



DESIGN & TECHNOLOGY CURRICULUM STATEMENT

Textiles at Temple Moor High School

Y7	Topic	Programme of Study
	Arty bunting	<p>Key Knowledge: Students will learn & develop basic textiles knowledge and skills. They will learn to understand the design process & how designers work within industry. They will research, design, experiment and make a product based on a 'real life' scenario – Leeds Art Gallery.</p> <p>Assessments: Research, designing and making are assessed through peer, self and teacher feedback.</p> <p>Why now? To determine learners' key skills from KS2 to KS3.</p> <p>Personal Development: Real life links to Leeds Art Gallery, understanding of real artists/ designers.</p>

Y8	Topic	Programme of Study
	Tropical tote bag	<p>Key Knowledge: Students develop textiles knowledge and skills. They will develop an understanding of the design process & how designers work within industry. They will research, design, experiment and make a product based on a 'real life' scenario – Tropical World Leeds.</p> <p>Assessments: Research, designing and making are assessed through peer, self and teacher feedback.</p> <p>Why now? To develop skills and confidence when using textiles processes.</p> <p>Personal Development: Real life links to Tropical World Leeds, understanding of real artists/ designers.</p>

Y9	Topic	Programme of Study
	Architecture inspired t-shirt	<p>Key Knowledge: Students develop textiles knowledge and skills. They will develop an understanding of the design process & how designers work within industry. They will research, design, experiment and make a product based on a 'real life' scenario – Leeds City of Culture.</p> <p>Assessments: Research, designing and making are assessed through peer, self and teacher feedback.</p> <p>Why now? To develop skills and confidence when using textiles processes in preparation for GCSE level.</p> <p>Personal Development: Real life links to Leeds City of Culture, understanding of real artists/designers.</p>

Y10	Topic	Programme of Study
Skill building Component 01	BTEC Level ½ Art & Design Tech Award (Textiles)	<p>Key Knowledge: In Year 10, students will begin the year by building a sketch book of skills. They will develop the skills they have learnt in KS3 and will then begin to learn and present more complex skills showing off high levels of accuracy, creativity and presentation. Towards the middle of Year 10, students will then begin to complete their first assignment set by Pearson. They will research, design, make, evaluate and reflect enable them to become independent creatives.</p> <p>Key Vocabulary: all techniques, accuracy, research, construction, client, evaluation, reflection.</p> <p>Assessments: Students will be assessed throughout the year on their skill set and presentation. They will begin component 01 which is a internal component and this holds 60% of their overall final grade. Moderation will take place May 2024.</p> <p>Why now? Students have built up a wide range of techniques, methods and presentation since starting Textiles in Year 7. Now they have the opportunity to showcase these skills. By now, students are aware of the design process and are able to work independently and creatively to complete their components of work.</p> <p>Personal Development: Within their components of work students become aware of art movements and artists from a range of cultures around the world. They are able to appreciate and learn from a range of diverse artists and take inspiration from them.</p>

Y11	Topic	Programme of Study
	BTEC Level ½ Art & Design Tech Award (Textiles)	<p>Key Knowledge: Students will spend the first term of Year 11 completing their internal component. After Christmas, students will be given component 02 which they will complete up until May of Year 11. This holds 40% of their overall grade. Within this component, students will be expected to be even more confident in completing the design process and demonstrating high levels of researching, designing and making to answer their assignment brief fully.</p> <p>Key Vocabulary:</p> <p>Assessments: component 01 is 60% of their overall grade and component 02 will hold 40% of the overall grade. All to be moderated in the May of Year 11.</p> <p>Why now? Students will build upon prior knowledge from KS3 and Year 10.</p> <p>Personal Development: Pupils are made aware of how design impacts social/cultural, environmental and economic factors.</p>

