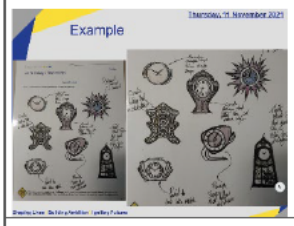
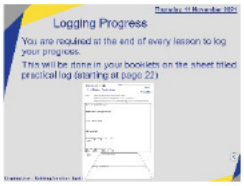
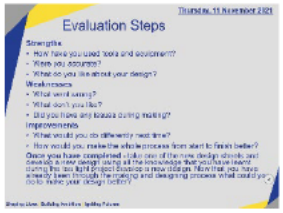
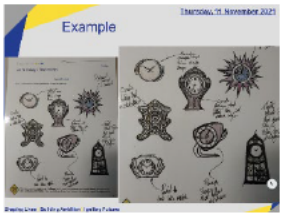
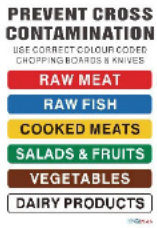
Design & Technology Year 8 Curriculum Map 2026/27

Week Commencing	**Rotation 1 – Product Design** **Rotation 2 – Textiles Technology** **Rotation 3 – Food & Nutrition** *Rotations may vary see class list on last page*	HAIL	Assessment
Staff INSET 01/09 Students Return 02/09	NO KS3 DT Lessons first week back		
Rotation 1 – Product Design 07/09/2026 	**Discussion** – What does the design brief tell us that we are going to do? Introduce the **assessment criteria** to the students, explain how they will be assessment against the **'I can'** statements throughout the rotation – all students will need to be able to articulate this (page 3) **Introduction to the task:** **Situation:** As a freelance product designer, you are being asked to design and make a new fashionable analogue clock for a well-known company. **Design Brief:** Your design brief is to design and make a WALL MOUNTED CLOCK in the style of either Art Deco or Art Nouveau. Student Task: In your booklet create a mind map of all the things that you think can be done. What colour will you be using? What materials will you be using? What theme are you having? Who will you be aiming your money box at?	**Image Research Task –** Select and collate images that can be used to devise a theme. Using the internet, magazines, catalogues or books collect a number of images relating to the theme of 'Art Deco and Art Nouveau'. You need to import, size and arrange your chosen images on one slide of a documents. Submitted via Teams assignment.	Students marked on 10 'I can' statements linking to practical, theory and independent learning throughout the subject rotation.
14/09/2026 	**Theme research** Students will research the Design Movement Art Deco and draw images of products that show the features of the Design Movement.		
21/09/2026	Students to be given the following instructions: Using your research and specification you will now need to create 2 initial design ideas that have had coloured applied to them. You need to ensure that you have annotated all of your designs. **The initial designs will be the L.C.** Once you have completed the 2 initial designs you will then complete 2 developed designs showing improvements and developments.	**Coping Saw –** Identify how specific tools work and how they can be used to develop products due to their specific uses/features. Completed in booklet.	**Learning Checkpoint** Two initial designs drawn in oblique projection and full annotated.
28/09/2026	**Final Design** You will draw a final design for your clock using the Isometric drawing technique. From this design you will create templates in card to use to make the clock out of MDF.		
05/10/2026	**Manufacturing steps** 1. use the coping saw to cut the wood in the vice 2. use the glass paper to smooth the wood 3. use panel pins and nails to develop points of fixing you will need to knock in the nails (but not attaching it any other pieces of wood) 4. add glue to the wood before hammering each piece of wood together paint or varnish your work	**Timbers Research –** Research the following types of timber and create a fact sheet about timbers: Manufactured Woods Softwoods Hardwoods You need to create one sheet with information about all three	

