


|  Design & Technology Curriculum Map 2023-2024 Years 7/8/9 | | Year 7 | Year 7 | Year 7 | Year 7 | Year 8 | Year 8 | Year 8 | Year 8 | Year 8 | Year 9 | Year 9 | Year 9 | Year 9 |
|---|--|---------------------|------------|-------------------|------------------|------------------|-------------|------------------|--------------|-----------------|--------------------------|---------------------|----------------------|-----------|
| | | Heroes and Villains | Block Bots | Print and Pattern | Food and Hygiene | Mobile Amplifier | Merchandise | Food and Hygiene | Architecture | Meals on Wheels | Electronics and Polymers | Pop Vinyl Packaging | High Skills Building | Designers |
| Staff | | | | | | | | | | | | | | |
| | SAK | | | | ✓ | | | ✓ | | | | | ✓ | |
| | CL | | ✓ | | | ✓ | | | | | ✓ | | | |
| | SW | ✓ | | | | | ✓ | | | | | ✓ | | |
| | BLL | | | ✓ | | | | ✓ | | | | | | ✓ |
| | PTG | | | | | | | | ✓ | | | | | ✓ |
| | MM | | | | ✓ | | | | | | | | | |
| Material area | | | | | | | | | | | | | | |
| | Food | | | | ✓ | | | ✓ | | | | | ✓ | |
| | Graphics | ✓ | | | | | ✓ | | ✓ | ✓ | | ✓ | | |
| | Materials | | ✓ | | | ✓ | | | | | ✓ | | | |
| | Textiles | | | ✓ | | | | | | | | | | |
| | Design & Technology | | | ✓ | | | | ✓ | ✓ | | | | | ✓ |
| Band taught in | | | | | | | | | | | | | | |
| | X-Band | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Y-Band | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Design | | | | | | | | | | | | | | |
| | Use research and exploration, such as the study of different cultures, to identify and understand user needs | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Identify and solve their own design problems and understand how to reformulate problems given to them | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations | | | | | ✓ | | | | ✓ | ✓ | ✓ | | |
| | Use a variety of approaches to generate creative ideas and avoid stereotypical responses | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Develop and communicate design ideas using annotated sketches | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| | Develop and communicate design ideas using detailed plans | | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| | Develop and communicate design ideas using 3-D and mathematical modelling | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | Develop and communicate design ideas using oral and digital presentations | | | ✓ | | ✓ | | | | | | | | ✓ |
| | Develop and communicate design ideas using computer-based tools | ✓ | | | | ✓ | | | | ✓ | | ✓ | | |
| Make | | | | | | | | | | | | | | |
| | Select from and use specialist tools, techniques, processes, equipment and machinery precisely | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Select from and use computer-aided manufacture | ✓ | | | | | ✓ | | | | | ✓ | | |

| | | | | | | | | | | | | | |
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| Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Evaluate | | | | | | | | | | | | | |
| Analyse the work of past and present professionals and others to develop and broaden their understanding | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Investigate new and emerging technologies | | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ |
| Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand developments in design and technology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand impact on individuals, society and the environment | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand the responsibilities of designers, engineers and technologists | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Technical knowledge | | | | | | | | | | | | | |
| Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand how more advanced mechanical systems used in their products enable changes in movement and force | | | | | ★ | | | | | | ★ | | |
| Understand how more advanced electrical and electronic systems can be powered and used in their products | | | | | ★ | | | | | | ★ | | |
| Apply computing and use electronics to embed intelligence in products that respond to inputs and control outputs using programmable components | | | | | ★ | | | | | | ★ | | |
| Cooking and nutrition | | | | | | | | | | | | | |
| Understand and apply the principles of nutrition and health | | | | ✓ | | | ✓ | | | | | ✓ | |
| Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet | | | | ✓ | | | ✓ | | | | | ✓ | |
| Become competent in a range of cooking techniques | | | | ✓ | | | ✓ | | | | | ✓ | |
| Understand the source, seasonality and characteristics of a broad range of ingredients | | | | ✓ | | | ✓ | | | | | ✓ | |

★ = Delivered as part of the D&T content during Year 10