Curriculum Overview – Resistant Materials & Paper and Board							
	Year 7	Year 8	Year 9	Year 10	Year 11		
Rotation 1 12 lessons Max. Graphics.	Students introduced to the design process elements and relationship to design brief and specification. Students begin their design understanding by responding to a given brief to design and make a jigsaw puzzle with sustainable packaging.	Students continue design and packaging themes from year 7 combined with introduction to resistant material, Metal Students will respond to a brief to design, make and package a cast item based on natural form	Students continue to develop skills within Photoshop and packaging design over a range of object/materials. Students will learn how to analyse visual imagery and respond creatively to a brief based on music festivals.				
	Students will learn the basics of Photoshop, (CAD (Computer Aided Design)) to design an image and paper and board techniques, e.g., folding, creasing, and joining a 2D net into a 3D package for puzzles. Students will learn what sustainable means, the sources and origins of paper and board and types commonly used.	Students will learn about the three types of metals, sources and origins of such and relevant production processes.	Students will learn about thermal printing onto ceramics/polycotton requiring use of templates and prepared graphics. (inspiration will come from the above) Students will show an understanding of prototyping, testing and application of design to 3D forms/surface pattern. Links to GCSE content.				
Rotation 2 12 lessons. Resistant Materials	Links to GCSE content. Students introduced to resistant material – Timber . Students will know what a specification is and use this to design, make, select a finish, and evaluate their DESK TIDY . Students will know some techniques for communicating using 2d drawings and basic modelling. Students will know the three types of timber and three types of finish.	Students continue to grow knowledge via a Focused practical task – PICTURE FRAME. Students will build on Yr 7 work by recognizing and using orthographic drawing, (aka, 'working drawing'), of picture frame which they will learn to dimension. Students will know how to measure, mark, cut, dry assemble (QC (Quality Control),	Students widen their knowledge of Timber and polymer materials via a design task – LIGHTING. Students will respond in teams to creatively work on a design brief using the design cycle element of research, initial ideas, modelling/prototyping, (Iteration), a desk lamp within constraints, (Specifications). Students will know how to analyse existing products and extract design ideas from such				

Students will know how to mark out	and join a rectangular frame	and third-party feedback to	
cut and shape materials using basic	with a lap joint.	inform design development.	
hand tools and machine tools safely			
in the workshop.	Students will know how to	Students will continue to	
	laminate materials by applying	develop skills in the use of	
Students grow knowledge through	a hardwood decorative	tools and equipment and	
practical experience of measuring,	surround.	finishes.	
cutting, drilling, shaping, and finishing			
a given material.	Students will know how to	Students will develop problem	
	edge finish acrylic, (Polymer).	solving skills in the context of	
This provides a foundation for Yr8	They will use line bonding	this project which loosely	
where students will develop further	tochnique	Tonows the NEA outline.	
knowledge of types of wood and	technique.	As such the assessment	
joining techniques.	Students will know how to	objectives will reflect Educas	
	prepare and apply a finish to a	objectives will reflect Eduqus.	
	wood surface.		
		This links to GCSE content.	
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