

Year Group	Structure and Pattern	Meaning	Performance and Human interaction.	Food
<p>Year 7</p> <p>Timescale – Carousel rotation for all areas, 9 - 10 double lessons.</p> <p>Textiles/Graphics</p> <p>And Resistant materials are following the CET Design programme.</p>	<p>LF: Identify a shape within a complex photographic image and simplify it.</p> <p>Use your simplified shape to create a pattern.</p> <p>Skill: Pupils will be able to understand how to identify a range of images from photographs and be able to simplify it. Pupils will be able to create a 3D structure using a range of mediums. Pupils will be able to understand how to create a range of patterns and explore pattern manipulation through repetition, rotation, reflection, scaling, overlapping and adding elements. Pupils will be able to understand how to create a pattern using a simple shape and one of 5 mathematical rules.</p>	<p>LF: Create a symbol to represent the opposite of a celebrity.</p> <p>Skills: Pupils will be able to understand the meanings behind a range of symbols. Pupils will be able to explore the opposite meanings of symbols and be able to create their own symbol. Pupils will be able to understand the connotations of colour within symbols and will also explore the scale of symbols.</p> <p>Keywords: Symbol, celebrity, opposite, structure, representation, connotations, silhouette, rendering, colour and meaningful.</p> <p>Summative: Verbal feedback given during all lessons. Written feedback given on three assessment pieces. Homework = Cumulative grade given at the end of the rotation.</p>	<p>LF: Be able to understand “How things do what they do” and be able to make a card model which demonstrates changing one type of motion (input) into another (output).</p> <p>Skill: Being able to understand four types of basic motion, they are rotary, linear, reciprocating and oscillating. Be able to analyse how a simple object performs.</p> <p>Keywords: input, output, rotary, linear, reciprocating, oscillating, linkages, performance, structures.</p> <p>Summative: Verbal feedback given during all lessons. Written feedback given on three assessment pieces. Homework. Cumulative grade given at the end of the rotation.</p> <p>SMSC: Environmental – Discussion about where certain objects come from and product</p>	<p>LF: Introduction to balanced diets and food preparation.</p> <p>Skill: Use of variety of kitchen equipment. Weighing and measuring. Fruit/veg preparation. Use of hob, oven, kettle, hand blender. Safe knife use (claw & bridge). Rubbing in method. Enrobing. Batter method. Dough making, moulding, shaping. Meat Preparation (Poultry hygiene). Topics covered: Health, Safety & Hygiene, Eat well Guide, Sensory analysis, classification of fruit & veg, ratio/function of ingredients Healthy Eating/Balanced diet, energy balance, dairy products, protein, adapting a recipe, ingredients provenance, fibre, nutritional analysis. Evaluation, Self and Peer Assessment.</p> <p>Keywords: Health, hygiene, sensory, star-charts, appearance, odour, taste and texture, nutrients, portion, calcium, principles hob, cubed, simmering, hand blender, energy balance, nutrients, life</p>

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	<p>Keywords: Simplify, symbol, shape, manipulation, repetition, reflection, rotation, scale, overlapping, elements, pattern, tessellation, doubling/halving, fractions, perspective and ratio.</p> <p>Summative: Verbal feedback given during all lessons. Written feedback given on three assessment pieces. Homework. Cumulative grade given at the end of the rotation.</p> <p>Key resources: Pupil workbook, CET powerpoints, Selection of CET photographs, paper, card, tracing paper, pencils, markers, Graph paper, pattern toolkit, compasses, calculators and interactive white board. Literacy connective mat and word banks for SOW.</p>	<p>SMSC: Discussions about the meaning of symbols – what connotations do certain symbols suggest?</p> <p>Key resources: Pupil workbook, CET powerpoints, Printed symbols, paper, card, tracing paper, pencils, markers, black card and interactive white board. Literacy connective mat and word banks for SOW.</p> <p>G&T: Generate more intricate/detailed symbols that for the opposite of celebrity.</p> <p>Textiles, Graphics and Resistant materials will follow the same programme for starting lessons. Individual subjects will then take on specialised CET projects.</p>	<p>lifecycle. Discuss with the class about the shelf life of a product.</p> <p>Key resources: Pupil workbook, CET powerpoints, Printed pack of performing structures sheet, paper, card, tracing paper, pencils, markers, Card linkages templates, split pins, scissors, sticky tape and interactive white board. Literacy connective mat and word banks for SOW.</p> <p>Textiles, Graphics and Resistant materials will follow the same programme for starting lessons. Individual subjects will then take on specialised CET projects.</p>	<p>stages, carbohydrates, protein, fat, oven-proof, rubbing-in, slices, calcium, fortified, compare, grill, temperature control, design brief, vegetarian, vegan, pescatarian, enrobe, zester, goujons, modification, justification, specification, batter, enrich, proportion, function, plan of production, quality control, timing.</p> <p>Summative Assessment: All practical to be assessed according to 9 - grades, cumulative grade given at end of rotation. Assessed work- Design and annotation of Deli Salad, Design own product suitable for an athlete.</p> <p>SMSC: How to improve one's diet, healthy diets, Health & wellbeing. Obesity/dieting. Sharing kitchens/equip: Religious dietary requirements. Investigating non-traditional starch sources.</p> <p>Key resources: Usual kitchen equipment, ingredients for DP, see SOW, composite foods pictures,</p>

