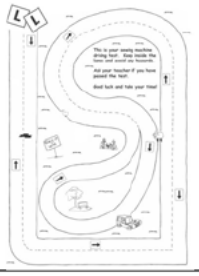
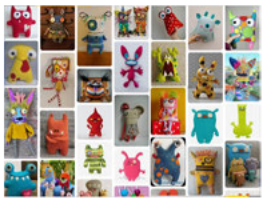
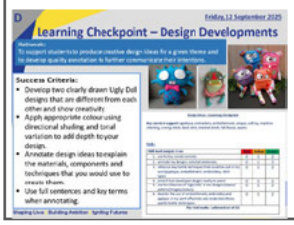
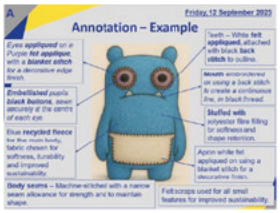
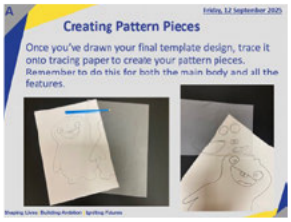
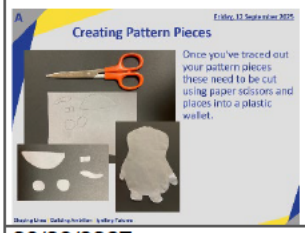
Design & Technology Year 9 Curriculum Map 2026/27

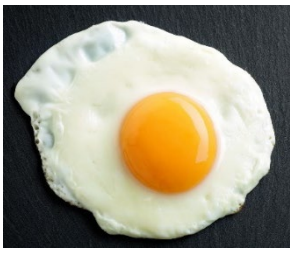
Week Commencing	**Rotation 1 – Engineering** **Rotation 2 – Textiles Design** **Rotation 3 – Food & Nutrition** *Rotations may vary see class list on last page*	HAIL	Assessment
Staff INSET 01/09 Students Return 02/09	NO KS3 DT Lessons first week back		
Rotation 1 – Engineering 07/09/2026 	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		Students marked on 10 'I can' statements linking to practical, theory and independent learning throughout the subject rotation. All rotation scores count towards final Design & Technology Rank Order Assessments.
14/09/2026	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		
21/09/2026	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		
28/09/2026	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		
05/10/2026	Students are required to independently evaluate their final practical outcomes against the original specification.		
12/10/2026	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		
19/10/2026	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		
October Half Term			
02/11/2026	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		
09/11/2026	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		
16/11/2026	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		

23/11/2026	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		
30/11/2026	Students will develop their practical skills by creating a working prototype using marine ply. This is designed to develop student's independent practical skills. Students are to identify and use appropriate working skills.		
07/12/2026	Students are required to independently evaluate their final practical outcomes against the original specification.		
Rotation 2 – Textiles Design 14/12/2026 	**Ugly Doll Product** **Lesson 1 & 2** – Introduction to the Ugly Doll design brief, student will complete a short analysis of the design brief before moving on to looking at existing products independently. In addition, students will be introduced to the sewing machine, learning about its main components and safe use through a teacher demonstration. To build confidence and control, they will complete a Sewing Machine Driving Test as an introduction to basic machine skills.	**Task 1 -** Ugly Doll Inspiration Board Further information in HAIL booklet – Completed and Submitted via Teams.	Students marked on 10 'I can' statements linking to practical, theory and independent learning throughout the subject rotation. All rotation scores count towards final Design & Technology Rank Order Assessments.
Christmas Break			
04/01/2027 	**Ugly Doll Product** **Lesson 1 & 2** – Introduction to the Ugly Doll design brief, student will complete a short analysis of the design brief before moving on to looking at existing products independently. In addition, students will be introduced to the sewing machine, learning about its main components and safe use through a teacher demonstration. To build confidence and control, they will complete a Sewing Machine Driving Test as an introduction to basic machine skills.		
11/01/2027 	**Lesson 3 & 4** – Students will continue to build confidence on the sewing machine by learning how to thread it correctly and producing simple stitching samples. Alongside this practical work, they will begin developing a range of initial design ideas for their Ugly Doll project.	**Task 2 –** Reading HAIL 1 Environmental Issues in Textiles Design. Further information in HAIL booklet	**AR1**
18/01/2027 	**Lesson 3 & 4** – Students will continue to build confidence on the sewing machine by learning how to thread it correctly and producing simple stitching samples. Alongside this practical work, they will begin developing a range of initial design ideas for their Ugly Doll project.		**AR1**
25/01/2027 	**Lesson 5 & 6** – Learning Checkpoint Students will create two design ideas for their Ugly Doll, adding colour and detailed annotations. Their notes will explain key features, materials, and techniques, helping them to show how their designs could be developed into a finished product.	**Task 3** – Reading HAIL 2 Hunger for newness Further information in HAIL booklet	**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 5 & 6** - Learning Checkpoint Students will create two design ideas for their Ugly Doll, adding colour and detailed annotations. Their notes will explain key features, materials, and techniques, helping them to show how their designs could be developed into a finished product.		**Learning Checkpoint** Producing a range of designs to fit a given theme. Use of annotation and key terms to communicate ideas.
08/02/2027 	**Lesson 7 -** Students will develop an awareness of the environmental issues surrounding the textiles and fashion industry. They will learn about the 6 R's and how these can be used to reduce the impact to the environment. The problem with fast fashion - https://www.youtube.com/watch?v=iq0--DfC2Xk https://www.independent.co.uk/life-style/fashion/environment-costs-fast-fashion-pollution-waste-sustainability-a8139386.html?amp **Key words:** **fast fashion -** *inexpensive clothing produced rapidly by mass-market retailers in response to the latest trends* **sustainable -** *preserving an ecological (natural) balance by avoiding depletion (reduction) of natural resources* **pollution -** *the presence in or introduction into the environment of a substance which has harmful or poisonous effects*	**Task 4** - Ugly Doll Character Description Further information in HAIL booklet	
February Half Term			
22/02/2027 	**Lesson 8 & 9** - Making 1: Final Design/Template Students will develop a final design for their Ugly Doll and translate this into a pattern/template, which they will use to accurately cut their materials. They will be introduced to the fundamentals of pattern making, including how to add a seam allowance, building essential skills for textile construction.		
01/03/2027 	**Lesson 8 & 9** - Making 1: Final Design/Template Students will develop a final design for their Ugly Doll and translate this into a pattern/template, which they will use to accurately cut their materials. They will be introduced to the fundamentals of pattern making, including how to add a seam allowance, building essential skills for textile construction.	**Task 5** – Reading HAIL 3 What shoppers can do? Further information in HAIL booklet	
08/03/2027 	**Lesson 10 & 11** – Making 2: Adding Features Students will recall and apply a range of decorative techniques, such as appliqué, embroidery, and embellishment, to add unique features and details to their Ugly Doll design.		
15/03/2027	**Lesson 10 & 11** – Making 2: Adding Features Students will recall and apply a range of decorative techniques, such as appliqué, embroidery, and embellishment, to add unique features and details to their Ugly Doll design.	**Task 6** – Reading HAIL 4 Fashion Revolution Further information in HAIL booklet	
22/03/2027 	**Lesson 12** – Making 3: Construction Students will learn how to construct their Ugly Doll using both hand and machine stitching, developing their technical skills to produce a high-quality finished product.		

