



## Design technology – Green Zone

Mapping to show evidence of Diversity, Careers, British Values, SMSC (Spiritual, Moral, Social & Culture development), Literacy, Numeracy and Reading in our curriculum area.

Key Stage	Diversity	Careers	British Values	SMSC	Literacy	Numeracy	Reading
<b>KS3 Autumn 1</b>  Graphics – Action figures	Pupils examine designs from a wide variety of racial and cultural backgrounds, political beliefs, ethnicities, sexualities, genders, and physical disabilities to allow them to gain insight into the lives of people with different histories form their own.	Pupils consider the careers of graphic artists, modellers, advertisers, vacuum formers, and developers.	Pupils know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law (merits and sanctions given). They are taught to understand how products evolve according to users' and designers' needs, beliefs, ethics, and values.	Pupils develop a sense of 'moral conscience', through focusing upon the moral dilemmas raised in designing and making new products relating to action figures and superheroes or villains.	Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks. Spelling, punctuation, and grammatical mistakes corrected. Labelling of developing artwork and photographic evidence in books. Written verbal responses in books.	Pupils use demonstrate use of ratio, measuring, percentages, isometric drawings, scale and proportion, and estimation when designing and making their product.	Pupils read written information in comic books as part of their research, as well as information on packaging logos and materials. They follow written step by step instructions when creating their models and packaging on a lesson-by-lesson basis.
<b>KS3 Autumn 2</b>  Food – world cultures	Pupils work draws on and reflects the full range of backgrounds and perspectives to be found in global societies. Demonstrate and practice cultural sensitivity in lessons.	Looking at careers in cultural design, including researcher, chefs, food artists and vendors.	Pupils understand and appreciate the cultural influences that have shaped their own heritage as well as those around them.	Pupils look at cultural influences on the food we cook and the diversity of ingredients available for us to cook with. They also learn about staple foods of other countries They also acknowledge and explore government guidelines for healthy eating and dietary requirements to make healthy life choices. They also learn about the staple foods of other countries.	Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks, especially in evaluations. Spelling, punctuation, and grammatical mistakes corrected. Labelling of photographic evidence in books. Written verbal responses in books.	Pupils weigh and measure ingredients, use proportion, calculate portions, and look at measuring and costing ingredients.	Pupils read written information about chosen cultures from around the world and follow written step by step instructions when creating their dishes. They also follow written step by step recipes and evaluations on a lesson-by-lesson basis.



<p><b>KS3 Spring 1+2</b></p> <p>Textiles – mini monsters hand puppets and plush toys</p>	<p>Pupils design products to different age groups, sizes, and preferences. They discuss the topic of inclusion in textiles on many levels, including gender-neutral products and clothing solutions for people with disabilities.</p>	<p>Pupils consider the work of researchers, designers, product developers, manufacturers, and product testers as part of their ongoing product development.</p>	<p>Pupils study iconic British plush toy designers, as well as British design movements.</p>	<p>Pupils consider the properties of natural fibres and relevant environmental issues. They are taught how products evolve according to users and designers needs, beliefs, ethics and values.</p>	<p>Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks, especially in evaluations. Spelling, punctuation, and grammatical mistakes corrected. Labelling of photographic evidence in books. Written verbal responses in books.</p>	<p>Pupils demonstrate measuring, tolerances, ratio, percentage increases and decreases, dimensioning, material sizes, material quantities and costing of materials.</p>	<p>Pupils read written information as part of their research. They follow written step by step instructions when creating their products on a lesson-by-lesson basis.</p>
<p><b>KS3 Summer 1</b></p> <p>Food technology – street food</p>	<p>Pupils work draws on and reflects the full range of backgrounds and perspectives to be found in food from around the world. They demonstrate and practice cultural sensitivity in lessons.</p>	<p>Looking at careers in street food, including researcher, chefs, food artists and vendors.</p>	<p>Pupils understand and appreciate the global influences that have shaped their own heritage as well as those around them</p>	<p>Pupils look at global influences on the food we cook and the diversity of ingredients available for us to cook with. They also learn about staple foods of other countries They also acknowledge and explore government guidelines for healthy eating and dietary requirements to make healthy life choices. They also learn about the staple foods of other countries from which their street food recipes originate.</p>	<p>Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks, especially in evaluations. Spelling, punctuation, and grammatical mistakes corrected. Labelling of photographic evidence in books. Written verbal responses in books.</p>	<p>Pupils weigh and measure ingredients, use proportion, calculate portions, and look at measuring and costing ingredients.</p>	<p>Pupils read written information about chosen street food from around the world and follow written step by step instructions when creating their dishes. They also follow written step by step recipes and evaluations on a lesson-by-lesson basis.</p>
<p><b>KS3 Summer 2</b></p>	<p>Pupils design products to different age groups, sizes, and preferences. They discuss the topic of inclusion in</p>	<p>Pupils consider the work of researchers, designers, product developers,</p>	<p>Pupils study iconic British designers, as well as British design movements.</p>	<p>Pupils consider the properties of natural fibres and relevant environmental issues. They also learn the advantages and</p>	<p>Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written</p>	<p>Pupils demonstrate measuring, tolerances, ratio, percentage increases and decreases,</p>	<p>Pupils read written information as part of their research. They follow written step by step instructions when creating their products</p>



