



Year 7					Year 8				
Topic					Topic				
Learning Aims					Learning Aims				
Assessment					Assessment				
Rotation: Resistant Materials	1	100 Years of Disney Clocks	Recognise the importance of working safely. Understand the need for and be familiar with risk assessment when working with tools, materials and machinery. Identify the consumer when designing. Produce a design specification that states what a consumer requires from a product. Develop annotated design work that explains how a product will be made. Develop plans to work from that can be changed as needed. Measure, mark out, cut and smooth materials accurately for a good quality finish. Evaluate products and suggest improvements.	Pupil Trackers used termly to track progress and set targets	Wooden Games	Explore a task and investigate what the product will be for. Carry out research to gather ideas for the product. Consider different designing and making options. Produce a selection of design ideas. Select and modify designs. Understand the constraints that must be considered when designing and making. Write a design specification and be able to evaluate work against it. Work safely and independently with tools and materials. Produce quality products. Evaluate products and processes and suggest improvements.	Pupil Trackers used termly to track progress and set targets		
	2								
	3		Peer assessment model making						
	4								
	5			Teacher assessment Tag design and make task					
	6								
	7		Teacher assessment design work						
	8		Key vocabulary Hegner saw, mechanism, movement, MDF, vinyl, processes, genre, generating, customer requirements, specification, themes, manufacture, target audience						
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	11								
	12								
	13			Self & teacher assessment		Self & teacher assessment			
Rotation: Food	1	Soup and vegetarian-based meals	Identify seasonal local vegetables to create nutritious soups. Develop ideas for packaging that promotes healthy eating to younger people. Prepare a range of soups to develop technical skills and transfer these skills when producing main vegetarian meals Design vegetarian meals for a family. Explore how vegetables can support both a nutritious diet and a sustainable lifestyle. Demonstrate safe and hygienic work practices when preparing, cooking and storing food.	Pupil Trackers used termly to track progress and set targets	Carbohydrate-based meals and International themed meals	Understand what contributes towards a healthy and balanced diet. Realise the difference between simple and complex carbohydrates. Use understanding of carbohydrates to prepare family meals. Develop an understanding of food choices across a range of varied factors. Understand how different flavours from around the world have shaped our own cuisine today. Extend and build upon existing skills for the safe and hygienic work practices when preparing, cooking and storing food. Evaluate products and suggest improvements.	Pupil Trackers used termly to track progress and set targets		
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	5			Peer and self assessment.					
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	9		Key vocabulary Preparation, recipe, dissolve, design, audience, annotate, seasonal, category, harvest, independence, recipe, manage, vegetarian, protein alternatives, nutrients, environment, climate, heart health						
	10								
	11								
	12								
	13			Self & teacher assessment		Self & teacher assessment			
	2								
	3								
	4								
	5								
	6			End of half term assessment		End of half term assessment			
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	12			Teacher assessment and self assessment		Teacher assessment and self assessment			
	13								