Easter Break			
Rotation 3 – Food & Nutrition 12/04/2027	**Lesson 1 - Causes and Prevention of Food Related Ill Health** Students will learn the main causes of food related ill health, they will recall knowledge of coloured chopping boards and explain how the prevent illness. They will be able to identify symptoms of food poisoning and explain what and allergy is. **Key words:** **danger Zone** - temperature range of 5-63°C in which bacteria grows rapidly **binary Fission** - how bacteria reproduce and multiply	HAIL – Bacteria and cross contamination.	Students marked on 10 'I can' statements linking to practical, theory and independent learning throughout the subject rotation. All rotation scores count towards final Design & Technology Rank Order Assessments.
19/04/2027 	**Lesson 2 - Garlic Bread Pizza Demonstration and Practical** Students will be shown how to make a garlic bread 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 garlic bread pizza. **Key words:** **fermentation (in bread) -** *during fermentation, carbon dioxide is produced and trapped as tiny pockets of air within the dough. This causes it to rise. During baking the carbon dioxide expands and causes the bread to rise further. The alcohol produced during fermentation evaporates during the bread baking process* **gluten –** *a mixture of two proteins present in cereal grains, especially wheat, which is responsible for the elastic texture of dough* **knead –** *work moistened flour into dough or with the hands*		
26/04/2027	**Lesson 3 – Food Poisoning and Allergies** Students will work safely and hygienically to produce their own garlic bread. Through this practical session they will develop skills in the following areas: accurate weighing and measuring, kneading, shaping, cutting methods and using the oven safely.	HAIL – Identifying the 14 most common food allergies, what to do in the case of an allergic reaction.	
03/05/2027 	**Lesson 4 – Short Crust Pastry Demonstration and Practical** Students will work safely and hygienically to produce their own short crust pastry sausage rolls. Through this practical session they will develop skills in the following areas: accurate weighing and measuring, rubbing in method, shaping, cutting methods and using the oven safely. **Key words:** **Shortening** – Short crust pastry - using fats to shorten a mixture. Butter, lard, margarine etc.		
10/05/2027	**Lesson 5 -Nutritional Needs of Different People** Students will show an understanding of the nutritional needs of different people. They will describe ways in which unsatisfactory nutritional intake can affect the body and identify a range of vitamins and nutrients the body needs. **Key words:** **life stages** – *stages of development that people go through during their life: i.e. infancy (babyhood), childhood, adolescence, adulthood and later adulthood* **deficiency** – *a lack or shortage* **excess** – *an amount of something that is more than necessary*	HAIL - Nutritional needs reading. Read the section of the article and answer the following question; Why is following a healthy balanced diet promoted? What does the article state about dietary myths and how can these myths show that advice can be misunderstood?	Learning Checkpoint- Nutritional needs of different age groups.