Textiles – wall hanging	textiles on many levels, including gender-neutral products and clothing solutions for people with disabilities.	manufacturers, and product testers as part of their ongoing product development.		disadvantages to society and the environment of how to minimise waste production through the life cycle of a product.	tasks, especially in evaluations. Spelling, punctuation, and grammatical mistakes corrected. Labelling of photographic evidence in books. Written verbal responses in books.	dimensioning, material sizes, material quantities and costing of materials.	on a lesson-by-lesson basis.
<b>KS4 Autumn 1</b> Graphics – Pop up cards	Pupils consider whether the designs they are creating fully value, reflect and include all types of people.	Pupils consider the work of graphic artists and product developers as part of their ongoing product development.	Pupils study iconic British graphic designers, as well as British design movements.	Pupils learn the responsibility of developed countries in minimising waste and the impact of global warming on the environment.	Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks, especially in evaluations. Spelling, punctuation, and grammatical mistakes corrected. Labelling of photographic evidence in books. Written verbal responses in books.	Pupils use angles acute and obtuse angles in their design and manufacture of pop-up cards, as well as measuring, scale and proportion, tessellation for card designs.	Pupils read written information as part of their research. They follow written step by step instructions when creating their products on a lesson-by-lesson basis.
<b>KS4 Autumn 2</b> Food – world cultures	Pupils work draws on and reflects the full range of backgrounds and perspectives to be found in global societies. Demonstrate and practice cultural sensitivity in lessons.	Pupils look at careers in cultural street food, including researcher, chefs, food artists and vendors.	Pupils understand and appreciate the cultural influences that have shaped their own heritage as well as those around them.	For KS4 there is a focus on recycling in food and how to manage portion sizes to minimise waste. This helps pupils connect with the dilemmas of those who do not have an abundance of food.	Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks, especially in evaluations. Spelling, punctuation, and grammatical mistakes corrected. Labelling of photographic	Pupils weigh and measure ingredients, use proportion, calculate portions, and look at measuring and costing ingredients.	Pupils read written information about chosen cultures from around the world and follow written step by step instructions when creating their dishes. They also follow written step by step recipes and evaluations on a lesson-by-lesson basis.



