

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Rotation 1 first half term TEXTILES 6/7 WEEKS DRAWSTRING BAG FIRST ROTATION</p> <p>To follow on and build up from any knowledge and skills learnt from KS2 and introduce year 7 students to the sewing machines and surface decoration techniques. KS2/3</p> <p>To learn to navigate the sewing machine using the sewing road map, learn to thread a needle and sew with embroidery to make a gift bag, they look at the client, target market and the design and make process.</p> <p>2 classes of 26-28 in each rotation</p>	<p>Rotation 2 second half term to Christmas TEXTILES 6/7 WEEKS DRAWSTRING BAG FIRST ROTATION</p> <p>To follow on and build up from any knowledge and skills learnt from KS2 and introduce year 7 students to the sewing machines and surface decoration techniques. KS2/3</p> <p>To learn to navigate the sewing machine using the sewing road map, learn to thread a needle and sew with embroidery to make a gift bag, they look at the client, target market and the design and make process.</p> <p>2 classes of 26-28 in each rotation</p>	<p>Rotation 3 To February half term TEXTILES 6/7 WEEKS DRAWSTRING BAG FIRST ROTATION</p> <p>To follow on and build up from any knowledge and skills learnt from KS2 and introduce year 7 students to the sewing machines and surface decoration techniques. KS2/3</p> <p>To learn to navigate the sewing machine using the sewing road map, learn to thread a needle and sew with embroidery to make a gift bag, they look at the client, target market and the design and make process.</p> <p>2 classes of 26-28 in each rotation</p>	<p>Rotation 4 textiles (6/7 weeks)EASTER DRAWSTRING BAG CONTINUED SECOND ROTATION</p> <p>Complete the construction of the drawstring bag. Focus on fishing seams, edge stitching, pattern drafting. Adding surface decorations to drawstring bag. Evaluating success and function of the bag. Sewing machine theory recap. Theory focus on synthetic and natural fibres, fabric production and manufacturing. Textiles based workshops. Batik and printing. Covering both traditional and modern techniques.</p>	<p>Rotation 5 textiles to may half term (6/7 weeks) DRAWSTRING BAG CONTINUED SECOND ROTATION</p> <p>Complete the construction of the drawstring bag. Focus on fishing seams, edge stitching, pattern drafting. Adding surface decorations to drawstring bag. Evaluating success and function of the bag. Sewing machine theory recap. Theory focus on synthetic and natural fibres, fabric production and manufacturing. Textiles based workshops. Batik and printing. Covering both traditional and modern techniques.</p>	<p>Rotation 6 textiles (6/7 weeks) To Summer July DRAWSTRING BAG CONTINUED SECOND ROTATION</p> <p>Complete the construction of the drawstring bag. Focus on fishing seams, edge stitching, pattern drafting. Adding surface decorations to drawstring bag. Evaluating success and function of the bag. Sewing machine theory recap. Theory focus on synthetic and natural fibres, fabric production and manufacturing. Textiles based workshops. Batik and printing. Covering both traditional and modern techniques.</p>
7	<p>Product Design Rotation 1</p> <p>Product Design Students make a vacuum formed keyring. Identifying and making their own silhouettes and patterns for Vacuum forming. Drilling a flat bottom hole using the pillar drill machine and a Forstner bit.</p> <p>Hipp MDF squaresx2 Hot glue Magnets and keyrings Booklets Wooden squares x 2 Coping saws with blades changed Hipp plastic cut to size Glue Guns with glue sticks</p>	<p>Rotation 2 Product Design Students make a vacuum formed keyring. Identifying and making their own silhouettes and patterns for Vacuum forming. Drilling a flat bottom hole using the pillar drill machine and a Forstner bit.</p>	<p>Rotation 3 Product Design Students make a vacuum formed keyring. Identifying and making their own silhouettes and patterns for Vacuum forming. Drilling a flat bottom hole using the pillar drill machine and a Forstner bit.</p>	<p>Rotation 4 Product Design</p> <p>They then go on to make a game in wood, learning about measuring and mathematics as part of the design technology engineering in DT.</p> <p>2 classes of 26-28 in each rotation</p> <p>Quality wood 100mm Dowel cut already and shaped Cardboard Stanley knives Cutting mats</p>	<p>Rotation 5 Product Design</p> <p>They then go on to make a game in wood, learning about measuring and mathematics as part of the design technology engineering in DT.</p> <p>2 classes of 26-28 in each rotation</p>	<p>Rotation 6 Product Design</p> <p>They then go on to make a game in wood, learning about measuring and mathematics as part of the design technology engineering in DT.</p> <p>2 classes of 26-28 in each rotation</p>
8	<p>Textiles</p> <p>TOTE BAG ROTATION 1</p> <p>The first rotation of textiles in year 8 focuses on making a Tote bag, Selecting materials and techniques suitable for their designs. Students will develop ideas through research to inform the design of innovative, functional, appealing product. Looking at other cultures as a starting point.</p> <p>Theory will be covered that looks at all the areas needed for GCSE including robots, market push, designers and the design make process.</p> <p>2 classes of 26-28 in each rotation</p>	<p>TOTE BAG ROTATION 2</p> <p>The first rotation of textiles in year 8 focuses on making a Tote bag, Selecting materials and techniques suitable for their designs. Students will develop ideas through research to inform the design of innovative, functional, appealing product. Looking at other cultures as a starting point.