

# Year 8 Design Technology Long-Term Plan

## Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
Topic	<b>Introduction to Y8 DT</b> <b>One lesson only</b>	<b>Y8 Consolidation Project: Bag-Tag</b>		<b>Pewter Casting and Metal Clay Investigation</b>		<b>Jangle Jewellery</b>		
Core	<b>Introduction to the workshop</b> <ul style="list-style-type: none"> <li>Bench expectations</li> <li>Where resources and equipment are stored</li> <li>Spot the danger activity</li> </ul> <b>Check sketchbooks:</b> <ul style="list-style-type: none"> <li>label, book smart, GCSE/EBI statements and ACCESS FM</li> </ul> <b>Metalwork Skills</b> <ul style="list-style-type: none"> <li>Annealing aluminium</li> <li>Marking tools</li> <li>Cutting and shaping</li> <li>Students anneal blanks</li> </ul>	<b>Metalwork project to consolidate Year 7 knowledge</b> <ul style="list-style-type: none"> <li>W2 Explore the <b>Assessment Criteria</b> and need for independence with the project: "Work at your pace but finish in 3 lessons"</li> <li>W2 <b>Brief</b>, mind-mapping and designing</li> <li>W2 Read through <b>metalworking skills/processes</b> used for the dog-tag in Y7</li> <li>W2 <b>Plan the making</b> of the bag-tag</li> <li>W2 <b>Make</b> the bag tag, including decoration</li> <li>W3 <b>Evaluating</b> the bag-tag, maths skills and keyword definitions</li> </ul>		<b>Focussed practical task (FPT) - Introduction to casting metal to make a pendant and semi-precious clay by sculpturing a charm</b> <ul style="list-style-type: none"> <li>W4 <b>Header sheet</b> and the <b>brief</b> for a pewter pendant and charm</li> <li>W4 Observing the pewter <b>casting process</b>: COSHH and safety</li> <li>W4 Creating a <b>design</b> for a pendant combining pewter and acrylic</li> <li>W4 Making a <b>mould</b> for a pendant: 4mm thick wood</li> <li>W4-5 <b>Making</b> the pewter pendant: casting, drilling, filing, edge finishing metal</li> <li>W4-5 Making the <b>necklace</b> cord: leather and cord threads, useful knots</li> <li>W4or5 Observing the <b>kiln</b>: COSHH and safety</li> <li>W4-5 <b>Modelling</b> a design for a charm: plasticine prototyping, pea-sized clay, sculpture tools</li> <li>W4-5 <b>Baking</b> the charm – semi-precious clay</li> <li>W4-5 <b>Polishing</b> the charm</li> <li>W5 Recording casting and kiln <b>knowledge</b></li> </ul>		<b>Design a bespoke piece of jewellery utilising metal, woods and polymers</b> <ul style="list-style-type: none"> <li>W6 Analysing the design <b>brief</b> for making a jewellery piece</li> <li>W6 <b>Investigation</b> of the materials available: non-ferrous metals (including pewter and metal-clay), thin plywood and veneers, acrylic and HIPS, jewellery standard items</li> <li>W6 Observing <b>jewellery making processes</b>: clasps, links and finishing</li> <li>W6 Designing or modelling a design for the jewellery: card and compliant modelling materials</li> <li>W6-7 Making the jewellery piece</li> <li>W7 Evaluating the jewellery</li> </ul>		
Challenge	Designing for a real client <b>No homework</b>	By outcome as it is a baseline test <b>Homework 1: Metalwork keyword quiz</b> <b>Homework 2: Responding to teacher feedback</b>		Combining pewter with acrylic <b>Homework 1: Design like: Templier or Tiffany</b> <b>Homework 2: Design like: Mackintosh</b>		Making a marketable product. <b>Homework 1: Metalworking tools and processes keywords 3</b>		
Assessment	Self and peer Assessment (SA)	Teacher formative assessment (TA)		<b>Self-assessment using the Header Sheet ACs</b> <b>Teacher assessment using the Header Sheet ACs</b>		<b>Self-assessment using the Header Sheet ACs</b> <b>Teacher assessment using the Header Sheet ACs</b>		

