

Year 8 – Product Design Curriculum

<p>Words in italics won't be on the website.</p>	<p>What will I learn? <i>What topics, knowledge and skills do we cover?</i></p>	<p>How will I learn it? <i>What lesson activities and learning and assessment strategies are used? Assessment will ensure that students have gained the knowledge by the relevant endpoint.</i></p>	<p>Why is it important that I learn this? <i>What is the purpose of learning this knowledge and skills? (This will link to the curriculum ambition.)</i></p>	<p>Why am I learning this now? <i>How does this build on prior learning (inc.KS2)? How does it support future learning in the curriculum (inc. on to A level)? How does it connect with other subjects where relevant?</i></p>
<p>Year 8 Half Term 1</p>	<p><u>Health and safety</u> Students will have an introduction lesson to Product Design – this will include a design challenge. Students will then have a lesson focused on Health and Safety. This will give them a recap from Year 7 and will include any potential new points.</p>	<p>Students will complete a range of design activities and work in small groups as part of their discussions. A range of health and safety tasks will take place and students will be able to recall information from year 7. Students will record this information in their booklet.</p>	<p>The design activities will give students an insight to how the year will look. The health and safety tasks are important for students to understand the purpose of health and safety and its implications.</p>	<p>Builds on prior knowledge from year 7 and by understanding key health and safety supports knowledge during each lesson.</p>
<p>Year 8 Half Term 2 and 3</p>	<p><u>Clock Project</u> Students will be given there project for the year which is a clock project. During this half term students will complete a product analysis and understand all of the key specification points. Following on from this students will learn about a range of designers and complete a homework task</p>	<p>Students will complete a product analysis by analyzing a range of products linked to the clock project. Students will learn about key designers through their own research. Key specification points will be taught and explained to students – this will be recapped from year 7.</p>	<p>It is important for students to take part in a product analysis so that they are aware of products on the market and understand a breakdown of the product. E.g. why are certain materials used. It is important for students to learn about key designers so that they are aware of different styles and approaches to how</p>	<p>Students are learning this now before they go into the design phase of the project.</p>

	<p>on this.</p> <p>Students will complete a design brief and specification relating to their clock project.</p>		<p>products are designed.</p>	
<p>Year 8</p> <p>Half term 4 and 5</p>	<p><u>Clock project</u></p> <p>Students will complete their design ideas and move into their final design.</p> <p>Use of the coping saw and using polymers.</p> <p>Begin making.</p>	<p>Students will complete a range of activities to create their design ideas and final design. They will also review their design ideas to come up with the ideal solution for their clock.</p> <p>As students move into the making phase of their project they will complete a 'how to use a coping saw activity'. This will ensure safety of the coping saw throughout their project and allow students to learn how to remove the blade if needed (this is needed to be taught if students are needing to cut a hole in the middle of their material). Students will learn and understand the term polymers, their properties and sources.</p>	<p>This is being taught now so that students have a clear understanding of their design as well as knowledge around using a coping saw. Students are learning about polymers so that they understand a range of materials that they will work with.</p>	<p>Students are learning this so that they have a final design idea as they move into their making. It is important for students to know how to use a coping saw as this is a tool which was identified in year 7 but wasn't used to its full capacity.</p>
<p>Year 8</p> <p>Half term 6</p>	<p><u>Clock project</u></p> <p>Students will continue to make their clock using their final design and knowledge that they have gathered so far.</p>	<p>Students will hand make their clock and be shown demonstrations by their teacher.</p>	<p>Making a project allows students to bring their design ideas into fruition.</p>	<p>Making a product is completed following the design process.</p>

