

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Food Technology Diet, nutrition and Health <i>(10 weeks)</i>	<ul style="list-style-type: none"> - Hygiene, safety & bacteria - Safe food storage - Bacteria and food poisoning - The Eatwell guide - Diet analysis - Vitamins and minerals - Diet related diseases - Planning food for people with diet related conditions - The School Food Plan <p>Food practicals to cover a range of medium level skills building upon basic skills covered in Year 7</p>	<p>All practical work to be assessed</p> <p>Theory assessment tasks</p> <ul style="list-style-type: none"> - Food safety assessment - Diet analysis assessment - Planning food for people with diet related conditions - The School Food Plan presentation <p>levelled criteria for all formally assessed tasks to be shared with pupils</p> <p>Different skills are assessed in different theory tasks.</p> <p>More detailed written feedback will be given for these pieces. Teacher will do group verbal feedback as well.</p>	<p>The Year 8 curriculum builds upon knowledge gained in Year 7 about hygiene & safety and takes the topic further starting to explore food poisoning and food storage aspects of this topic. It also build upon nutrition knowledge and starts to apply this knowledge to real life situations – designing for teenagers & school food.</p> <p>The topics taught in this project underpin further work into these subjects at KS3 & KS4.</p>	<ul style="list-style-type: none"> - Paired / class discussions - Use of key terms – definitions to be written by the pupils in the key word table - Extended reading task ‘Petition after ice cream and custard dropped from the school menu’ - The School Food plan group presentation <p>All literacy opportunities are identified in booklets through the departments symbol system.</p> <p>-</p>

<p>Textiles</p> <p>Monsters</p> <p><i>(10 weeks)</i></p>	<p>Portfolio tasks to include:</p> <ul style="list-style-type: none"> - Exploring design briefs - Carrying out research - Design ideas including review and refinement - Development and technique testing - Construction and decorative work using a variety of textiles techniques - Evaluations 	<p>Teacher Assessment Tasks:</p> <ul style="list-style-type: none"> - Research - Design ideas - Manufacturing - Evaluation <p>Assessment criteria to be shared with the classes for each assessed task.</p> <p>Detailed written feedback provided on the tasks listed about</p> <p>Other tasks will be self and peer assessed using the checklist at the front of the booklet</p> <p>Group feedback on common misconceptions and corrections to be shared verbally</p>	<p>The Year 8 Textiles unit starts to bridge the gap between KS3 Design & Technology and the BTEC Art (Textiles) course. Pupils are still taught the fundamentals of the design process but more artistic design and manufacturing skills are starting to be developed.</p>	<ul style="list-style-type: none"> - Paired / class discussions - Use of key terms - - Extended reading task - - including comprehension and oracy discussion/debate task
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<p>Product Design</p> <p>Mixed Materials Mini Skills Project</p> <p>(10 weeks)</p>	<p><u>Graphics products – CAD / CAM keyring design and package</u></p> <ul style="list-style-type: none"> - Task analysis and mood board - Written assessment – existing product analysis - Design ideas - Contouring a bitmap image - Evaluation and improvements <p>Soldering safety</p> <p><u>Systems and control – Electronic circuits</u></p> <ul style="list-style-type: none"> - Soldering safety - Circuits - Design ideas - Manufacturing the cardboard house - Evaluation <p><u>Structures and forces – team building bridge competition</u></p> <ul style="list-style-type: none"> - Extended reading – when engineering goes wrong! - Modelling and testing - Collaborative designing Evaluation 	<p>Assessments to be carried out:</p> <ul style="list-style-type: none"> - Product analysis – extended writing assessment - Design and development of ideas - Manufacturing skills - Evaluation <p>These tasks to be assessed against the levelled criteria shared with pupils.</p> <ul style="list-style-type: none"> - Informal assessments such as verbal feedback will be done throughout the project. 	<p>The Year 8 curriculum builds upon knowledge gained in Year 7 about applying the design process to design and create unique ideas. It also introduces the concepts of mechanical and electronic control.</p> <p>The topics taught in this project underpin further work into these subjects at KS3 & KS4.</p>	<ul style="list-style-type: none"> - Group / class discussions - Use of key terms. Pupils generate definitions through the course. <p>Extended reading task: 'When engineering goes wrong!'</p>
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<p>Business Studies</p> <p>(10 weeks)</p>	<p>Finance</p> <ul style="list-style-type: none"> - Breakeven - Profit & Loss - Cashflow - Balance sheets - Designing and marketing profitable products <p>Sustainable fashion</p> <ul style="list-style-type: none"> - Designing with sustainability in mind 	<p>An end of unit written assessment where pupils will demonstrate knowledge and understanding of key topic terms.</p> <p>Group presentation</p>	<p>The topic Breakeven is delivered first as key terms such as revenue, turnover, sales, costs, loss, profit and breakeven are vital for the following topics.</p> <p>The concepts of revenue, sales, turnover, profit, loss introduced in the first topic are returned to as they appear on the profit and loss document.</p> <p>Pupils must understand the concepts of profit and loss covered in topic 1 and 2 before they can understand the difference between overall profit and not having enough cash in the business to cover debts.</p> <p>Pupils will develop their understanding of liquidity gained in the cashflow topic and apply it to balance sheets, where they complete current assets minus current liabilities which indicates liquidity.</p> <p>This project runs alongside the above topics, one lesson per fortnight. The financial documents of sustainable fashion businesses are taught in the above topics which help to inform pupils choice of materials and sourcing for their fashion designs.</p>	<p>Key word glossary.</p> <p>Class reading about the business Tickle Tots.</p> <p>Pupils will practice their oracy by discussing how the business Tickle Tots Swimwear achieves it's objective of being ethical and sustainable.</p> <p>Class reading about the business Pure</p> <p>Class reading about the business Elvis & Kresse.</p> <p>Pupils will practice their oracy by presenting their fashion brand to the class.</p>
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