		timbers on the sheet. Completed in booklet.	
12/10/2026 	**Manufacturing steps** Continue to manufacture your final product.		
19/10/2026	**Manufacturing steps** Continue to manufacture your final product.		
October Half Term			
02/11/2026	**Manufacturing steps** Continue to manufacture your final product.	**The FSC Symbol** – Identify the importance of why we use materials that are from trusted sources. Completed in booklet.	
09/11/2026	**Manufacturing log** Students will complete a practical step by step log of their product		
16/11/2026 	**Students are required to evaluate their practical work.** Students to be given the following instructions: Using pages 26 and 27 you are now going to decide if your product was successful. Evaluations help us decide if we achieved our goal and met the original targets, we were set in the design brief.	**Sequential drawing** – Develop a step-by-step guide that someone else can follow. Completed in booklet.	
23/11/2026 	**Product Analysis** following the ACCESS FM model. Students will be given the following instructions. ▪ In today's lesson you will be required to look a number of different clock ideas. • In a moment you will be shown the ACCESS FM meanings. • You will need to use these when developing your responses about what you like and what you don't like about specifically about the product.		
30/11/2026	**Theme research** Students will research the Design Movements Art Nouveau and Bauhaus and draw images of products that show the features of the Design Movement.		
07/12/2026	**Theme research** Students will research the Design Movements Art Nouveau and Bauhaus and draw images of products that show the features of the Design Movement.		
Rotation 2 – Textiles Technology 14/12/2026	**Lesson 1 & 2 – Mini practical project** (emoji keyrings) to enable the retrieval of previously learnt skills from the Y7 Textiles rotation – applique, embellishment and embroidery while learning the new skill of a blanket stitch. Once completed students will evaluate their product to identify the strengths and weaknesses of the final outcome.	**Task 1** **Pop Art Research Task –** Complete on PowerPoint or Google Slide	Students marked on 10 'I can' statements linking to practical, theory and independent learning throughout the subject rotation.

	Blanket stitch - https://www.youtube.com/watch?v=HWiRU7WoQ6c	Submitted via Teams assignment.	
Christmas Break			
04/01/2027	**Lesson 1 & 2 – Mini practical project** (emoji keyrings) to enable the retrieval of previously learnt skills from the Y7 Textiles rotation – applique, embellishment and embroidery while learning the new skill of a blanket stitch. Once completed students will evaluate their product to identify the strengths and weaknesses of the final outcome. Blanket stitch - https://www.youtube.com/watch?v=HWiRU7WoQ6c		
11/01/2027 	**Lesson 3 (3 & 4) – Lesson part 1 - Decorative techniques theory. Lesson part 2 Pop Art shopper bags: Designs ideas** Students will be introduced to two new decorative techniques, tie dye and dye sublimation using heat transfer inks. Students will use their HAIL task on Pop Art to design a range of Pop Art themed shopper bags. Students will explain their ideas through the use of annotation, including the decorative techniques, materials and components they would use to create their bag designs. Students will apply appropriate colour to their design ideas that reflects the theme of Pop Art.	**Task 2** **Tools and Equipment** Identify the tools and equipment shown the images and explaining their uses. **Complete Reading HAIL task.** Completed in HAIL booklet.	**AR1**
18/01/2027	**Lesson 4 (3 & 4) – Pop Art shopper bags: Designs ideas – as above**		**AR1**
25/01/2027	**Lesson 5 (5 & 6) – Pop Art shopper bags: Final idea** Follow a peer discussion student's will develop their ideas into one final design that fits the brief.		**Learning Checkpoint** Producing a range of designs to fit a given theme. Use of annotation and key terms to communicate ideas.
01/02/2027 	**Lesson 6 (5 & 6) – Pop Art shopper bags: Final idea - applying appropriate annotation to clearly communicate design** Students will develop the language used in their annotation to ensure key vocabulary is used to fully explain their final idea. Annotation is completed in sentences using correct spelling, punctuation and grammar. Students will apply appropriate colour to their final idea that reflects the theme of Pop Art.	**Task 3** **Artist Research Task** – Andy Warhol. Completed via teams assignment.	
08/02/2027 	**Lesson 7 (7 – 11) – Practical: Producing Pop Art themed shopper bag** Creating scale drawing of final design ready for dye sublimation. Students will learn about seams and hems; including why there needs to be a seam allowance; the standard sizing for this and what a double hem is.		
February Half Term			
22/02/2027	**Lesson 8 (7 – 11) Practical: Producing Pop Art themed shopper bag**	**Task 4**	