KS5	Topic	Programme of Study
	Edexcel Art & Design (Textiles)	<p>Key Knowledge: Students will choose an area of personal study within Textiles and Fashion Design and focus on this project until Christmas of Y13. They will explore a range of artists and designers which will inspire them to create a sketch book of research as well textile and fashion outcomes, building their skills and techniques along the way. Students will become confident creatives and will be able to problem solve, as well as make creative decisions regarding their work. Students will learn how to create patterns and prints, construct garments and present their work portfolio ready. Students develop the ability to prioritise tasks and manage their time.</p> <p>Key Vocabulary: Creative, Garment Construction, Interior Design, Practice, Investigation</p> <p>Assessments: Component 01 and Component 02 will be assessed pieces of work. Within component 01, students are expected to write up a formal piece of writing as a 3000 word essay, summarising their findings, and evaluating their outcomes. In Y13, students will have a 15 hour exam over 3 days, completing an outcome from their component 02 research.</p> <p>Why now? Students have built up a wide range of techniques, methods and presentation from starting Textiles in Year 7. Now they have the opportunity to showcase these skills. By now, students are aware of the design process and are able to work independently and creatively to complete their components of work.</p> <p>Personal Development: Students explore artists and designers from a range of cultural backgrounds. Students will be introduced to the creative sector and jobs will be explored, as well as trips and visits to post 18 providers.</p>

Food Technology at Temple Moor High School

Y7	Topic	Programme of Study
	Basic Skills and Nutrients	<p>Key Knowledge: Introduction to the kitchen; students will learn and develop hygiene skills as well as basic food safety. They will be introduced to the eat well guide learning what makes a healthy balanced diet. Throughout Year 7, students will also begin to develop skills that will enable them to make dishes and be introduced to appliances along the way.</p> <p>Key Vocabulary: hygiene, nutrient, eat well guide, heat transfer, conduction, convection, radiation.</p> <p>Assessments: Students will be assessed on a practical towards the end of the rotation. Students must demonstrate good hygiene and show off skills they have learnt throughout their rotation. Students will also compete a knowledge test assessing them on their theory they have learnt throughout their rotation.</p> <p>Why now? Students learn the basics around kitchen safety, hygiene, nutrients and preparation skills. This will enable them to undertake future cooking projects safely and with due regard for food hygiene practices.</p> <p>Personal Development: Students understand the key food groups, learning what makes a healthy balanced diet, enabling them to make the right choices when it comes to preparing and cooking meals. We encourage a healthy balanced diet.</p>

Y8	Topic	Programme of Study
	Dietary Needs & Nutrients	<p>Key Knowledge: Students develop a more detailed understanding of what makes up a balanced diet, learn the difference between a micronutrient and macronutrient, and understand how they help our bodies as well as why we need them. In Year 8, students will also begin to learn about specific dietary needs and choices, understanding how to cater for people's needs. Alongside this knowledge students will carry on to develop their preparation and cooking skills making a range of dishes and using more appliances and equipment in the kitchen.</p> <p>Key Vocabulary: macronutrient, micronutrient, dietary need, dietary choice, life-stage, gluten, lactose, intolerance, allergy.</p> <p>Assessments: Students will be assessed on a practical towards the end of the rotation. Students must demonstrate good hygiene and show off skills they have learnt throughout their rotation, as well cooking for people with a dietary need. Students will also compete a knowledge test assessing them on their theory they have learnt throughout their rotation.</p> <p>Why now? Students learnt the basic kitchen preparation and skills in Year 7. They now build upon these to create more complex dishes, as well as beginning to cook for others, not just themselves.</p>

Y8	Topic	Programme of Study
		Personal Development: Students understand how different food groups play a part in how our body function, promoting a balanced diet. Students also learn ethical reasons of different diets and respect people's choices.

Y9	Topic	Programme of Study
	Food Safety	<p>Key Knowledge: Students become more technical in Year 9, and begin to link food technology to the hospitality and catering industry, learning more about jobs as well as building a higher skill set of food preparation and cooking skills. Students work more with meat and learn the potential hazards if we do not follow food safety protocols, including types of contamination and food storage. Students are more independent, creating personalised plans to suit their dishes, and demonstrating time management within a kitchen environment.</p> <p>Key Vocabulary: hospitality, catering, residential, non-residential, contamination, pathogenic, mise en place.</p> <p>Assessments: Students will be assessed on a practical towards the end of their rotation. In Year 9, students must demonstrate food safety and hygiene when handling raw meat. Students will also complete a knowledge test assessing them on the theory they have learnt throughout their time within this rotation.</p> <p>Why now? In Year 9, the topics link to the hospitality and catering industry which leads onto our KS4 specification. Students have built up skills since Year 7 and gained confidence each year, enabling them to prepare and cook more complex dishes.</p> <p>Personal Development: Students will learn hygiene and food safety when cooking with high risk food. Students will learn new recipes promoting a balanced diet.</p>

Y10	Topic	Programme of Study
	WJEC Hospitality & Catering	Key Knowledge: In preparation for their assessment at the end of Year 11, students will develop a deep understanding for food nutrition and dietary needs. Furthermore, they will begin to identify the roles of different positions in the hospitality and catering industry, the requirements of these, and how different circumstances affect the success of the industry. Students will look at different types of establishments and the way food is served, as well as develop a broad knowledge of food hygiene and safety, both theoretically and in practice.