</p> <p>Theory will be covered that looks at all the areas needed for GCSE including robots, market push, designers and the design make process.</p> <p>2 classes of 26-28 in each rotation</p>	<p>TOTE BAG ROTATION 3</p> <p>The first rotation of textiles in year 8 focuses on making a Tote bag, Selecting materials and techniques suitable for their designs. Students will develop ideas through research to inform the design of innovative, functional, appealing product. Looking at other cultures as a starting point.</p> <p>Theory will be covered that looks at all the areas needed for GCSE including robots, market push, designers and the design make process.</p> <p>2 classes of 26-28 in each rotation</p>	<p>TOTE BAG ROTATION 4</p> <p>Complete the construction of the tote bag. Focus on fishing seams, edge stitching, pattern drafting. Adding surface decorations to tote bag. Evaluating success and function. Sewing machine theory recap. Theory focus is sustainability, sustainable fashion and mass production. Textiles based workshops. Batik and printing. Covering both traditional and modern techniques.</p>	<p>TOTE BAG ROTATION 5</p> <p>Complete the construction of the tote bag. Focus on fishing seams, edge stitching, pattern drafting. Adding surface decorations to tote bag. Evaluating success and function. Sewing machine theory recap. Theory focus is sustainability, sustainable fashion and mass production. Textiles based workshops. Batik and printing. Covering both traditional and modern techniques.</p>	<p>TOTE BAG ROTATION 6</p> <p>Complete the construction of the tote bag. Focus on fishing seams, edge stitching, pattern drafting. Adding surface decorations to tote bag. Evaluating success and function. Sewing machine theory recap. Theory focus is sustainability, sustainable fashion and mass production. Textiles based workshops. Batik and printing. Covering both traditional and modern techniques.</p>

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8	Product Design Rotation 1 Students learn to make a box with finger joints to cut out using the coping saw and to glue and sand. To look at storage solutions To then decorate the box and extension to make a lid.	Product Design Rotation 2 Students learn to make a box with finger joints to cut out using the coping saw and to glue and sand. To look at storage solutions To then decorate the box and extension to make a lid.	Product Design Rotation 3 Students learn to make a box with finger joints to cut out using the coping saw and to glue and sand. To look at storage solutions To then decorate the box and extension to make a lid.	Product Design Rotation 4 Design a chair for a healthy lifestyle Look at the design process and how to develop an idea and presentation	Product Design Rotation 5 Design a chair for a healthy lifestyle Look at the design process and how to develop an idea and presentation	Product Design Rotation 6 Design a chair for a healthy lifestyle Look at the design process and how to develop an idea and presentation
9	Textiles Rotation 1	Textiles Rotation 2	Textiles Rotation 3	Textiles Rotation 4	Textiles Rotation 5	Textiles Rotation 6
9	Product Design Rotation 1 Design an acrylic clock based on an artist	Product Design Rotation 2 Design an acrylic clock based on an artist	Product Design Rotation 3 Design an acrylic clock based on an artist	Product Design Rotation 4 Design a light for Ikea	Product Design Rotation 5 Design a light for Ikea	Product Design Rotation 6 Design a light for Ikea
10	Product Design Rotation 1 Students learn to make a laminated spoon or fork They learn to make a wooden box with finger joints and pewter lid, with beading and shaped base Theory Theory lessons 1-6	Product Design Rotation 2 Students start a practise NEA Design something for looking after animals, working from home which can be a light fitting and making a souvenir - they learn to put together the correct format for the NEA Theory Theory lessons 7-14	Product Design Rotation 3 Students start a practise NEA Design something for looking after animals, working from home which can be a light fitting and making a souvenir - they learn to put together the correct format for the NEA Theory Theory lessons 15-20	Product Design Rotation 4 Theory Theory lessons 20-26	Product Design Rotation 5 Year 10 written exam Theory Theory lessons 26-30	Product Design Rotation 6 Theory Theory lessons 31-33
11	Product Design Rotation 1 Students learn to develop ideas for the NEA, working independently to develop prototype and to fulfil assessment objectives Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing Design Realising design ideas Analysing and evaluating Materials needed Pewter Acrylic Wood - various Hipp Develop theory work with modules 30-50	Product Design Rotation 2 Students learn to develop ideas for the NEA, working independently to develop prototype and to fulfil assessment objectives Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing Design Realising design ideas Analysing and evaluating Materials needed Pewter Acrylic Wood - various Hipp Develop theory work with modules 30-50	Product Design Rotation 3 Students learn to develop ideas for the NEA, working independently to develop prototype and to fulfil assessment objectives Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing Design Realising design ideas Analysing and evaluating Materials needed Pewter Acrylic Wood - various Hipp Develop theory work with modules 30-50	Product Design Rotation 4 Complete NEA Begin revision of theory for written exam	Product Design Rotation 5 Preparation for theory exam Final exam Moderation and marking and submission of all work to examiner.	Product Design Rotation 6