Sheldon School
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Golden Threads	Enrichment	Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Resistant Materials	Understand and recognise the Bauhaus style Understand the material categories of wood and metal Use CAD/CAM to create a mould Be able to Pewter cast Demonstrate a range of practical skills to make your packaging • Work of others • Design strategies • Using and working with materials • Specialist techniques and processes.	Look at and review Bauhaus and highlight what its key styles and features are. Using Bauhaus as inspiration produce a range of ideas for the pewter piece and box. Know the 3 categories of metal and what the differences are. Know the 3 categories of wood and what the differences are. Be able to produce a complex mould using CAD / CAM Understand the process of casting and what is required. Understand how to finish a piece of pewter to a high quality.	End of module effort & make mark. 4 x Multiple choice question homework's 1 assessed piece of work	The difference between the material categories. How long it takes to sand and finish a piece of pewter. The gradients of sand / wet and dry paper. The layers of the mould.	Acrylic Alloy Non-Ferrous Ferrous Mould Bauhaus Pewter Resistant Casting Thermoplastic	Building on previous knowledge from year 7: • Materials • Design strategies • Specialist processes Leading to: • Producing a wide range of creative design ideas • More complex use of CAD / CAM • Being able to independently pewter cast

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Textiles	**DESIGN**: Research and exploration looking at existing products/ work of others. Working with a context of producing a character cushion. Generation of creative design ideas with the use of annotated sketches. **MAKE**: Use of specialist tools, techniques and processes such as layered and 3D applique, use of the sewing machine, dyeing methods, hand embroidery, seams, hems and working with patterns and templates. **EVALUATE**: Test and evaluate final product. **TECHNICAL SKILLS**: understand the properties of materials eg Fibres and Fabrics, Resist dyeing methods and understanding allowances eg seam allowance. • The work of others • Design strategies • Communication of design ideas • Specialist techniques and processes • Surface treatments and finishes • Materials and their working properties • Specialist tools and equipment	**DESIGN**: The importance of analysing the work of others/ existing products using ACCESSFM. How to produce a high-quality design solution eg design ideas, final design with the use of annotation. **MAKE**: Using the appropriate tools and equipment for use on fabric. Knowledge on changing the appearance of fabric using different dyeing methods. Working with accuracy and precision on seams and hems. Safe use of the sewing machine and textiles equipment. **EVALUATE**: Looking at the positives and negatives of final outcomes. Self and peer assessment and reflection. Methods to improve and modify. **TECHNICAL SKILLS**: Natural and man-made fibre knowledge. How to add natural and man-made colour and decoration to fabric. The use of detailed plans to aid in manufacture.	End of module effort & make mark. 4 x Multiple choice question homework's 1 assessed piece of work	Improper threading up of the sewing machine. Improper use of the sewing machine and other tools/ equipment used in the textiles room. How long it takes for fabric to dye successful. Confusion between paper scissors and fabric shears. The need for tacking stitches and not using pins when on the sewing machine. Confusion between hems and seams. The difference between the material categories Natural and Man-made fibres. Understanding leather is not a fibre.	Seam Linen Tacking Cotton Applique Cushion Cover Mordant Embroidery Sewing Machine Tie Dyeing	**Prior Learning**: Building on the knowledge acquired in Y7. Students will learn more advanced textiles techniques and processes including: Dyeing, Layered Applique, adding 3D elements. **Future Learning**: The safe and accurate use of the sewing machine. How to measure, cut and manipulate fabric. How to decorate fabric using a wide variety of processes including CAD/CAM. Introducing of environmental and sustainable textiles.

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Food	To develop food preparation and cooking skills. To develop knowledge and understanding of nutrition and healthy eating principles. • Healthy eating guidelines • Seasonal foods • Sensory analysis • Carbohydrate and staple foods • Bread making • Protein • Protein and Sustainability • Cooking with meat • Nutritional and sensory functions of fat • Vitamins, minerals and water • Well balanced meal design	• Eatwell Guide (Rainbow Pasta Salad practical) • 5-a-day + fruit & vegetables • Pot Noodle product analysis • Completion of a star diagram • Sources and functions of carbohydrate (Risotto practical) • Definition and examples of staple foods. • Ingredients and techniques used to make bread (Naan bread practical) • Sources and functions of protein (Chicken tikka masala practical) • Environmental impact of protein, and more sustainable sources (Homemade beans practical) • Planning an insect-based menu. • Sources and functions of fats and sugar (Lemon drizzle cake practical) • Reducing fat, sugar and salt content. • Sources and functions of vitamins and minerals. • Importance of hydration • Application of Eatwell Guide knowledge to plan a well-balanced main meal.	End of module effort & make mark. 4 x Multiple choice question homework's 1 assessed piece of work	Difficulty identifying nutrients provided by foods. Confusion between sections of the Eatwell Guide and names of nutrients.	Nutrients Vitamins Minerals Protein Function Carbohydrate Guidelines Sustainability Sensory Analysis Kneading	Building on knowledge and skills learnt in Year 7 Food. Drawing upon elements of the GCSE Food Preparation and Nutrition specification.

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Graphics	**DESIGN**: Research and exploration looking at a specific client and their wants and needs. Generation of creative design ideas using a range of different design strategies. **MAKE**: Use of specialist tools, techniques and processes including CAD / CAM to produce a 3D card and a po-up card. **EVALUATE**: Test and evaluate final product. **TECHNICAL SKILLS**: Understand how to produce a detailed specification. Understand the range and uses of different papers and boards Understand the use of typography and colour, grid method, and appropriate use of CAD (Techsoft) use of craft knives, paper trimmer, bone folder and compass cutter. **DESIGN** • What is Graphic Design • Examples of a wide range of applications • Sketching • Typography • 3d modelling • Prototypes • CAD • Range of papers and boards **MAKING/TECHNICAL SKILLS-PROCESSES** • Laser cutting • Marking out • Cutting • Folding **EVALUATION** • How to carry out ongoing and a final evaluation.	**DESIGN**: Understand how Graphic Products/ Design fits within DT. Understand the importance of creating a functioning prototype in order to develop a final idea. **MAKING/TECHNICAL SKILLS-PROCESSES:** Safely use a range of industrial processes to manufacture a 3D card and a pop-up card • measuring, • marking out, • cutting, • scoring / folding • laser cutting Use of CAD software • Techsoft to create a 3D card that slots together • Using pencil/ruler and craft knives to create a challenging pop-up card	End of module effort & make mark. 4 x Multiple choice question homework's 1 assessed piece of work	Transferring prototypes to a final CAD drawing. Incorrect sizing / proportions of parts. Creating challenging pop-up elements for the pop-up card.	Graphic design Client profile Specification Nesting Compass cutter Evaluation Laser cutter Computer Aided Design Computer Aided Manufacture Accuracy	