



# YEAR 8 CURRICULUM SUMMARY



When?	Key Learning Objectives Key Questions (including generic skills, study skills and exam skills)	Teaching/Learning methods Differentiation Opportunities (SEN/ G &T / EAL)	Assessment
<p>½ Year rotation Finishing with the major design &amp; make task</p> <p>6 weeks</p> <p>6 weeks</p>	<p><b><u>The steady hand game:</u></b> This is a simple introductory electronics project that teaches the pupils about the basics of a simple stripboard circuit. This teaches the pupils about: Electrical components, Soldering, Joining materials and Brazing metal. This project also recaps and expands on prior learning such as wasting wood and vacuum forming.</p> <p><b><u>The cam toy project:</u></b> This introductory lesson teaches students about mechanisms and dynamic movement. As well as recapping and expanding on wood skills by using frame construction. The pupils will use the pillar drill again and will be introduced to the hegner scroll saw. The use of modelling to realise design ideas and shapes of characters as well as to check the correct movement.</p> <p><b><u>Food Technology</u></b> To help develop further, individuals recognise that food is a basic requirement of life and should be enjoyed. Food preparation: promote acquisition of food skills; encourage high food safety and hygiene standards; apply healthy eating knowledge; use a range of food to create a range of recipes that the students can produce a menu to cook for family and friends at home. Build more knowledge of the cooking area.</p> <p><b><u>Graphics module</u></b> The pupils will be introduced to modules in graphics such as one piece perspective and isometric drawing. The pupils will build on textures learned in year 7 and develop on this.</p>	<p>Lessons are broken down into 8 minute sections subliminally (maximum attention span of young adolescents). As this is a practical based lesson with new skills being acquired and then further developed, demonstrations are kept minimal to maintain effectiveness. After 8 minutes pupils are refocused using questioning or another demonstration. Plenaries are used at the end of the lesson to tie up loose ends and embed the learning of the lesson. The aim of the year 8 Design and technology curriculum is to <b>develop fine motor skills</b> that will be used in KS4.</p> <p>Use of interactive activities such as the conductive dough introduces the students to basic circuitry.it also shows the students that electronics can be done in different environments such as the food technology room.</p> <p>Whole class demonstrations on health and safety on the soldering iron.</p> <p>Whole class demonstrations on health and safety on the pillar drill and the hegner saw. Demonstration of how the shapes of cams influence the linear movement of their designs.</p> <p><b>Demo all skills &amp; processes. Importance to stress the all the correct techniques and accurate timing necessary so students can create a family meal and begin to develop life cooking skills that will support them throughout their lives.</b></p>	<p>The pupils are assessed using the following mediums:</p> <ul style="list-style-type: none"> <li>• Higher order questioning</li> <li>• Peer discussion</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Practical outcomes</li> <li>• Quality of portfolio work (grading and marking based on attainment and effort)</li> <li>• Engagement in the lesson</li> <li>• End of module grading</li> <li>• Homework tasks</li> <li>• Quality of their cooking abilities</li> <li>• Accurate following of recipes.</li> </ul> <p>Engagement and ability to work with others effectively and develop.</p>



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4 weeks		<p><b>Demo techniques. Give examples of how these views can be used to illustrate design work and final design working drawings. Mention the use of plans for manufacture and parts lists.</b></p> <p>The pupils complete <b>peer discussion, class discussion and independent work</b> during these weeks.</p> <p>At the end of the module the pupils complete an evaluation. This is to promote metacognition and embed the learning through reflection. Pupils <b>self- assess and peer assess using the rubric</b> in the booklet.</p> <p>The pupils are differentiated over the weeks of the module using bloom’s taxonomy with the higher ability pupils getting onto the Create section. As it is an introductory module they all start on the same starting point but should finish on different points depending on their ability.</p> <p>Work is <b>scaffolded using handouts and help sheets</b> as well as extension tasks based on more advanced metallurgy topics handed out to the higher achieving pupils.</p>	
4 weeks			