					evidence in books. Written verbal responses in books.		
<b>KS4 Spring 1 + 2</b>  Graphics – my dream house	Pupils consider whether the designs they are creating fully value, reflect and include all types of people.	Pupils consider the work of architects and graphic designers.	As part of their research, pupils' study iconic British graphic designers, as well as British design movements.	Pupils learn about the moral choices facing architects and manufacturers when deciding on materials. They learn about consumer rights and encourage mutual respect through peer observations.	Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks, especially in evaluations. Spelling, punctuation, and grammatical mistakes corrected. Labelling of photographic evidence in books. Written verbal responses in books.	Using and understanding shape, size, scale, proportion, sequence and orientation in 2-D and 3-D Pupils also cover all aspects of drawing including isometric and technical and could even encompass sculpture. The use of CAD systems also encompasses knowledge of certain mathematical concepts.	Pupils read written information as part of their research. They follow written step by step instructions when creating their products on a lesson-by-lesson basis. Pupils read information on how to use online modelling software before using the skills they have learned and proceed to use the software independently.
<b>KS4 Summer 1</b>  RM – eco design upcycling	Pupils examine designs from a wide variety of racial and cultural backgrounds, political beliefs, ethnicities, sexualities, genders, and physical disabilities to allow them to gain insight into the lives of people with different histories from their own.	Pupils consider the self-employed careers, and focus on how people can work from home whilst minimising environmental impact whilst upcycling	Pupils consider the British values of respect and tolerance as part of their up-cycling project, with reference to the up-cycling trend set in Britain during lockdown in the pandemic. They show how they embrace diversity and consider the importance of religion, traditions, cultural heritage, and preferences	Pupils use the 6 R's of sustainability to understand and apply ways of conserving the earth's resources through upcycling instead of being wasteful and buying new.	Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks, especially in evaluations. Spelling, punctuation, and grammatical mistakes corrected. Labelling of photographic evidence in books. Written verbal responses in books.	In RM, pupils demonstrate use of ratio, measuring, percentages, isometric drawings, scale and proportion, and estimation when designing and making their product.	Pupils read written information as part of their research. They follow written step by step instructions when creating their products on a lesson-by-lesson basis.



<p><b>KS4 Summer 2</b></p> <p>Textiles – movie cushion</p> <p>RM – eco design upcycling</p> <p>Food – street food</p>	<p>In textiles, pupils consider whether the designs they are creating fully value, reflect and include all types of people.</p> <p>In RM, pupils examine designs from a wide variety of racial and cultural backgrounds, political beliefs, ethnicities, sexualities, genders, and physical disabilities to allow them to gain insight into the lives of people with different histories from their own.</p> <p>In food, pupils work draws on and reflects the full range of backgrounds and perspectives to be found in food from around the world. They demonstrate and practice cultural sensitivity in lessons.</p>	<p>In textiles, pupils consider the work of researchers, designers, product developers, manufacturers, and product testers as part of their ongoing product development.</p> <p>In RM, pupils consider the self-employed careers, and focus on how people can work from home whilst minimising environmental impact whilst upcycling</p> <p>In food, pupils look at careers in cultural street food, including researcher, chefs, food artists and vendors.</p>	<p>As part of their research, pupils' study iconic British graphic designers, as well as British design movements.</p> <p>In the upcycling project, pupils consider the British values of respect and tolerance as part of their upcycling project, with reference to the upcycling trend set in Britain during lockdown in the pandemic. They show how they embrace diversity and consider the importance of religion, traditions, cultural heritage, and preferences</p>	<p>Pupils consider the properties of natural fibres and relevant environmental issues.</p> <p>Pupils use the 6 Rs of sustainability to understand and apply ways of conserving the earth's resources through upcycling instead of being wasteful and buying new.</p> <p>Pupils look at global influences on the food we cook and the diversity of ingredients available for us to cook with. They also learn about staple foods of other countries They also acknowledge and explore government guidelines for healthy eating and dietary requirements to make healthy life choices</p>	<p>In all projects differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks, especially in evaluations.</p> <p>Spelling, punctuation, and grammatical mistakes corrected.</p> <p>Labelling of photographic evidence in books.</p> <p>Written verbal responses in books.</p>	<p>In textiles, pupils demonstrate measuring, tolerances, ratio, percentage increases and decreases, dimensioning, material sizes, material quantities and costing of materials.</p> <p>In RM, pupils demonstrate use of ratio, measuring, percentages, isometric drawings, scale and proportion, and estimation when designing and making their product.</p> <p>In food, pupils weigh and measure ingredients, use proportion, calculate portions, and look at measuring and costing ingredients.</p>	<p>In textiles and in RM pupils read written information as part of their research. They follow written step by step instructions when creating their products on a lesson-by-lesson basis.</p> <p>In food pupils read written information about chosen street food from around the world and follow written step by step instructions when creating their dishes. They also follow written step by step recipes and evaluations on a lesson-by-lesson basis.</p>
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