

Year:8 Subject: TDI IMPLEMENTATION				
INTENT (including key concepts and skills)	Food Science Context: Creating investigations into the role of ingredients. Key Vocabulary: Aeration, yeast, chemical, biological, mechanical. Prior Learning / LTM: Safe and hygienic working. Cultural Capital: The role of science in the food industry. The impact of ingredient selection on the success of recipes.	Memphis Clock Context: Working with metals and plastics Key Vocabulary: Design, geometric, colour, internal and external thread. Prior Learning / LTM: Constructing shapes, manipulating resistant materials. Cultural Capital: The Memphis Design Group and their influence on design fashions throughout the 1980s. Product timelines and the influence of modern technology on society.	Recycled Textiles Context: Weaving and upcycling. Key Vocabulary: Weaving, reduce, reuse, recycle, repurpose. Prior Learning / LTM: Environmental impact of products . Cultural Capital: The impact of a 'throwaway culture' on the environment and the ways innovative design can tackle the waste problem.	Trinket Box Context: Developing skills working with timber. Key Vocabulary: Finger joint, marking gauge, plywood, pine. Prior Learning / LTM: KS2 line drawing, use of icons. Cultural Capital: The use of traditional manufacturing techniques in product design and the influence of computer controlled machinery on the 21st century workplace. textiles industry
Work safely with hand tools and materials/ingredients.	X	X	X	X
Work safely with machine tools.	X			X
Use modern technology and CAD/CAM	X			X
Develop skills in visual presentation		X	X	X
Design and manufacture products for a specific context.			X	
Demonstrate understanding of social, historical, cultural and moral factors in design.	X	X	X	
Objective self-evaluation.	X	X	X	
IMPACT	Assessment: Practical assessment – stir fry. Written assessment – timed examination. Progression to KS4: Food science investigation	Assessment: Practical assessment – thread cutting. Written assessment – project evaluation. Progression to KS4: Product Design	Assessment: Practical assessment – bottle weaving. Written assessment – project evaluation. Progression to KS4: Innovative use of textiles.	Assessment: Practical assessment – cutting finger joints. Written assessment – project evaluation. Progression to KS4: Construction skills

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.

In Design Technology, students in KS3 rotate around four distinct specialist areas (construction, food, product design and textiles) with each rotation lasting 9-10 weeks. Rotations could take place in any order but all students will experience each specialist area during each academic year.