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	<p>G&T: Generate more intricate / detailed patterns and be able to use all 5 mathematical rules.</p> <p>Textiles, Graphics and Resistant materials will follow the same programme for starting lessons. Individual subjects will then take on specialised CET projects.</p>			<p>information sheets, podcasts, samples of alternative starches.</p> <p>G&T: See SOW for G&T challenge in individual lessons.</p> <p>Pathways: To be able to use current healthy eating advice to choose a varied balanced diet for their needs and those of others. To be able to use a range of preparation techniques and methods when cooking, e.g. claw and bridge grip, weighing and measuring, mixing, grating, safe use of the oven, safe use of the kettle, rubbing in technique, forming a dough, rolling out, shaping, safe use of raw meat, enrobing. To be able to use equipment safely, being aware of others' safety. To be able to understand the principles of cleaning, preventing cross contamination, chilling, cooking food thoroughly steaming hot. To plan and carry out food storage, preparation and cooking safely and hygienically. To know that it is important to include a variety of activity in everyday living. To know</p>

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				how different activities can affect health in different ways. To beware of links between when and what to eat and drink before, during and after exercise

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<p>Year 8</p> <p>Timescale –</p> <p>Carousel rotation for all areas,</p> <p>7 – 8 double lessons.</p>	<p>LF: How to design and create a printed bag for life. Using Great Yarmouth as the design inspiration.</p> <p>Skills: Design / make block motif to create a range of standard pattern repeats; and pupils own. Develop prior learning of tie dyeing to create own pattern. Sewing machine and construction skills for hems / seams / handle construction and attachment to the bag.</p> <p>Independently be able to thread a sewing machine, setting stitches and widths.</p> <p>Keywords: Pattern repeats – straight, brick, half-drop, mirror. Block Motif, fix, recycling, biodegrade, sustainability. Motif, block printing, seam allowance. Presser foot, foot pedal, balance wheel, bobbin. Hem, seam, right sides, fray.</p> <p>Assessment: Verbal feedback given during all lessons.</p>	<p>LF: CET Design programme. Extend an existing brand (from the list given below) by creating a sub-brand or new range and three new products.</p> <p>Skills: Be able to create a range of designs for various well known brands. Pupils will be able to extend their designs to a wider range of products or environments.</p> <p>Keywords: Branding, Designing family, Function, aesthetics. Construction, ergonomics, cost, economics, quality, user, environment,</p> <p>Literacy opportunities: Graphics word page to build up a glossary of terms.technical and creative words</p> <p>Assessment: Verbal feedback given in all lessons. Written feedback given on key pieces of work:</p> <ol style="list-style-type: none"> 1. Design work of branding 	<p>LF: Door Stop. How to safely the scroll saw and tools in the workshop.</p> <p>Skills: Being able to transfer accurately their design onto the A5 plywood, cut it out using the scroll saw and use the belt sander to shape the wedge.</p> <p>Keywords: Coping saw, Plywood, Creativity, Production, Colour, Design, layout, panel pin hammer. Literacy opportunities: Pupils to add keywords to their school glossary. Make notes about their ideas by annotating their sheets. Look at what a specification is.</p> <p>Assessment: Summative: Verbal feedback given in all lessons. Verbal feedback given during designing and practical lessons, using the verbal feedback sheet.</p> <p>Written feedback given for the initial ideas work and having cut the shape using the scroll saw. Success criteria – Be able to Design and Make a decorated</p>	<p>LF: Food for Schools.</p> <p>Skills: Use of kitchen equipment: knives and other kitchen utensils, microwave, oven (gas and electric), hob. Skills developed: Knife skills, presentation skills, evaluation skills, organisational skills, serving up (and clearing down) on time, meat prep, portion control fruit/veg preparation. Use of hob, grill, oven. All-in-one method. Grain/pasta cooking. Roux based sauce. Yeasted dough. Shaping. All-in-one. Topics covered: Health, Safety & Hygiene, Eat well Guide, Healthy Eating/Balanced diet, carbohydrate, protein, Fat, micronutrients, food choices, adolescent diets, Hydration, Staple Foods, School Food Plan, How to eat less fat, Healthier Protein based Meals, Target Market Evaluation, Self and Peer Assessment.</p> <p>Keywords: Nutrients, composite, hydration, eatwell plate balanced meal, savoury, starchy, energy, Kcal, Kjoules, energy balance, all-in-one, dropping consistency, carbohydrates, risen, prove, raising agents, prove, bounce back, dough, protein, alternatives, vegetarians, vegans, pescatarians, Thickening (coagulation), Lightening (foam), Binding,</p>

