

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 8	<p><u>Steady Hand Game</u> Students are required to create a steady hand game. The project challenges students' ability to join materials and create a quality project. This is also the first time students work with metal in DT and gain an insight into the processes that it involves. Students create an electrical circuit as part of the project and students' gain knowledge on circuitry including soldering, symbols, voltages, resistance and debugging circuits. Students are able to make independent design decisions and can push their knowledge and ability working with CAD / CAM processes. Students will be encouraged to use a wider range of tools and machinery in this project under close supervision. Students will also be able to have a go at soldering for the first time, as long as they have been assessed as being safe to do so. Students' also begin learning more about man made boards, softwoods and hardwoods.</p>	<p><u>Memphis Clock Project</u> This project challenges students to design a clock in the style of the Memphis art movement. Students study the art movement, along with its key characteristics and attempt to design their own clock in this style. Students learn about plastics and are encouraged to use key words and specific names for materials instead of 'wood' or 'plastic'. Students are pushed to work more with dimensions when creating components for their clocks and they are also introduced to rapid prototyping. Students' learn the benefits of model making and see it in practice in the design industry.</p> <p><u>Carousel</u> Design Technology and Food Technology operate on a carousel system. Students spend half the academic year doing DT / FT and then swap respectively. This is the case until the end of KS3, at which point choose their options.</p>	<p><u>Steady Hand Game</u> Same as described in Term 1, but with the new year 8 group (Carousel).</p> <p><u>Memphis Clock Project</u> Same as described in Term 2, but with the new year 8 group (Carousel).</p>	<p>Students will develop their understanding and knowledge of art movements in particular the 'Memphis' art movement.</p> <p>Students will develop their understanding of joinery and wood joints. Students will also begin to start selecting tools independently to perform a certain action.</p> <p>Students will develop their knowledge and understanding of CAD / CAM, producing more complicated designs than they have previously.</p> <p>Students will develop understanding of electronics and the theory connected to this.</p> <p>Students will develop a greater understanding of materials and their properties.</p>
				Key Contact Name & Email
Assessment	Students are assessed on their folder work throughout the project and given regular feedback. Students are given a grading sheet at the end of the project which shows students what Glebe stage they have achieved with their learning outcomes. Students are also assessed on the quality of their final outcome.	Students are assessed on their folder work throughout the project and given regular feedback. Students are given a grading sheet at the end of the project which shows students what Glebe stage they have achieved with their learning outcomes. Students are also assessed on the quality of their final outcome.	Students are assessed on their folder work throughout the project and given regular feedback. Students are given a grading sheet at the end of the project which shows students what Glebe stage they have achieved with their learning outcomes. Students are also assessed on the quality of their final outcome.	Will Hamblin Whamblin@glebe.bromley.sch.uk