Y10	Topic	Programme of Study
		<p>Key Vocabulary: Residential, non-residential, commercial, non-commercial, establishment, bacteria, food poisoning</p> <p>Assessments: Low stakes testing, practice paper questions, practical assessment</p> <p>Why now? Pupils build on their knowledge and skills learnt in KS3 and are encouraged to deepen their understanding of food nutrition, hygiene and safety in order to independently plan, prepare and cook dishes that could be served in industry.</p> <p>Personal Development: Pupils study different cultural foods. They also learn about how finance, politics, technology, the economy and the media can all impact on the success of the hospitality and catering industry.</p>

Y11	Topic	Programme of Study
	WJEC Hospitality & Catering	<p>Key Knowledge: Students will continue to learn the knowledge and skills required to access their written and practical assessments at the end of Year 11. As they develop their practical skills, students will learn a range of food preparation techniques and cooking methods to plan their own menu. They will focus on garnishing and food presentation, as well as portion control, as they plan menus and dishes to specific scenarios.</p> <p>Key Vocabulary: Portion control, contingency, mise en place, garnish</p> <p>Assessments: Low stakes testing, 40% 1.5 hour written exam, 60% Unit 2 coursework</p> <p>Why now? Pupils will apply the skills and knowledge learnt to a real-world context, then complete their coursework. They may be preparing to go into a career, apprenticeship or further education in the subject.</p> <p>Personal Development: Pupils study different cultural foods. They also learn about how finance, politics, technology, the economy and the media can all impact on the success of the hospitality and catering industry.</p>

Product Design at Temple Moor High School

Y7	Topic	Programme of Study
	LED Torch	<p>Key Knowledge: Introduction to the design process and influences of design. The project allows students to design, develop and manufacture a product that is feasible and well designed for the user. It allows pupils to use basic hand working tools that they won't have had experience of in KS2.</p> <p>Key Vocabulary: Ergonomics, Feasibility, Accuracy, Prototype, Creativity</p> <p>Assessments: Design Ideas, Manufacturing of Products and Key Knowledge</p> <p>Why now? The projects acts as a basic introduction to key concepts and equipment used in Product Design and the design process. The majority will have little knowledge of this from KS2.</p> <p>Personal Development: Sustainability issues surrounding material choice.</p>

Y8	Topic	Programme of Study
	Alessi Project	<p>Key Knowledge: Continuation and building on the design process. Pupils are required to analyse research to produce a specification. There is the opportunity to work with mixed materials and the first introduction to CAD/CAM. Students are taught about current Product Designers.</p> <p>Key Vocabulary: Design Brief, Specification, Research, Form, Function, Development</p> <p>Assessments: Design Ideas, Manufacturing of Products and Key Knowledge.</p> <p>Why now? The project builds on the key stages of the design process learnt in Y7, but requires pupils to produce and work from a specification. CAD/CAM is taught as it will be a key skill throughout KS4. Pupils will need a greater depth of the design work and designer as they move up the years.</p> <p>Personal Development: Issues surrounding design and the global economy.</p>

Y9	Topic	Programme of Study
	Designer Clock	<p>Key Knowledge: Continuation and building on the design process. Students are introduced to design movements of the past and required to use that as inspiration for their products. Students are</p>

Y9	Topic	Programme of Study
		<p>taught about quality control and quality assurance methods to produce a quality product.</p> <p>Key Vocabulary: Jig, Tolerance. Gauge, Template, CAD/CAM</p> <p>Assessments: Design Ideas, Manufacturing of Products and Key Knowledge</p> <p>Why now? Continues to build on the key skills of the design process learnt in Y7 and 8. Introduction to QC and QA techniques used to make a quality product, that will be required in KS4.</p> <p>Personal Development: Careers in the design industry.</p>

