

TBS Curriculum Map

Year: ...8....

Subject:Technology

	Resistant Materials	Textiles	Graphics	Food [FPN]
Theme/Topic	Manufactured boards (moneybox project)	Electronics through textiles (monster project)	Paper and boards (packaging project)	Multicultural food – staple foods
Skills	<u>Designing Skills:</u> <ul style="list-style-type: none"> Evaluate existing examples. To design within the constraints of materials and task. <u>Making skills:</u> <ul style="list-style-type: none"> To mark out, shape and join dissimilar materials. To select and use hand tools appropriately. To use the pillar drills/sanding machine safely. To use and recognise the uses of vacuum forming. 	<u>Designing skills:</u> <ul style="list-style-type: none"> develop and use design briefs and specifications for product development Designing responsibly for children using electronics and other factors such as ‘how children learn’. Combining a range of different materials: fleece, felt and electronic components Electrical circuit design Key terms <u>Making skills:</u> <ul style="list-style-type: none"> Pattern cutting Inserting an electronic circuit Recap on sewing machine Sewing curves on knitted fabric 	<u>Designing Skills:</u> <ul style="list-style-type: none"> The use of Adobe software (illustrator) to generate designs, and develop those ideas Use of colour theory To be able to produce shapes, patterns, editing images. Develop final idea Layout ACCESS FM Drawing techniques:3D representation; Oblique projection Isometric projection <u>Making skills:</u> <ul style="list-style-type: none"> To use and recognise the uses of vacuum forming with clay moulding – tapered edges To understand the use of graphic equipment 	<u>Designing Skills:</u> <ul style="list-style-type: none"> To research the function of Bread Use of design ideas for modelling bread types Characteristic of food commodities Flow charts/Time plan Recipe engineering <u>Making skills:</u> <ul style="list-style-type: none"> To be able to a range of kitchen equipment. To understand safe working procedures in a food room Use of electrical equipment The ability to produce a range of high quality food products. Safe cooker management Bridge /Claw method knife skills

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			<ul style="list-style-type: none"> To be able to safely use gel, oils and colorant – smart materials The ability to produce a working prototype 	
Knowledge	<ul style="list-style-type: none"> To understand different types of drilling machines To understand the relative benefits of manufactured boards. 	<ul style="list-style-type: none"> Synthetic fibres Knitted fabric construction Have knowledge of interactive textiles and to use as appropriate 	<ul style="list-style-type: none"> To understand how vacuum forming can be used in mass and batch production. To understand printing methods To have knowledge of smart materials and their uses. To gain knowledge of colour theory 	<ul style="list-style-type: none"> Functions of food ingredients Different diets – related to health Food Provenance Food Science Food Literacy
Cultural Capital	<ul style="list-style-type: none"> use of sustainable materials that can help the environment 	<ul style="list-style-type: none"> Child exploitation in the textiles industry Safety standards in children’s toys – statutory requirements and labels 	<ul style="list-style-type: none"> Recycling and the environmental impact 	<ul style="list-style-type: none"> Foods from around the world Love Food Hate Waste Warburton’s Bread Factory Rotary Young Chef
Curriculum overlap	<ul style="list-style-type: none"> Geography 	<ul style="list-style-type: none"> RE- ethical beliefs 	<ul style="list-style-type: none"> Art and design Science 	<ul style="list-style-type: none"> MFL – Spanish and French cooking