



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Introduction to Technology</p> <p>Baseline test.</p> <p>Health and safety</p> <p>Natural and synthetic fibres.</p> <p>How materials are constructed.</p>	<p>To be able to identify and prevent hazards in the workshop.</p> <p>To understand how to work safely with equipment and machinery.</p> <p>To understand the origin of natural and synthetic fibres. To understand the properties of natural and synthetic fibres/ materials.</p> <p>To understand the different methods of material construction.</p>	<p>Hazard</p> <p>Accuracy</p> <p>Natural</p> <p>Synthetic</p> <p>Construction</p>	<p>Identify hazards within workshop.</p> <p>Written baseline assessment testing accuracy of measuring, converting measurements, 2D and 3D shapes, designing and creativity.</p> <p>Practical baseline assessment testing accuracy of basic practical skills</p> <p>Introduction to the understanding of natural and synthetic fibres.</p>	<p>Geography—Environmental impact.</p> <p>Science -classification of different types of materials.</p> <p>Science-Material properties.</p>	<p>To produce a moodboard based on different kinds of food.</p>
<p>Designing and creativity</p>	<p>To conduct detailed research on a given design brief.</p> <p>To produce suitable and creative designs with annotation.</p> <p>To consider a target user’s wants and needs.</p>	<p>Annotation</p> <p>Design</p> <p>Target user</p> <p>Research</p> <p>Components</p> <p>The 6Rs</p>	<p>Students will conduct research surrounding their given brief.</p> <p>Initial design sketches based on research and inspirational ideas from food moodboard.</p> <p>Detailed annotation to design ideas.</p> <p>Develop designs based on target user feedback.</p> <p>Evaluate success of own and others ideas.</p>	<p>Art—creativity and drawing skills</p> <p>Maths—measurements and drawing to scale</p> <p>Geography—Environmental impact</p> <p>Business studies—producing and marketing a successful product.</p>	



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<p>Key practical skills and equipment.</p>	<p>To be able to use various pieces of equipment safely, with a degree of accuracy.</p> <p>To produce a well-finished and functional product.</p> <p>Understanding of analysis and evaluation.</p>	<p>CAM</p> <p>Quality control</p> <p>Quality assurance</p>	<p>Introduction to basic textile technology preparation and construction skills.</p> <p>Practical design and make task using health and safety and quality control checks.</p> <p>Evaluation of own and others skills.</p> <p>Evaluation of final product.</p> <p>Justify need for any changes.</p>	<p>Maths—accurate measuring and special awareness.</p> <p>English—Evaluative skills, written and verbal evaluations</p>	