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	<p>Written feedback given on key areas of work – research (mood board), Design work and Plan of production showing knowledge and recall. Practical outcome, threading and setting the stitch widths / lengths on the sewing machine and homework. Cumulative grade given at the end of the rotation.</p> <p>SMSC: Understanding of fossil fuels in the production of plastic bags; Environmental impact of waste disposal of plastic – landfill and coastal. Recycling of cotton material – bag for life. Pupil’s to make the correct choice in terms of over consumerism for disposable products – return to make do and mend era. (Social responsibility.)</p> <p>Key resources: Pupil workbook, mood boards, wooden block bases, polystyrene, wood glue, small textile equipment. Sewing machines, pre – prepared calico cotton by</p>	<p>2. Design work of visualising data</p> <p>3. Plan of production explaining final infographic.</p> <p>Final grade given at the end of the rotation.</p> <p>SMSC: Moral issues of major branding companies and what the companies stand for. Analysis of logo designs of brands.</p> <p>Key resources:</p> <p>CET Powepoints, CET work booklet, CET Homework booklet, computers, tracing paper, pens, printing facilities, colour pencils, finelines, black card.</p> <p>Pathways:</p>	<p>door wedge from man-made board. Cumulative grade given at end of rotation.</p> <p>SMSC: Moral issues –Should we recycled resources or start from new each time. Environmental – The advantages of using a veneer of a hardwood backed onto a man-made board vs. a plank of the wood. Deforestation.</p> <p>Key resources: Pupil work sheets, assessment sheets, Pencils / colouring pencils, 6mm A5 plywood, Sharpie permanent pens, Masking tape, Coping saws, Files, Scroll saws. Literacy glossary sheets and connectives map sheets.</p> <p>G&T: Be able to create an original idea for their Door stop, rather than using basic shapes. Pupils would need to practice this and develop their scroll saw skills.</p> <p>Pathways: Presentation is fully considered and detailed. Draw,</p>	<p>Emulsifying, Coating, Glazing , function, micronutrients, vitamins, minerals, nutritional.</p> <p>Assessment: All practical to be assessed according to 9 - grades, cumulative grade given at end of rotation. Assessed work - Story board about Hydration, Design and make pizza suitable for school canteen/specific target group.</p> <p>SMSC: What constitutes a balanced diet and its benefits. Risks associated with both obesity and dieting. What might influence their decisions about eating a balanced diet. Sharing kitchens/equip. Investigating role school food plays in their diets.</p> <p>Key resources: Usual kitchen equipment, ingredients for DP, see SOW, information sheets, podcasts, rice products, pasta products, pasta labels, range of dried herbs and spices.</p> <p>G&T: See SOW for G&T challenge in individual lessons.</p> <p>Pathways: Know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people</p>

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	<p>technician for all parts of the bag, dying and drying facilities iron, printing and washing facilities for paints.</p> <p>G&T: See SOW for G&T challenge in individual lessons.</p> <p>Pathways: Production of a range of motifs & a final design to reflect the design brief. Able to use the sewing machine / iron / small textile equipment safely and appropriately. Have an understanding of the properties of the materials / resources working with. Know how to plan order of making to create an accurate outcome. Working reflectively & critically to resolve problems. Propose solutions to others. Reflect critically during the evaluation process, through peer and self.</p>		<p>model and discuss ideas to clarify my thinking. Compare designs to my specifications, by using annotation. Work with a range of tools, materials and equipment with some precision. Test and evaluate my work, comparing it to my design specification (spec.).</p>	<p>require different amounts during their life, e.g. infant feeding, teenage years. Know that their bodies contain water and that they need fluid from food and drinks to keep the body working properly. (assessed) Use nutrition and allergy information on food labels to help make informed food and drink choices. Understand the principles of cleaning, preventing cross contamination, chilling, and cooking food thoroughly and reheating food until it is steaming hot. Use date-mark and storage instructions when. Storing and using food and drinks. Understand how water is used by the body during physical activity and that extra water may be needed before, during and after being physically active. (assessed) Use a broad range of preparation techniques and methods when cooking, e.g. grilling, safe use of hob, boiling/simmering, draining, making/shaping dough, roux sauce, safe handling of meat.</p>