W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS
Topic	<b>Intermediate Drawing Techniques – Orthographic and CAD</b>			<b>Decorations – Computer Aided Manufacture and Batch Production</b>		<b>Respond to Feedback and End of Term Test</b>	
Core	<b>3d drawing, colouring skills and Computer Aided Design (CAD)</b> <ul style="list-style-type: none"> <li>W8 Revisit hand drawn <b>isometric projection</b>: cubes and cylinders</li> <li>W8 Hand drawn isometric objects with sloping lines – a house or boat</li> <li>W8 Introduction to <b>Techsoft 2d Design</b> for isometric</li> <li>W8 CAD drawn house or boat</li> <li>W9 Revisit colour <b>hatching</b>, tone and shading</li> <li>W9 Enhancing drawings: <b>Line Weightings</b>, textures of metal, plastic and fabrics</li> <li>W10 Introduction to <b>orthographic projection</b>: house and boat</li> <li>W10 <b>Dimensioning</b> drawings</li> <li>W10 Extension – CAD drawn house or boat</li> </ul>			<b>Introduction to the lasercutter and Card press</b> <ul style="list-style-type: none"> <li>W11 CAM: demonstration of the LaserCut to make a decoration or plaque</li> <li>W11 Batch Production: Investigation into the <b>card press</b> machine: standard press cutters and safety</li> <li>W11 Design the decoration/plaque</li> <li>W11 CAD: drawing the decoration/plaque</li> <li>W11 <b>LaserCutter</b>: set up, upload, safety</li> <li>W11-12 <b>LaserCutter</b>: cutting/engraving the decoration/plaque</li> <li>W12 Investigation of <b>paper/card printing</b> processes and product manufacture: Offset Lithography, inkjet printing, embossing, scoring, perforating</li> <li>W12 Using the <b>press</b> and developing a net to hold the decoration/plaque</li> </ul>		<ul style="list-style-type: none"> <li>Book Smart</li> <li>Read Teacher feedback</li> <li>Improve work</li> <li>Respond to teacher feedback (purple pen)</li> <li>End of term keyword test</li> </ul>	
Challenge	Complexity of 3d drawing and accuracy of orthographic <b>Extended Homework: Drawing an isometric and orthographic picture of an everyday object.</b>			Competence of 2 or more rapid prototyping techniques <b>Homework 1: Batch production methods</b>		Reassessed	
Assessment	Peer Feedback (PF) and Teacher verbal feedback (TVF)			<b>Self-assessment using the Header Sheet ACs</b> <b>Teacher assessment using the Header Sheet ACs</b>		Teacher	

## Year 8 Design Technology Long-Term Plan

### Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM
<b>Topic</b>	<b>Hand Sewing Techniques – Pouch ONE</b>		<b>Enhancing Fabrics</b>	<b>Machine Sewing Techniques – Pouch TWO</b>			
<b>Core</b>	<p style="text-align: center;"><b>Introduction to hand sewing</b></p> <ul style="list-style-type: none"> <li>W14 Differences between <b>needle</b>, pin, types of thread and safety considerations</li> <li>W14 <b>Threading</b> a needle, starting and ending a stitch run (<b>anchor stitch</b>)</li> <li>W14 Introduction to <b>running</b> and <b>back</b> stitches</li> <li>W14 <b>Quality Assurance</b> – 8 stitches per inch</li> <li>W14 <b>Quality Control</b> – identifying errors in sewn work; straightness, 8SPI, pitch of stitches etc</li> </ul> <p style="text-align: center;"><b>Hand Sewn Pouch</b></p> <ul style="list-style-type: none"> <li>W14-15 Sewing a basic and rolled <b>hem</b></li> <li>W14-15 Sewing a <b>seam</b></li> <li>W14-15 Strengthening fabric: mitred corners and whip-stitch hem (button hole)</li> <li>W14-15 Sewing <b>standard items</b>: button, Velcro and popper</li> <li>W15 <b>Recording</b> knowledge into the sketchbook</li> </ul>		<p style="text-align: center;"><b>Enhancing fabrics</b></p> <ul style="list-style-type: none"> <li>Introduction to <b>COSHH</b> through <b>tie dying</b> (making the fabric for the hacky sack)</li> <li>Embellishing fabrics (<b>embroidery</b> to sew motifs, applique, sequins...)</li> <li><b>Heat press</b> transfers</li> <li><b>Applique</b></li> </ul> <p style="text-align: center;"><b>Cross-Stitch Badge</b></p> <ul style="list-style-type: none"> <li><b>Cross-stitch</b> sewing technique</li> <li><b>Design badge</b></li> <li><b>Making</b> the badge: start in lesson</li> </ul>	<p style="text-align: center;"><b>Introduction to the sewing machine</b></p> <ul style="list-style-type: none"> <li>W17 Introduction to the <b>sewing machine</b>: safety, parts and driving test</li> <li>W17 Using the <b>sewing machine</b>: Filling the bobbin, threading, and practising different stitches</li> <li>W17-18 <b>Machine sewn</b> Pouch: developing seams and hems to make a basic pouch with a flap. Machine sewn button hole</li> <li>W17-18 Hand sewing vs machine sewing notes</li> </ul> <p style="text-align: center;"><b>Hacky Sack</b></p> <ul style="list-style-type: none"> <li>W18 How to make a Hacky Sack</li> <li>W18 Prepare materials and resources for the hacky sack homework</li> <li>W19 Fillings and environmental considerations (polystyrene, beans, rice) to complete the <b>Hacky Sack</b></li> </ul>			
<b>Challenge</b>	High accuracy with sewing and personalisation of the pouch <b>Homework 1: Textile keywords</b>		Embellishment which enhances rather than decorates <b>Homework 2: Cross-Stitch badge</b>	High expectations of accuracy <b>Homework 3-4: Making and marketing a Hacky Sack</b>			
<b>Assessment</b>	Teacher verbal feedback (TVF)		<b>SA and TA</b>	<b>SA and TA</b>			