	Task 1 - Applying heat transfer inks to scale drawing of final design. Students will use heat transfer inks painted directly onto their paper 'to scale' drawing. Once dried students will, with the assistance of the classroom teacher, transfer their designs onto fabric using a heat press. Task 2 - Creating appliqued section templates and accurately cutting fabric. Using their 'to scale' drawing, students will create templates for any design features that will be appliqued onto their dye-sublimated fabric. These templates will be pinned to felt to ensure it is cut accurately.	**Environmental Issues in Textiles Technology** Completed in HAIL booklet.	
01/03/2027	**Lesson 9 (7 – 11) Practical: Producing Pop Art themed shopper bag** Decorative practical work on students own Pop Art themed shopper bag depending on individual designs. Students will work on the decoration of their bags based on their individual designs, this may consist of stitching appliqued sections, hand embroidery or applying embellishment such as beads, buttons and sequins etc.		
08/03/2027 	**Lesson 10 (7 – 11) Practical: Producing Pop Art themed shopper bag** Tie dying fabric for the back of the Pop Art themed shopper bag. Students will be taught a range of different tie dyeing techniques and will then produce their own tie dyed piece of fabric using a technique of their choosing. This will be used to form the back of their bag.	**Task 5 Drawing Skills** – Roy Lichenstein focus. Completed in HAIL booklet.	
15/03/2027 	**Lesson 11 (7 – 13) Practical: Producing Pop Art themed shopper bag** Students will hem the top of the two pieces of fabric for their bag – bags then to be machine stitched together.		
22/03/2027	**Lesson 12 – Evaluation** Evaluation of practical outcome – students will evaluate their final outcome, identify the strengths and weaknesses of their project and discuss improvements that could be made.		
Easter Break			
Rotation 3 – Food & Nutrition 12/04/2027 	**Lesson 1 – Health, safety and hygiene** Students will retrieve previous knowledge of working safely and hygienically in the kitchen and explore in greater detail the hazards of poor personal hygiene and control measures to prevent contamination. Student will also begin to learn about colour coded equipment used in the kitchen to reduce the risk of contamination.	**HAIL –** Students to watch the burger demonstration video on teams.	Students marked on 10 'I can' statements linking to practical, theory and independent learning throughout the subject rotation.
13/04/2027	**Lesson 2 – Burger demonstration and practical** Students will be shown how to make a homemade burger using ingredients and methods aimed at reducing the fat content. **Burger practical** Students will work safely and hygienically to produce their burgers, through this practical session they will develop skills in the following areas; cutting methods (bridge and claw), shaping, working with high risk foods and grilling. https://www.youtube.com/watch?v=HY_yqiwVICM		