Y10	Topic	Programme of Study
Skills Building Projects	Eduqas Design & Technology (Product Design)	<p>Key Knowledge: Students will begin to identify and solve real problems by designing and making products through introduction to the iterative design process. Learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.</p> <p>Key Vocabulary: Iterative design. New and Emerging Technology, Material Properties, Electrical and Mechanical Systems</p> <p>Assessments: NEA 50% GCSE</p> <p>Why now? Pupils build on their knowledge of the design process learnt in KS3 and are encouraged to develop their understanding of an iterative process so that, by Y11, they can confidently and independently manage and carry out full projects.</p> <p>Personal Development: Pupils are made aware of how design impacts social/cultural, environmental and economic factors.</p>

Y11	Topic	Programme of Study
NEA	Eduqas Design & Technology (Product Design)	<p>Key Knowledge: Students will be given the opportunity to identify and solve real problems by designing and making products. Learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.</p> <p>Key Vocabulary: Energy Generation and Storage, Developments in new materials, Timbers, New and Emerging Technologies</p> <p>Assessments: 50% NEA, 50% 2hr exam at end of Year 11</p>

Y11	Topic	Programme of Study
		<p>Why now? Pupils are to use all of their knowledge and skills of the iterative design process from KS3 and KS4, to work independently to identify and solve a real-world problem.</p> <p>Personal Development: Pupils are made aware of how design impacts social/cultural, environmental and economic factors.</p>

KS5	Topic	Programme of Study
Theory	Product Design	<p>Key Knowledge: Students will learn how the following topics influence design: Design and Innovation, Materials and Components, Industrial Practice and commercial practice, Product analysis, Human responsibility and Public Interaction</p> <p>Key Vocabulary: Human Responsibility, Innovation, Product Analysis, Industrial and Commercial practice, Public Interaction</p> <p>Assessments: 3hr hour examination at end of Year 13</p> <p>Why now? Prepares pupils for a career in the design or creative industry.</p> <p>Personal Development: Gives pupils a full understanding of commercial design and how it impacts the world around us.</p>
NEA	Product Design	<p>Key Knowledge: Students are encouraged to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.</p> <p>Key Vocabulary: Iterative design, Investigaton, Specification, Development, Analysis</p> <p>Assessments: NEA</p> <p>Why now? Pupils are to use all their knowledge and skills of the iterative design process learnt through KS3-4, to work independently to identify and solve a real-world problem.</p> <p>Personal Development: Gives pupils a full understanding of commercial design and how it impacts the world around us.</p>

BTEC level ½ Tech Award:

Construction & The built environment at Temple Moor High School

Y10 & Y11	Programme of Study
	<p>Key Knowledge: To build upon the relevant Key stage 2 and 3 Product Design knowledge and skills learned, and use these as a foundation for learning and developing the skills needed to be successful in construction. We aim to provide our pupils with the knowledge and understanding of how the construction industry has shaped the modern world. This industry provides our world with the infrastructure and facilities we need and expect to sustain our lives whilst also providing various skill level jobs to suit all of society. It is an ever-changing, evolving industry that continually looks at sustainable, technological and environmental construction techniques and issues as it progresses.</p> <p>Key Vocabulary: Performance, stability, sustainability, coniferous, deciduous, thermal resistance, insulation, useful life, impervious, brownfield, greenfield, prefabricated, embodied energy, foundation, aesthetics.</p> <p>Assessments: The theory unit is externally assessed alongside the carpentry and architecture units, which are coursework based and internally assessed with external moderation.</p> <p>Why now? As students enter KS4, they will begin to consider their future plans for education and/or careers. BTEC Construction can serve as a continuation and specialisation from KS3 Design & Technology or run alongside a GCSE Design option. BTEC Construction aims to prepare students for Further Education and/or apprenticeships with a view to forging successful careers.</p> <p>Personal Development: BTEC Construction is an inspiring, rigorous and practical subject with clear links to future careers designed to give a broad view of a fast-paced and growing industry. Pupils learn to take responsibility for their work gaining independence to become, resourceful and enterprising citizens. A good footing in construction can develop students' awareness of the world around them and prepare them to positively contribute towards it.</p> <ul style="list-style-type: none"><input type="checkbox"/> Developing an understanding of scientific, mathematical and practical principles in construction alongside an appreciation for successful architectural design. To develop an awareness for the built environment around them.<input type="checkbox"/> Promoting future opportunity through career links and strong relationships with local FE institutions.<input type="checkbox"/> Enabling students to independently manage and recognise opportunities for development in their chosen field.<input type="checkbox"/> Supporting readiness for the next stage of learners' career and educational aspirations.<input type="checkbox"/> Providing all students with a wide experience in a range of construction fields.