

Y8 ADT Curriculum Intent, Implementation and Impact Overview

National	Year: 8 Subject: ADT IMPLEMENTATION		
INTENT (including key concepts and skills)	Food	Art and Textiles	Construction
Work safely with hand tools and materials/ingredients.	Use of a range of ingredients and equipment to produce a range of traditional British dishes.	Use of a wide range of 3D media including paint, oil pastels, inks etc.	Using tools to make mobile phone holder. Using CAD/CAM to create a holding mechanism.
Work Safely with machine tools.	Use of the food processor.	Internet safety	
Use modern technology and CAD/CAM		Recording using photography. Editing using own smart devices.	Design and make elements of work using CAD and laser cutter.
Developing observational skills and drawing with accuracy/record ideas.		Recording from landscapes 1 st hand and second hand observation.	Record and respond to historical buildings in the local area.
Develop skills in visual presentation/record ideas.	Designing packaging, understanding the requirements of packaging. Presenting and portioning of dishes.	Presentation of artist research, own ideas, development of ideas and final outcome as a collaborative work of art.	Presentation of ideas and designs in workbooks. Presentation and quality of final product.
Design and manufacture products when responding to specific briefs and guidelines/using briefs.	Adapting recipes to fit briefs including that of cost limitations.	Response to a collaborative art brief in order to make a final outcome which will create a large scale collaborative work.	Student provided with a specification to make a layered acrylic piece as part of a collaborative project. Students will work to specific sizes etc.
Demonstrate understanding	Understanding how events such as war	Research into relevant artists including David	Application of research into local historical

of social, historical, cultural and moral factors in design/research and respond.	affect a countries food choices relating to seasonality. Understanding how climate can affect food choices.	Hockney. Exploration of the context of local and national artworks and landscapes and reasons for change throughout periods in history.	building process and traditional hand tools compared to CAD/CAM
Respond to contextual sources when generating creative responses and ideas/research and respond.		Artist research, exploration of local context (current and historical) in order to develop own outcomes.	As above.
Develop problem solving skills and resilience when tackling difficult scenarios/experiment and trial.	Completing dishes independently with the use of a recipe.	Working collaboratively to decide on a final design. Working independently to create individual pieces of the final design.	Independently tackling challenges within a practical workshop. Application of new knowledge and skills.
Objective self-evaluation.	Responding to feedback from assessments to reflect on how to improve practical routines and processes.	Evaluation of final outcome and ideas as they develop. Development of use of annotation as a form of evaluation.	Review of practical work and developments using a making log.
Understand healthy eating	Eat well guide taught when making the cottage pie. Making a range of balanced healthy meals.		
IMPACT	Assessment: Practical assessment Written assessment - timed examination. Progression to KS4: Understanding Food provenance. Ability to independently use a wide range of equipment and ingredients to form dishes.	Assessment: Hockney Final piece as part of a collaborative artwork Photography based outcome Hockney artist research piece Progression to KS4: The project covers all 4 assessment objectives for GCSE Art.	Assessment: Stained glass style outcome Written evaluation Design for stained glass outcome. Progression to KS4: Making of frames, response to briefs.

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.

In Design Technology, students in KS3 rotate around three distinct specialist areas (construction, food, Art) with 2 x 6 week rotations in each subject area. Rotations could take place in any order but all students will experience each specialist area during each academic year.

KEY **NATIONAL CURRICULUM CONTENT**
ADDITIONAL CONTENT