

## Design Technology Year 7 Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
Yr 7	We are organised	We teach them to categorise the materials and write a timbers, metals and polymers classification chart	It helps them to organise the different materials into the relevant classification which is essential for embedding the knowledge and providing a foundation to build their knowledge onto
Yr 7	We are organised	<ul style="list-style-type: none"> <li>We introduce them to the range of tools and teach them key vocabulary and key terms.</li> <li>They are also taught the health and safety rules for each of the tools and pieces of equipment</li> </ul>	It helps them to be able to select the right tool for the job . The health and safety rules and workshop protocol embeds good workshop practice and organisation which is key to safe practice but also good life skills
Y7	We are organised	We teach computer coding using a drag and drop software which controls motors and lighting sequences.	Students are encouraged to use a systematic and analytical approach to problem solving in writing their code; this encourages organised sequential thinking skills.
Yr 7	We are organised	We teach them about how to plan when manufacturing using a Gantt chart	This is a key life skill but also ensures that they finish their project within the allocated timeframe
Yr7 Food	We are organised	<ul style="list-style-type: none"> <li>We introduce them to how they need to be organised for practical lessons.</li> <li>We teach students to write time plans for each recipe whilst watching a demonstration.</li> <li>Students are taught how to correctly weigh ingredients.</li> <li>We teach students where equipment is stored and why certain equipment should be selected.</li> </ul>	<ul style="list-style-type: none"> <li>It helps them to achieve well in the practical lesson. They know how to enter the room and follow a routine to begin their lesson.</li> <li>This allows students to understand timings of the lesson and what they need to be doing at certain times to keep on track. It also helps them identify health and safety/hygiene issues and how to resolve them.</li> <li>Weighing ingredients before the lesson ensured students are organised and ready to start the lesson.</li> <li>It is essential that students are able to select appropriate equipment.</li> </ul>
Com this AHL	Research and communicate	Research task on the different papers and working through some basic drawing skills to help them communicate their ideas.	Enables them to understand what is required from research in DT and know some basic drawing techniques to help them throughout KS3 and 4 to communicate their ideas.

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1	We are organised	Write a plan to guide the stages of making the product.	This helps students to be more interdependent, and work through tasks in a way to create a successful outcome. Then can see what step they should be doing and set up for it.
2	We are organised	:collect equipment and set up sewing machine	Students repeat the set up over several lessons and are expected to get themselves ready/organised for learning.
3	We are organised	<ul style="list-style-type: none"> <li>• We introduce them to how they need to be organised for practical lessons.</li> <li>• We teach students to write time plans for each recipe whilst watching a demonstration.</li> <li>• Students are taught how to correctly weigh ingredients.</li> <li>• We teach students where equipment is stored and why certain equipment should be selected.</li> </ul>	<ul style="list-style-type: none"> <li>• It helps them to achieve well in the practical lesson. They know how to enter the room and follow a routine to begin their lesson.</li> <li>• This allows students to understand timings of the lesson and what they need to be doing at certain times to keep on track. It also helps them identify health and safety/hygiene issues and how to resolve them.</li> <li>• Weighing ingredients before the lesson ensured students are organised and ready to start the lesson.</li> <li>• It is essential that students are able to select appropriate equipment.</li> </ul>
4	Creative and resilient.	The students need to use their creativity to design an automata that not only looks good but functions. They also need to problem solve along the way and not give up.	Helps students to develop their creativity and build on their resilience as it doesn't always work well 1st time.
5	Foldables	The project involves designing and making a 3-Dimensional figure of an animal from sheet aluminium	A successful outcome requires students to move through stages of the design process from sketching, through paper and card modelling and finally to realising the design in metal. This iterative process encourages an organised approach in which, at each stage, students are able to refine and improve their ideas.

## Design Technology Year 9 Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	Organised	Students have to bring in the correct ingredients throughout the rotation to enable them to cook the other dishes.	They need to use their organisation skills to enable them come prepared to food practical's.
2	Diversity and Choice	Students tweak some of dishes to cater for different foods tolerances and cultures	Helps to understand different cooking styles and ingredients used in a variety of cuktures.
4	Organised	Students' progress through a series of tutorials in both 2D and 3D Computer Aided Design. Following the tutorials they first produce a 2D CAD file from which they will laser cut a mobile phone charging stand; they then produce a 3D CAD file which allows them to present their design as a virtual model using an industry standard software.	The methodology inherent in using CAD, both 2D and 3D, is dependent on a systematic approach which encourages organisational skills, for example students learn to use the history of their 3D design in order to go back and edit features