26/04/2027	**Lesson 3 – Special diets** Students will learn about a range of special dietary needs including medical, religious, cultural and optional diets. **HAIL –** Students to watch the cupcake demonstration video on Google Classroom.	**HAIL –** Task 1 Visual research on safety signs. Completed via Teams assignment.	
03/05/2027	**Lesson 4 - Cupcake demonstration and practical** Students will be shown how to make cupcakes using the creaming method. Students will develop an awareness of the various functions of different ingredient in the cupcake recipe and how these may change in other recipes. **Cupcake practical** Students will work safely and hygienically to produce their cupcakes, through this practical session they will develop skills in the following areas; accurate weighing and measuring, the creaming method and using the oven safely. https://www.bbc.co.uk/food/techniques/creaming		
10/05/2027	**Lesson 5 – Healthy eating** Students will retrieve knowledge from Y7 on the Eatwell Guide and the main food groups. They will be introduced to the key terms 'macronutrients' and 'micronutrients' and begin to learn about the functions and sources of important vitamins and minerals. Students will also begin to develop an awareness of dietary related deficiencies and the effect of these on the body.	**HAIL-** Task 2- Spellings of Key words in preparation for a spelling test. Completed in HAIL booklet.	
17/05/2027	**Lesson 6 – Pizza demonstration** Students will be shown how to make a pizza with a homemade base. Students will complete a practical planning sheet that will include a list of ingredients, equipment and all the necessary steps to produce their own pizza.		**Learning Checkpoint** – Healthy Eating.
24/05/2027	**Lesson 7 – Pizza practical** Students will work safely and hygienically to produce their own pizza, through this practical session they will develop skills in the following areas; accurate weighing and measuring, kneading, shaping, cutting methods (bridge and claw), grating and using the oven safely. https://www.bbc.co.uk/food/techniques/kneading	**HAIL** – Task 3 Online quiz in preparation for LCP. Completed on Seneca.	
May Half Term			
07/06/2026	**Lesson 8 – Health, safety & hygiene 2: cleaning and contamination** Students will learn about the different types of contamination (physical, biological and chemical) and begin to develop an awareness of the conditions needed for the growth of bacteria. Students will be taught where food should be kept in a refrigerator to reduce food spoilage from contamination and the correct process for cleaning down in a kitchen.		
14/06/2026	**Lesson 9 – Viennese Whirls demonstration and Design task** Students will be shown how to make Viennese Whirls. Students will develop ideas to modify the original recipe to give Viennese Whirls a different appearance and/or flavour. Student will compare ideas and begin to develop an awareness of customer appeal.	**HAIL -** Task 4 - Reading and comprehension questions. Completed in HAIL booklet.	**AR2**
21/06/2026	**Lesson 10 – Viennese Whirls practical** Students will work safely and hygienically to produce their own Viennese Whirls, through this practical session they will develop skills in the following areas; creaming method, piping, estimation and using the oven safely. https://www.bbc.co.uk/food/techniques/using_piping_bags		**AR2**

27/06/2026	**Lesson 11 – DDI and food miles** 'I can' assessment spreadsheet will be reviewed by class teacher and wave 1 and 2 improvements will be identified and retaught. Students will be taught about the palm oil industry and the environmental, moral and ethical impact of this. They will develop an awareness of the impact of single use plastic as well as exploring the origins of the food they eat. https://www.youtube.com/watch?v=oA10-oZi4Xc https://www.youtube.com/watch?v=yM1CRFKvWT0	**HAIL** - Task 5 - Sensory evaluation. Completed in HAIL booklet.	
05/07/2027	**Lesson 12 – Bolognese sauce demonstration and planning** Students will be shown how to make a homemade Bolognese sauce. Students will complete a practical planning sheet that will include a list of ingredients, equipment and all the necessary steps to produce their own Bolognese.		
12/07/2027	**Lesson 13 – Bolognese sauce practical** Students will work safely and hygienically to produce the Bolognese sauce, through this practical session they will develop skills in the following areas; cutting methods (bridge and claw), dry frying, simmering, using the hob safely.		

8O (2 lessons per fortnight)

Staff member	Rotation 1	Rotation 2	Rotation 3
TDA	8O1/DT TX	8O2/DT TX	8O3/DT TX
LST	8O2/DT FD	8O5/DT FD	8O5/DT TX
SBR	8O3/DT FD	8O1/DT FD	8O4/DT FD
MST	8O4/DT PD	8O4/DT TX	8O1/DT PD
JMO	8O5/DT PD	8O3/DT PD	8O2/DT PD

8M (2 lessons per fortnight)

Staff member	Rotation 1	Rotation 2	Rotation 3
TDA	8M1/DT TX	8M3/DT TX	8M2/DT TX
SBR	8M2/DT PD	8M1/DT PD	8M3/DT PD
LST	8M3/DT FD	8M2/DT FD	8M1/DT FD