 17/05/2027	**Lesson 6 – Chocolate Brownie Demonstration and Practical** Students will work safely and hygienically to produce their own chocolate brownies. Through this practical session they will develop skills in the following areas: accurate weighing and measuring, use of an electric whisk, setting up and using a bain-marie safely, folding in flour and using the oven safely.		
24/05/2027	**Lesson 7 – Impact of Unsatisfactory Intake** Students will show an understanding of the nutritional needs of different people. They will describe ways in which unsatisfactory nutritional intake can affect the body and identify a range of vitamins and nutrients the body needs. **Key words:** **life stages** – *stages of development that people go through during their life: i.e. infancy (babyhood), childhood, adolescence, adulthood and later adulthood* **deficiency** – *a lack or shortage* **excess** – *an amount of something that is more than necessary*	HAIL - Reading task – Trends.	**EKS3 ROA**
May Half Term			
07/06/2027 	**Lesson 8 – Cheese Sauce (roux method) Demonstration and Practical** Students will work safely and hygienically to produce their own cheese sauce. Through this practical session they will develop skills in the following areas: accurate weighing and measuring, making a roux, grating, whisking, and the process of gelatinisation.		**EKS3 ROA**
 14/06/2027	**Lesson 9 -Where Does Food Come From?** Students will understand where food comes from and be able to identify whether a food has been caught, reared, grown or processed. They will also be able to explain the difference between raw and processed food. **Key words:** **origins** - *the point or place where something begins, arises, or is derived* **reared** - *bred and raised (animals).* *"the calves are reared for beef"* **process** - *perform a series of mechanical or chemical operations on (something) in order to change or preserve it*	HAIL - Menu planner.	**EKS3 ROA**
 21/06/2027	**Lesson 10 – Seasonal Food** Students will learn about the benefits of using seasonal food in their cooking, why sourcing locally and supporting local businesses is in an important factor in reducing food miles. **Key words:** ***seasonal foods - seasonality*** *of* ***food*** *refers to the times of year when the harvest or the flavour of a given type* ***food*** *is at its peak. This is usually the time when the item is the cheapest and the freshest on the market. The* ***food's*** *peak harvest time usually coincides with when its flavour is at its best.* ***climate*** *- the weather conditions prevailing in an area in general or over a long period*		**EKS3 ROA**
28/06/2027	**Lesson 11 – Meatballs and Ragu Sauce Demonstration and Practical.** Students will work safely and hygienically to produce their own meatballs in Ragu sauce. Through this practical session they will develop skills in the following areas: dovetailing recipes, working with high risk foods, cutting methods (bridge and claw), shaping, frying, and simmering.**How cooking methods affect nutrients in food**		

27/06/2026 	**Lesson 12– How Cooking Affects ~Nutrients** Students will be able to explain different methods of cooking food, suggest ingredients they can be used for, and examine how the sensory properties and nutrition of food changes when cooked using different methods. **Key words:** **coagulated** – *the heat causes lots of denatured proteins to join together and change the appearance and texture of the food, e.g. when an egg is cooked.* **denatured** – *the heat has caused protein to change its chemical nature*	HAIL – Reading task – How climate change affects our food.	
05/07/2027 	**Lesson 13** – **Environmental Factors** Students will learn about how climate change is affecting food production, the 3 Rs and sustainable food production. They will be able to show an understanding of the various different ways in which food productions can affect the environment, identify food that has the highest and lowest carbon footprint and examine why businesses are encouraged to Reduce, Reuse and Recycle the waste they create. **Key words:** **climate change** – *changes in the Earth's temperature that can lead to unusual and extreme weather conditions.* **carbon footprint** – *a measure of how food production contributes towards the production of greenhouse gases.* **sustainability** – *producing food in a way that can be maintained over a long period of time and protects the environment.*		

9O (2 lessons per fortnight)

Staff member	Rotation 1	Rotation 2	Rotation 3
TDA	9O1/DT TX	9O2/DT TX	9O5/DT TX
SBR	9O2/DT FD	9O1/DT FD	9O4/DT FD
MST	9O3/DT TX	9O4/DT TX	9O2/DT ENGR
GDA	9O4/DT ENGR	9O5/DT ENGR	9O1/DT ENGR
LST	9O5/DT FD	9O3/DT ENGR	9O3/DT FD

9M (2 lessons per fortnight)

Staff member	Rotation 1	Rotation 2	Rotation 3
TDA	9M1/DT TX	9M2/DT TX	9M3/DT TX
SBR	9M2/DT FD	9M1/DT FD	9M4/DT FD
JMO	9M3/DT FD	9M4/DT ENGR	9M2/DT ENGR
MST	9M4/DT TX	9M3/DT ENGR	9M1/DT ENGR