



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Technology
Curriculum
Overview 2023
**Hazel Wood
High School**



Our Curriculum Content:

Within Design Technology, pupils will be taught fortnightly. In Technology, it is our aim to ensure pupils can work in a safe environment and learn key skills that will allow them to be successful throughout the course.

In Design Technology, pupils will be able to recognise different equipment and select the correct one for specific uses. Design and produce to the requirements of a specific customer and be able to use a range of equipment safely to produce a variety of outcomes.

Year 7	Students study Food Technology alternate weekly throughout the year
Unit Title	Introduction to Design Technology and Workshop Practices- Basic Skills
Key Knowledge and understanding that enables skill building.	<p>By the end of this unit, we expect pupils to know and understand the elements of safety that are required to work purposefully and safely in a workshop, so that they can put this into practice.</p> <p>Understand types of materials and build a bank of basic skills.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none">• Health and safety within a workshop.• How to recognise a variety of equipment and recall their uses.• How to use specific tools safely.• That different materials are suitable for different purposes.• How to recognise different types of timber.• How to produce a wooden jigsaw using a coping saw and sand to create a smooth edge.• Types of polymers and their uses.• How to produce a keyring safely, using a pillar drill, junior hacksaw, sanding and heat press.• Understanding fibres and fabrics• Developing hand stitching skills• Designing a puggie for a customer• Using a variety of skill safely to produce a puggie, marking out, cutting out, variety of hand stitches to apply embellishment.• Understand and be able to produce a selection of machine and hand stitches.



	<p>Over the half term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to produce the following;</p> <ul style="list-style-type: none">• Jigsaw• Keyring• Puggie
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.</p> <p>Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience.</p> <p>Students will take a test at the end of each unit to track their success and progress.</p> <p>Students will also participate in a series of practical lessons which will be assessed for skills.</p> <p>In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework.</p> <p>The results from the end of unit tests and the skills assessments will be reported to parents when reports are sent home.</p>



Year 8	
Students study Food Technology alternate weekly throughout the year	
Unit Title	Design Briefs
Key Knowledge and Understanding that, where necessary, enables skill building.	<p>By the end of this unit, we expect pupils to know and understand the process of designing to the requirements of a specific design brief. Develop their understand of a variety materials and their uses. Further develop their skills set.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none">• Health and safety within a workshop.• Understand how to develop ideas taken from a design brief• Develop a variety of designs and be able to choose the one most suitable to the brief.• Understand how to produce a production plan of work• Work through own plan to produce a phone holder• Understand how to design a pewter jewellery piece for a target market.• Use 2D design to produce a mould for the pewter jewellery• Use of saw, stamps, sandpaper and buffer to finish the jewellery to the highest standard• Understand and be able to produce a selection of machine and hand stitches to create embellishment.• Produce a layered bookmark <p>Over the half term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to produce the following;</p> <ul style="list-style-type: none">• Mobile phone holder• Pewter Jewellery• Textile bookmark
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.
Assessment	Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.



	<p>Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience. Students will take a test at the end of each unit to track their success and progress. Students will also participate in a series of practical lessons which will be assessed for skills. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework. The results from the end of unit tests and the skills assessments will be reported to parents when reports are sent home.</p>
Year 9	Students study Food Technology alternate weekly throughout the year
Unit Title	Memphis Style design Range
Key Knowledge and Understanding that, where necessary, enables skill building.	<p>By the end of this unit, we expect pupils to know and understand the elements of safety that are required to work purposefully and safely in a workshop, so that they can put this into practice. Develop their understand of a variety materials and their uses, produce a range of products influenced by the Memphis design theme.</p> <p>Understand types of materials and build a bank of skills. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none">• Health and safety within a workshop.• Understand the development of a moodboard• Designing a light using the moodboard• Develop correct use of the fret saw to shape and sanding to produce the parts.• Understand the use of power tools to fix together the parts.• Understand and put into practice the basic principles needed to making a circuit.• Design a repeat pattern using the memphis theme.• Produce a repeat printed fabric design• Understand different stitches and their uses• Develop knowledge of variety of stitches and their uses.• Understand how to thread and use a sewing machine• Understand how to mark and cut a pattern• Understand how to attach a zip• Understand how to construct a functional case.• Design and develop a net for packaging for a food product. <p>Over the half term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to produce the following;</p>



	<ul style="list-style-type: none">• Lamp• Pencil case• Packaging net for a food product
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.</p> <p>Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience.</p> <p>Students will take a test at the end of each unit to track their success and progress.</p> <p>Students will also participate in a series of practical lessons which will be assessed for skills.</p> <p>In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework.</p> <p>The results from the end of unit tests and the skills assessments will be reported to parents when reports are sent home.</p>

