

KS3 Curriculum Map – Year 7 Design and Technology (2025-26)

Design and Technology is taught in a termly rotation.

Food Science is also part of Design and Technology. Therefore, the order of delivery might be different

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	(Graphics Communication & Mechanism)	(Graphics Communication & Mechanism)	(Textiles & Electronics)	(Textiles & Electronics)	(CAD/CAM)	(CAD/CAM)
Assessment	Jumping Jack Investigation Research cultural identity, puppets, types of motion Design Development of thumbnails through the creation of a prototype to ensure the final design fully meets the given brief and success criteria.	Jumping Jack Make All students create a jumping jack using the same pivot mechanism to create motion. The students gain training on the following - Types of mechanisms and motion - Drawing and cutting skills - Prototyping 3D construction techniques such as slot, origami Each student designs their own personalised character that reflects their cultural identity. Evaluation The students act on the peer feedback given on for their thumbnails and initial ideas. The students evaluate their prototype against the success criteria.	Worry Monster Investigation Research into Textile and its relevance in our world, studying the work of others and gaining a deeper knowledge of properties of materials alongside electronic systems within textiles. Design Designing a soft toy to the brief using a range of hand drawn illustrations to clearly reflect ideas including function and an electronic LED component.	Worry Monster Make All students create a soft toy using correct textile materials and equipment. Students gain training on: Evaluation The students act on the peer feedback given on for their thumbnails and initial ideas. The students evaluate their prototype against the success criteria.	POS Dubai Aquarium Investigation Research into CAD/CAM software and processes alongside developing a deeper understanding of environmental issues experienced in our oceans. Design Using iterative design processes to develop a successful poster and keyring design that is safe and suitable for children.	POS Dubai Aquarium Make All students will create a poster design and keyring to promote an exhibition at Dubai Aquarium. Students will be using digital software to produce both outcomes. - Students will be using Procreate and Ipad to design their posters - Students will be using CAD software and a laser cutter to create keyrings - Developing typography and illustrative skills Evaluation The students act on the peer feedback given on for their thumbnails and initial ideas. The students evaluate their prototype against the success criteria.
Assessment objectives	- Investigation (Design Brief, Research, Specification) (25%) - Design (Thumbnail, Initial Design, Development, Final design) (25%) - Make (hand tools, machines, CAD – 2D Design) (25%) - Evaluation (Iterate considerations throughout, acting on feedback, final evaluation) (25%) The final assessment grade is 50% exam or topic test and 50% Project work (outcome and folder work)					

KS3 Curriculum Map – Year 8 Design and Technology (2025-26)

Design and Technology is taught in a termly rotation.

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Each unit creates at least one physical outcome. Each unit is a mixture of project work and theory.

Year 8	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Topic	Timber Project	Timber Project	Year 8 Exam	User centred design	User centred design	Textiles and sustainability	Textiles and sustainability
Assessment	Animal Box Investigation Research – Health and safety, Wood Joints, FSC Design Development of thumbnails through the creation of a prototype to ensure the final design fully meets the given success criteria.	Animal Box Make All students create the same timber box, using a length of pine. The students gain training on the following machines and tools • Marking out tools • Tenon saw • Scroll saw • Belt sander • Chisel and mallet • Pillar drill Each student creates their individual animal to sit on top of the box. Using 3mm MDF, wood stain and vinyl to try to match their final design Evaluation The students act on the peer feedback given on for their thumbnails The students evaluate their prototype against the success criteria		Playground Design Investigation Research the playground user. Research types of playgrounds and construction techniques. Design Development of thumbnails through the creation of a prototype to ensure the final design fully meets the given brief and success criteria.	Playground Design Make Students work in groups to create a playground. Students work in teams to decide on a theme. Each member of the group designs and constructs their own activity that contributes to their playground. Students gain training in the following: • 3D modelling techniques: slot technique, net building, • Measuring • Craft knives Evaluation The students act on the peer feedback given on for their thumbnails The students evaluate their prototype against the brief and success criteria	Tote Bag Investigation Research Life cycle Assessment of textile products and explore the work of others using ACCESS FM and the 6 R’s of sustainability. Design Development of thumbnails through the creation of a prototype to ensure the final design fully meets the given brief and success criteria.	Tote Bag Make All students create a tote bag from upcycled material using a range of techniques based on their chosen sub-theme within sustainability. Students gain training in the following: Print, Tie-Dye, Appliqué, Hand embroidery, Using a sewing machine, Creating a paper pattern, Bag construction, attaching handles. Evaluation The students act on the peer feedback given on for their thumbnails The students evaluate their prototype against the brief and success criteria
Assessment objectives	• Investigation (Design Brief, Research, Specification) (25%) • Design (Thumbnail, Initial Design, Development, Final design) (25%) • Make (hand tools, machines) (25%) • Evaluation (Iterate considerations throughout, acting on feedback, final evaluation) (25%) The final assessment grade is 50% exam or topic test and 50% Project work (outcome and folder work)						