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Year 9 Timescale – Carousel rotation for all areas, 7 double lessons.	<p>LF: 'All About Me' Patchwork cushion, developing a range of textile techniques. To focus on the interpretation of a design brief, giving pupils the 'power' to set their own theme in the design context; to promote engagement.</p> <p>Skills: To introduce new textile techniques to the pupils, and the equipment they will need to use to produce the work to a high level of finish. Target to develop designing and technical techniques. Target to develop pupil confidence to work independently and be confident in the choices they are making. Develop critical thinking through the choices they are making for theme, materials, and techniques. Produce a finished practical – patchwork cushion of 6 to 9 squares using a range of layered textile techniques.</p> <p>Keywords: Applique, flex Vinyl, SMART materials – glow in the dark, cotton, fabric pens, tye</p>	<p>LF: Create an album cover based on an iconic style of design. Be able to create a cd case with a minimum of four folding panels.</p> <p>Skills: A range of graphic skills to create design work. Pupils will learn how to use a range of filters on Photoshop. Pupils will develop their design techniques using a range of mixed media to create album work.</p> <p>Pupils will learn a range of paper engineering techniques to create a four folding panel cd case.</p> <p>Keywords: Client, iconic, aesthetics, function, quality, construction, measuring, specification, design brief, finish, template, evaluation, preparation, processing, assembly.</p> <p>Assessment: Verbal feedback given during all lessons. Written feedback given on key areas of work – Plan of production showing knowledge of the photoshop skills they have</p>	<p>LF: Money Box. Making a simple box using lap joints and working safely tools in the workshop.</p> <p>Skills: Marking out and cutting a lap joint, cutting a money slot and cutting an accurate shape using a scroll saw.</p> <p>Keywords: Coping saw, Plywood, Creativity, Production, Colour, Design, layout, lap joint, try square, tenon saw, bevel edged chisel, mallet and g-clamps.</p> <p>Assessment: Verbal feedback given in all lessons. Verbal feedback given during designing and practical lessons using the verbal feedback sheet.</p> <p>Written feedback given for the initial ideas work and having cut the lap joints. Success criteria – Be able to Design and Make a useful money box from pine and man-made boards. Cumulative grade given at end of rotation.</p> <p>SMSC: Moral issues –Should we repair things or just buy new.</p>	<p>LF: Multicultural foods.</p> <p>Skills: Use of kitchen equipment: knives and other kitchen utensils, microwave, oven (gas and electric), hob. Skills developed: knife skills (chef's knife, veg cuts) sauce making (roux, reduced), hygiene, meat preparation, professional / French fruit/veg preparation. Use of hob, grill, oven, Marinating, Stir frying, Creaming method. Topics Covered- methods of cooking and culinary skills, exploring multicultural food. New equipment and ingredients. Increase knowledge of nutrition and then demonstrate this new knowledge by designing a curry dish for a local café. Review 4C's Food Standards, Healthy diets & weight, Food choices according to religion, culture, ethical belief, or personal choices., Food production, process & sale, Cost of food when planning to eat out or cook at home, marketing & Purchasing behaviour, use of leftovers. Self and Peer Assessment.</p> <p>Keywords: Eatwell plate, life stages, dietary, diet related illness, prove, risen, raising agents, extend,</p>

