

| Year:7 Subject: TDI IMPLEMENTATION | | | | |
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| INTENT (including key concepts and skills) | Money Box Context: Introduction to working with timber. Key Vocabulary: Lap joint, pillar drill, laser, CAD/CAM. Prior Learning / LTM: KS2 properties or materials. Cultural Capital: Applications of lap joints in traditional furniture making and the pros and cons of working with pine and plywood. | International Cuisine Context: Introduction to food hygiene and safety. Key Vocabulary: Cuisine, grill, hob, oven, hygiene, cross-contamination. Prior Learning / LTM: KS2 healthy eating. Cultural Capital: The impact of migration, travel, supply chains and the media upon our international diet. | Computer Bug Context: Introduction to electrical components. Key Vocabulary: Solder, resistor, PCB, vacuum forming, USB. Prior Learning / LTM: KS2 voltage and current, simple circuits Cultural Capital: Designing for a client. The role of USB powered devices in modern products. | Pattern and Printing Context: Textiles inspired by nature. Key Vocabulary: Pattern, symmetry, repeat, colograph. Prior Learning / LTM: KS2 line drawing, use of icons. Cultural Capital: Traditional printing techniques and their application in the 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 |
| Design and manufacture products for a specific context. | X | | | |
| Demonstrate understanding of social, historical, cultural and moral factors in design. | | X | | X |
| Objective self-evaluation. | X | X | X | X |
| IMPACT | Assessment: Practical assessment –cutting a lap joint Written assessment –project evaluation Progression to KS4: Construction techniques | Assessment: Practical assessment –tabbouleh salad Written assessment –timed examination Progression to KS4: Safe and hygienic working | Assessment: Practical assessment –soldering skills Written assessment –project evaluation Progression to KS4: Designing for a client | Assessment: Practical assessment –repeat pattern Written assessment –project evaluation Progression to KS4: Art-textiles process |

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.