

RESISTANT MATERIALS

<p>Wood coaster with woods theory (5 weeks) Students learn how to make 4 different wood joints and to etch a design onto wood using the laser cutter.</p>	<p>Candle holder with metals theory (9 weeks) Students design a candle holder in steel and braze it together.</p>	<p>Vacuum forming with plastics theory (5 weeks) Students make a former for a desk tidy and vacuum form a product</p>	<p>Chair project with textile theory (20 weeks) Pupils make a chair, developing their making skills using wood and also make a cushion using the fabric printer and sewing machine.</p>	<p>Prior Learning Coaster project builds on wood knowledge from 7 and 8. Vac forming builds on packaging done in the year 8 Electronics project. The Chair project starts to require the kind of skill level needed at GCSE when making.</p>
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FOOD

<p>The principles of the Eat well guide and how it relates to diet through life stages. To outline why dietary needs change through life. Diet related health issues.</p>	<p>Principles of food safety and hygiene Focusing on rice and rice dishes. Making a risotto.</p>	<p>Dietary needs of young people Investigate the relationship between physical activity and energy balance. Comparing homemade and bought pasta dishes.</p>	<p>Special dietary needs Food allergens, food intolerances and religious and cultural needs.- making samosas.</p>	<p>Information and guidance for the consumer regarding availability and traceability- Locally produced dish.</p>	<p>Planning and preparing food for a festival- Research and designing a range of dishes for a food festival- own choice of dishes.</p>	<p>Prior Learning Building further on the basic skills learned in 7 and 8 to make a range of dishes. Able to adapt and change recipes to meet consumer needs.</p>
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TEXTILES

<p>Decorative and stitching techniques (18 weeks) Students will make a range of samples, from a range of methods of joining fabrics to a selection of embellishing techniques.</p>	<p>Technical knowledge (6 weeks) Students will start to develop knowledge and understanding in such areas as the environmental impact of Textiles and how modern textiles are used.</p>	<p>Bag design and make (15 weeks) This project is designed to bring together everything done in the last 2 projects into a complete product.</p>	<p>Prior Learning These projects build on knowledge and skills from years 7 and 8 in Textiles.</p>
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CONSTRUCTION

<p>HOUSE BUILD (6 WEEKS) Health and Safety on site. Develop an understanding of safe working practices, acceptable H&S standards, legalities, responsibilities and legislations used commonly within the construction industry through theory lessons.</p>	<p>HOUSE BUILD (18 WEEKS) House Building – Project Planning – Roles within Construction – Domestic Construction. Construct a scale model house to learn about the processes of domestic building and some of the techniques available to us. Develop an understanding of materials, construction vocabulary, traditional techniques vs sustainable construction, the order of Construction processes, where materials come from, sizes and quantities of materials, roles within domestic construction, planning and calculating etc. Model building to reinforce/implement theory work & develop skills in accurate marking out/cutting & construction. Where materials come from, sizes and quantities of materials, roles within domestic construction, planning and calculating etc.</p>	<p>HOUSE BUILD (15 WEEKS) Develop basic hand tool skills in the area of carpentry/joinery. Recognise difference between carpentry and joinery, develop skills in producing accurate timber joints to acceptable tolerances. Develop skills in reading/using working drawings/plans. 4 different joints. Understand the difference between softwoods/hardwoods/manmade boards and recognise their uses within the construction industry.</p>	<p>Prior Learning Mostly this is new knowledge but builds on structures (Yr8) and the design process. ('Design, Make, Evaluate and Technical' knowledge.)</p>
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CAREERS LINKS

ICT teacher, graphic designer, games developer, product designer, engineer, using CAD as a designer, architect or engineer, fashion designer, fabric specialist, costume designer, textile technician or textile developer, careers in catering, as a chef, food hygiene, product development, manufacturing and many more.
Any career in construction or DIY.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment, resilience, learning from failure, awareness of the needs of others, awareness of environmental issues, critical thinking, problem solving, making judgements, awareness of health and wellbeing.

KEY ASSESSMENT DATES

As students pick which subject to study in year 9, all areas will have at least 2 assessed pieces of work for 'Designing, Making, and Evaluating and Technical' knowledge throughout the duration of the course.