

	Term	Topic	Learning Outcomes	Assessment
Year 7	Term 1	Food 7H, 7W	<ul style="list-style-type: none"> ✓ To describe the expectations for working in the food room including food hygiene and safety practices. ✓ To acquire and demonstrate the principles of food hygiene and safety focusing on using knives, the kettle, grater, peeler and other small equipment. To acquire and demonstrate weighing and measuring, grating, knife skills, rubbing-in, mixing and stirring, assembling and layering, and using the oven (baking) ✓ To define the senses, how they are used in tasting food and drink and develop descriptive vocabulary. ✓ To describe the principles of The Eatwell Guide and relate this to their own diet. ✓ To name the key nutrients provided by The Eatwell Guide food groups. ✓ To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size. ✓ To explain where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet. ✓ To discuss energy and energy balance. ✓ To identify how lifestyle and culture can affect food choice. ✓ To calculate the cost of recipes. To compare the ingredients, cost and portion size. ✓ To explain where dairy and alternatives come from and how consumer demand influences availability, e.g. lower fat dairy products. ✓ To explain where beans, pulses, fish, eggs, meat and other proteins come from and their importance in the diet. ✓ To list the food choices available for vegetarians and explain how their dietary needs are met. 	Year 7 Food and cooking – Summary assessment

Design Thinking

7J, 7O

- ✓ Use different strategies to research a design problem.
- ✓ Define the terms: user, client, target market and ergonomics. Determine the needs of users through product analysis.
- ✓ Know why a specification is used when designing.
- ✓ Understand the terms 'consumer group' and 'focus group' and be able to create a specification based on the needs of different consumers and focus groups
- ✓ Explore design for disabled users. Analyse a range of impairments in order to empathise with disabled user groups. Generate creative design solutions for a disability
- ✓ Be able to use an iterative design approach to suggest improvements.
- ✓ Develop design ideas using prototypes.
- ✓ Experiment with materials to create personalised designs.
- ✓ Demonstrate empathy when testing and evaluating.
- ✓ Identify potential improvements and modifications.
- ✓ Develop an understanding of basic 2D and 3D sketching techniques. Know when to choose 2D or 3D sketching technique.
- ✓ Be able to create accurate nets for a variety of 3D shapes.
- ✓ Understanding how perspective affects the way we create 3D drawings.
- ✓ Know about and be able to use the horizon line and vanishing points in perspective drawing.
- ✓ Be aware of how to draw in single- and two-point perspective
- ✓ Recognise exploded views and why they are used
- ✓ Recognise the value of making physical models and prototypes to inform designing
- ✓ Know several different ways of modelling by hand
- ✓ Be able to select appropriate tools and equipment for modelling by hand
- ✓ Understand what can be learnt from evaluating and testing

Year 7 design thinking –
Summary assessment

		physical models	
	Textiles 7D	<ul style="list-style-type: none"> ✓ Fibres, yarns, and fabrics ✓ Environmental issues – The 6 R's ✓ Sewing machine safety/Designing ✓ Sewing machine driving test – To show competence ✓ The batik process and safety considerations ✓ Cutting fabrics using a template and inserting a zip ✓ The assembly process ✓ Product testing and evaluation ✓ Revision activities 	Year 7 Textiles – Summary assessment

	Term	Topic	Learning Outcomes	Assessment
Year 7		Food 7J, 7O	<ul style="list-style-type: none"> ✓ To describe the expectations for working in the food room including food hygiene and safety practices. ✓ To acquire and demonstrate the principles of food hygiene and safety focusing on using knives, the kettle, grater, peeler and other small equipment. To acquire and demonstrate weighing and measuring, grating, knife skills, rubbing-in, mixing and stirring, assembling and layering, and using the oven (baking) ✓ To define the senses, how they are used in tasting food and drink and develop descriptive vocabulary. ✓ To describe the principles of The Eatwell Guide and relate 	Year 7 Food and cooking – Summary assessment

