



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Technology
Curriculum
Overview
**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 Design Technology alternate weekly throughout the year
Unit Title	Introduction to Design Technology and Workshop Practices- Key Skills
Key knowledge and understanding that enables skill building.	<p>By the end of this unit, we expect pupils to know and understand:</p> <ul style="list-style-type: none">• The elements of safety that are required to work purposefully and safely in a workshop, so that they can put this into practice.• Types of materials and build a bank of basic skills. <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 Medium-Term plans 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• Pugglie
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>In both units, students will be assessed in 4 key areas:</p> <ol style="list-style-type: none">1. Investigation2. Designing3. Making4. Analysis and evaluation <p>At the beginning of the unit: Students will answer a series of questions through low stake quizzing to judge their knowledge (1) 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 experience.</p> <p>At the mid-point of the unit: Students will carry out a series of practical lesson in which they will be assessed on designing (2) and making (3). This will be assessed by the teacher, in which they are required to reflect on their performance, use key vocabulary to explain what their end product and provide suggestions of how to improve.</p> <p>In addition to this, the key terminology and skills for the course is recalled and retrieved through half termly homework in which students will complete a Microsoft TEAMS quiz to consolidate their learning of both the practical and theory.</p>





Year 8	
Students study Design 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:</p> <ul style="list-style-type: none">• Know and understand the process of designing to the requirements of a specific design brief.• Develop their understand of a variety of material and their uses.• Further develop their skills set. <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 keytag 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 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. <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 keytag• Printed pencil case
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.
Assessment	In both units, students will be assessed in 4 key areas:



- 1. Investigation**
- 2. Designing**
- 3. Making**
- 4. Analysis and evaluation**

At the beginning of the unit:

Students will answer a series of questions through low stake quizzing to judge their **knowledge (1)** 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 experience.

At the mid-point of the unit:

Students will carry out a series of practical lesson in which they will be assessed on **designing (2) and making (3)**. This will be assessed by the teacher, in which they are required to reflect on their performance, use key vocabulary to explain what their end product and provide suggestions of how to improve.

At the end of the unit:

Students will complete the **practical (2), evaluation (3)** and a written 'end point' **knowledge (1)** test to demonstrate their skills and understanding across the unit.

In addition to this, the key terminology and skills for the course is recalled and retrieved through half termly homework in which students watch a video tutorial delivered by their food teacher, to prepare them for their practical, and then complete a Microsoft TEAMS quiz to consolidate their learning. 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 misunderstandings / misconceptions and/or to support them as they develop in each specific technology area.

In addition to this, the key terminology and skills for the course is recalled and retrieved through half termly homework in which students will complete a Microsoft TEAMS quiz to consolidate their learning of both the practical and theory.



Year 9	Students study Design Technology alternate weekly throughout the year
Unit Title	Yinka Ilori design range
Key knowledge and understanding that, where necessary, enables skill building.	<p>By the end of this unit, we expect pupils to:</p> <ul style="list-style-type: none">• 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 of materials and their uses, produce a range of products influenced by the Memphis design theme. <p>Understand types of materials and build a bank of 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.• Understand the development of a mood board• 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 construct a functional cushion cover.• Design and develop a net for packaging for a food product.• Designing a light using the mood board• 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 make a circuit. <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">• Embellished drawstring bag• Packaging net for a food product• Lamp design
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.
Assessment	In both units, students will be assessed in 4 key areas: 1. Investigation



2. **Designing**
3. **Making**
4. **Analysis and evaluation**

At the beginning of the unit:

Students will answer a series of questions through low stake quizzing to judge their **knowledge (1)** 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 experience.

At the mid-point of the unit:

Students will carry out a series of practical lesson in which they will be assessed on **designing (2) and making (3)**. This will be assessed by the teacher, in which they are required to reflect on their performance, use key vocabulary to explain what their end product and provide suggestions of how to improve.

In addition to this, the key terminology and skills for the course is recalled and retrieved through half termly homework in which students will complete a Microsoft TEAMS quiz to consolidate their learning of both the practical and theory.





Year 10		GCSE Art- Three-Dimensional Design	
Unit Title	Component 1 (portfolio) Insects	Component 1 (portfolio) Urban Art	
Key knowledge and understanding that, where necessary, enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes:</p> <p>In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation</p> <p>Pupils begin with the same starting point of Insects and through exploration and critical thinking produce their own individual final piece.</p> <p>Students will research Insects through primary, artist and internet research and produce a sketchbook of responses and own interpretations.</p> <p>Students will explore and develop ideas, producing design ideas, sampling and explanations of ideas around the Urban art theme and develop these into a three-dimensional decorative piece.</p>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes:</p> <p>In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation</p> <p>Pupils begin with the same starting point of Insects and through exploration and critical thinking produce their own individual final piece.</p> <p>Students will research Urban art through primary, artist and internet research and produce a sketchbook of responses and own interpretations.</p> <p>Students will explore and develop ideas, producing design ideas, sampling and explanations of ideas around the Urban art theme and develop these into a three-dimensional decorative piece.</p>	
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>Pupils are assessed throughout the course on the below criteria and given feedback and suggestions for improvement. The work completed in Year 10 is part of component 1 which is worth 60% of the final grade.</p> <ul style="list-style-type: none"> • AO1 (15% of final grade): Develop ideas through investigations, demonstrating critical understanding of sources. • AO2 (15% of final grade): Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3 (15% of final grade): Record ideas, observations and insights relevant to intentions as work progresses. 		



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• **AO4 (15% of final grade):** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The portfolio is collated throughout the year and marked internally in year 11, they are then moderated by AQA in May of year 11.