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
<b>Topic</b>	<b>Swag Bag – Design and Development</b>					<b>Respond to Feedback and End of Term Test</b>	
<b>Core</b>	<p style="text-align: center;"><b>Designing and Developing, through prototyping, a new fabric product (Swag Bag)</b></p> <ul style="list-style-type: none"> <li>W20 Swag Bag <b>header sheet</b> introduction</li> <li>W20 Analysing the <b>Brief</b> and mind-mapping possible ideas and problems</li> <li>W20-21 <b>Types of research</b>: primary and secondary sources, benefits and purpose</li> <li>W20-21 <b>Research</b>: investigating <b>existing bags</b> and designing a bag inspired by the research</li> <li>W22 Writing a product <b>specification</b> which describes a bag for a particular client and product use</li> <li>W22 <b>Research</b>: investigation into existing bag patterns by making a paper <b>toile</b></li> <li>W23 <b>Developing</b> the paper toile to better meet the specification</li> <li>W23 Practical <b>investigation into fabrics</b> and standard fabric items to identify what will be used to make the bag</li> <li>W24 <b>Planning</b> the stages of manufacture: demonstration of how the tote/zipper/drawstring bags are made</li> </ul>					<ul style="list-style-type: none"> <li>Book Smart</li> <li>Read Teacher feedback</li> <li>Improve work</li> <li>Respond to teacher feedback (purple pen)</li> <li>End of term keyword test</li> </ul>	
<b>Challenge</b>	Independence (teacher as facilitator) and complexity of bag toile. Design decisions focus closely on the needs of a client which is not themselves. <b>Homework 1: Fabrics keywords 2</b> <b>Homework 2: Textile tools keywords 2</b> <b>Homework 3: Textile processes keywords 2</b>					Reassessed	
<b>Assessment</b>	<b>Self-assessment using the Header Sheet ACs</b> <b>Teacher assessment using the Header Sheet ACs</b>					Teacher	

# Year 8 Design Technology Long-Term Plan

## Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Topic	Swag Bag – Making and Evaluation					Respond to Feedback and End of Term Test	
Core	<b>Working from own fabric patterns to independently prepare, assemble, embellish and finishing a fabric bag</b> <ul style="list-style-type: none"> <li>W26 Making the pattern</li> <li>W26 Cutting out the fabric for the swag bag</li> <li>W27 Ironing and pinning the fabric</li> <li>W27 Sewing hems</li> <li>W27 Embellishing the bag</li> <li>W28 Adding a zip, drawstring and/or handles to fabric</li> <li>W28-29 <b>Assembling</b> the bag</li> <li>W30 <b>Testing</b> and <b>evaluating</b> the bag with the client</li> <li>W30 <b>Costing</b> and <b>marketing</b> the bag</li> </ul>					<ul style="list-style-type: none"> <li>Book Smart</li> <li>Read Teacher feedback</li> <li>Improve work</li> <li>Respond to teacher feedback (purple pen)</li> <li>End of term keyword test</li> </ul>	
Challenge	Accuracy of the bag and complexity of the finished bag <b>Manufacturing a well-made, marketable and bespoke bag for a real client</b> <b>Homework 1-2: Design like: Westwood, Coco, Morriss, Quant and McQueen</b>					Reassessed	
Assessment	<b>Self-assessment using the Header Sheet ACs</b> <b>Teacher assessment using the Header Sheet ACs</b>					Teacher	

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
Topic	Woodwork 2 – Phone Stand			Design Challenge: Why has it never been invented yet?	Book Smart		
Core	<b>Using Flexibly to make a phone stand</b> <ul style="list-style-type: none"> <li>W32 Introduction to flexibly and the Bag-Press</li> <li>W32 Analysing a design brief, exploring the materials and joining methods</li> <li>W32 Writing a product specification</li> <li>W32 Modelling a design idea using corrugated card</li> <li>W33 Making the Bag-Press former: Styrofoam, sawing and finishing</li> <li>W33 Using the Bag-Press to form the flexibly</li> <li>W33-34 Trimming, slotting together and adding a finish to the phone stand</li> </ul>			<b>Learning the core skills for responding to a GCSE Design Challenge</b> <ul style="list-style-type: none"> <li>W35 Exploring what a design challenge is: choosing a context, identifying a client and writing a brief</li> <li>W35 Explaining the Why has it never been invented yet?</li> <li>W35 Create teams for the design challenge and begin exploring the contexts</li> <li>W35 Creating a product Brief and specification</li> <li>W35 Researching similar products</li> <li>W35 Designing and developing a prototype</li> <li>W36 Pitching a product to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Ending the year</li> </ul>		
Challenge	Combing two metals, complexity of the ornament, inclusion of standard items <b>Homework 1: Woodworking keywords 2</b> <b>Homework 2: Woodworking processes 2</b>			Complexity of the mechanism used in the card Use of graphic skills to produce a marketable product <b>Homework 1: Why has it never been invented yet? Research</b>	n/a		
Assessment	<b>Self-assessment using the Header Sheet ACs</b> <b>Teacher assessment using the Header Sheet ACs</b>			<b>Self-assessment using the Header Sheet ACs</b> <b>Teacher assessment using the Header Sheet ACs</b>	n/a		