasks link to termly topics.</p> <p>Reflects spiral curriculum where</p>		
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		pupils will re-visit but also build on learning covered in Year 7 to gain more confidence, independence and resilience in using these processes and techniques, applying them to different tasks.		
<p>Terms 5&6 Focus: Making structures</p> <p>TOPICS: T5 - Woodlands T6 -</p> <p>Suggested ideas: making a bird box</p> <p>https://www.nhm.ac.uk/discover/how-to-</p>	<p>DESIGN: <i>To use symbols, pictures and/or words to convey what I want to design/make.</i></p> <p>MAKE: <i>To cut materials, measure, select resources, build/stack, stick/join resources to build a specific structure.</i></p> <p><i>To begin to use simple finishing techniques.</i></p>	<p>WHY? Gives pupils wider opportunities to start to apply/strengthen their fine motor skills to build structures, developing pupil interest, creative thinking and providing greater opportunities for life beyond Culverhill.</p>		

<p>make-a-bird-nesting-box.html</p> <p>making a bird feeder https://www.audubon.org/news/how-make-diy-bird-feeder-recycled-materials</p> <p>Resources:</p> <p>Bird Box</p> <ul style="list-style-type: none"> -a frost-safe terracotta pot (otherwise it may crack in winter) -a piece of wood -strong wire -four nails -a round file -pliers -a hammer -(optional) a couple of short pieces of hose pipe 	<p>EVALUATE: <i>To evaluate their product and comment on ways that it can be improved</i></p> <p><u>Vocab:</u> <i>Cut, materials, measure, build, stack, stick, join, structure, mould, insert, tie, wrap, hammer, wood, pliers, nails.</i></p>	<p>Each unit is planned to give pupils opportunities to consolidate skills linked to their ECHP outcomes as well as other areas of the wider curriculum. See links</p> <p>Encourages pupils to develop and practise strategic skills to plan before completing a specific task, helping them to progress through the DT curriculum.</p> <p>WHY NOW? Tasks link to termly topics.</p> <p>Reflects spiral curriculum where pupils will re-visit but</p>		
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<p>Bird Feeder</p> <ul style="list-style-type: none"> -1 milk or juice carton -Rope, cord, ribbon, or wire -Acrylic paint -Paint brushes -glue gun 		<p>also build on technical knowledge covered in Year 7 to gain more confidence, independence and resilience in using these techniques, applying them to different tasks.</p>		
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