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	<p>dye – starburst, circles, pleats, resist method of dying, fix, fray, couching, sewing machine – balance wheel, presser foot, foot pedal, pivot, reverse, stitch selector, stitch length and width. Perimeter, seam, seam allowance, hem, scale, position. Iron, temperature, sole plate, steam. Mood board.</p> <p>Assessment: Verbal feedback given during all lessons. Written feedback given on key areas of work – research (mood board), Design work and Plan of production showing knowledge and recall of the Applique technique. Practical outcome, threading and setting the stitch widths / lengths on the sewing machine and homework. Cumulative grade given at the end of the rotation. Pupils to set their targets and monitor their progress with the pupil tracker from their levelled pieces of work. WWW / EBI / ACTION. Assessment work - Mood board research & designing. Prototype Method for Applique.</p>	<p>acquired. Design work of four folding cd case.</p> <p>SMSC:</p> <p>Environmental – looking at a range of boards/cardboards – Can and how are materials recycled? Looking at the meaning of product life cycle.</p> <p>Key resources: Powerpoint, work booklets, homework booklet, computers, range of Graphics materials.</p> <p>G&T: To create a cd case based on Origami that has more than four folding panels. The CD case must hold more than one CD.</p> <p>Pathways:</p> <p>Created a range of iconic design ideas and a final design to reflect the design brief.</p> <p>Be able to use a range of materials accurately and safely to create a final outcome. Have an understanding of the properties of</p>	<p>Environmental – Should we develop new materials, carbon fibre and super conducting materials.</p> <p>Key resources: Pupil work sheets, assessment sheets, Pencils / colouring pencils, pine cut to 445mm, Sharpie permanent pens, Masking tape, tenon saw, try square, chisels, mallet, Coping saws, Files, Scroll saws. Literacy glossary sheets and connectives map.</p> <p>G&T: Be able to create an imaginative design for their Money box. Pupils would need to practice this and develop their scroll saw skills.</p> <p>Pathways: Presentation is fully considered and detailed. Draw, model and discuss ideas to clarify my thinking. Compare designs to my specifications, by using annotation. Work with a range of tools, materials and equipment with some precision. Test and</p>	<p>balanced diet, constipation, diabetes, obese, anaemia, all’onda, Arborio, tostatura, lactose, diabetic, kosher, halal, gluten, coeliac, roux, al dente, coating consistency, staple, seasonal, closed questions, reduced, pomodoro, bar, pie, pictogram, specification, reasons for choice, quality control, mass production, modification, saleability, consumer choice, specification, justification.</p> <p>Assessment: All practical to be assessed according to 9 - grades, cumulative grade given at end of rotation. Assessed work - Food Production poster. Design and make a curry suitable for specific target group.</p> <p>SMSC: Diets related health issues. Diets relating to religion, culture, cost. Influence of food marketing, advertising and promotion effects on their own diet and purchasing behaviour. Importance of portion size in diet. Environmental impact of food production.</p> <p>Key resources: Usual kitchen equipment, spare ingredients for DP,</p>

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	<p>Summative Assessment, including practical + evaluation.</p> <p>SMSC: Self awareness, interests and hobbies, aspirations – places to travel to, what they would like to achieve / goals & ambitions. Peer evaluation – awareness of others choices.</p> <p>Key resources: Pupil work sheets, homework – mood board / portrait. Powerpoint of techniques, and pupil exemplar work. Sewing machines, range of fabrics – cut to size by technician, dyes, sewing machines, threads, scissors, drying area for dye-stuffs, ironing facilities.</p> <p>G&T: Generate more intricate / detailed design work and development of surface decorative techniques to include a wider variety of techniques. See SOW for G&T challenge in individual lessons.</p> <p>Pathways: Production of a range of motifs & a final design to</p>	<p>the materials / resources working with.</p> <p>Know how to plan order of making to create an accurate outcome.</p> <p>Reflect critically during the evaluation process, through peer and self.</p>	<p>evaluate my work, comparing it to my design specification (spec.).</p>	<p>see SOW, information sheets, podcasts, range of rice & pasta shapes, range of dried herbs and spices, examples of spice pastes.</p> <p>G&T: See SOW for G&T challenge in individual lessons.</p> <p>Pathways: Understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight. Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade. Know about the different stages in food production and processing. Understand how geography, weather and climate influence the availability of food and drink. Compare the cost of food when planning to eat out or cook at home. Understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices. Be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image. Understand the influence of food marketing,</p>

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	<p>reflect the design brief. Able to use the sewing machine / iron / small textile equipment safely and appropriately. Have an understanding of the properties of the materials / resources working with. Know how to plan order of making to create an accurate outcome. Working reflectively & critically to resolve problems. Propose solutions to others. Reflect critically during the evaluation process, through peer and self.</p>			<p>advertising and promotion on their own diet and purchasing behaviour. Know that it is important to be aware of portion size when choosing food and drinks. Use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, develop knife skills, use of scissors, juicing, crushing, frying, creaming method, blended & reduced sauces, assembling/layering, safe handling of raw meat/fish, safe use of small electrical equip. Know how to safely make use of leftovers. Understand that some foods have a higher risk of food poisoning than others, e.g. raw chicken.</p>