Term 2		<p>this to their own diet.</p> <ul style="list-style-type: none"> ✓ To name the key nutrients provided by The Eatwell Guide food groups. ✓ To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size. ✓ To explain where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet. ✓ To discuss energy and energy balance. ✓ To identify how lifestyle and culture can affect food choice. ✓ To calculate the cost of recipes. To compare the ingredients, cost and portion size. ✓ To explain where dairy and alternatives come from and how consumer demand influences availability, e.g. lower fat dairy products. ✓ To explain where beans, pulses, fish, eggs, meat and other proteins come from and their importance in the diet. ✓ To list the food choices available for vegetarians and explain how their dietary needs are met. 	
	<p>Design Thinking</p> <p>7D</p>	<ul style="list-style-type: none"> ✓ Use different strategies to research a design problem. ✓ Define the terms: user, client, target market and ergonomics. Determine the needs of users through product analysis. ✓ Know why a specification is used when designing. ✓ Understand the terms 'consumer group' and 'focus group' and be able to create a specification based on the needs of different consumers and focus groups ✓ Explore design for disabled users. Analyse a range of impairments in order to empathise with disabled user groups. Generate creative design solutions for a disability ✓ Be able to use an iterative design approach to suggest improvements. ✓ Develop design ideas using prototypes. ✓ Experiment with materials to create personalised designs. 	<p>Year 7 design thinking – Summary assessment</p>

		<ul style="list-style-type: none"> ✓ Demonstrate empathy when testing and evaluating. ✓ Identify potential improvements and modifications. ✓ Develop an understanding of basic 2D and 3D sketching techniques. Know when to choose 2D or 3D sketching technique. ✓ Be able to create accurate nets for a variety of 3D shapes. ✓ Understanding how perspective affects the way we create 3D drawings. ✓ Know about and be able to use the horizon line and vanishing points in perspective drawing. ✓ Be aware of how to draw in single- and two-point perspective ✓ Recognise exploded views and why they are used ✓ Recognise the value of making physical models and prototypes to inform designing ✓ Know several different ways of modelling by hand ✓ Be able to select appropriate tools and equipment for modelling by hand ✓ Understand what can be learnt from evaluating and testing physical models 	
	<p>Textiles</p> <p>7H, 7W</p>	<ul style="list-style-type: none"> ✓ Fibres, yarns, and fabrics ✓ Environmental issues – The 6 R's ✓ Sewing machine safety/Designing ✓ Sewing machine driving test – To show competence ✓ The batik process and safety considerations ✓ Cutting fabrics using a template and inserting a zip ✓ The assembly process ✓ Product testing and evaluation ✓ Revision activities 	<p>Year 7 Textiles – Summary assessment</p>

Term

Topic

Learning Outcomes

Assessment

Food

7D

- ✓ To describe the expectations for working in the food room including food hygiene and safety practices.
- ✓ To acquire and demonstrate the principles of food hygiene and safety focusing on using knives, the kettle, grater, peeler and other small equipment. To acquire and demonstrate weighing and measuring, grating, knife skills, rubbing-in, mixing and stirring, assembling and layering, and using the oven (baking)
- ✓ To define the senses, how they are used in tasting food and drink and develop descriptive vocabulary.
- ✓ To describe the principles of The Eatwell Guide and relate this to their own diet.
- ✓ To name the key nutrients provided by The Eatwell Guide food groups.
- ✓ To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size.
- ✓ To explain where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet.
- ✓ To discuss energy and energy balance.
- ✓ To identify how lifestyle and culture can affect food choice.
- ✓ To calculate the cost of recipes. To compare the ingredients, cost and portion size.
- ✓ To explain where dairy and alternatives come from and how consumer demand influences availability, e.g. lower fat dairy products.
- ✓ To explain where beans, pulses, fish, eggs, meat and other proteins come from and their importance in the diet.
- ✓ To list the food choices available for vegetarians and explain how their dietary needs are met.

Year 7 Food and cooking – Summary assessment

Design Thinking

7H, 7W

- ✓ Use different strategies to research a design problem.
- ✓ Define the terms: user, client, target market and ergonomics. Determine the needs of users through product analysis.
- ✓ Know why a specification is used when designing.
- ✓ Understand the terms 'consumer group' and 'focus group' and be able to create a specification based on the needs of different consumers and focus groups
- ✓ Explore design for disabled users. Analyse a range of impairments in order to empathise with disabled user groups. Generate creative design solutions for a disability
- ✓ Be able to use an iterative design approach to suggest improvements.
- ✓ Develop design ideas using prototypes.
- ✓ Experiment with materials to create personalised designs.
- ✓ Demonstrate empathy when testing and evaluating.
- ✓ Identify potential improvements and modifications.
- ✓ Develop an understanding of basic 2D and 3D sketching techniques. Know when to choose 2D or 3D sketching technique.
- ✓ Be able to create accurate nets for a variety of 3D shapes.
- ✓ Understanding how perspective affects the way we create 3D drawings.
- ✓ Know about and be able to use the horizon line and vanishing points in perspective drawing.
- ✓ Be aware of how to draw in single- and two-point perspective
- ✓ Recognise exploded views and why they are used
- ✓ Recognise the value of making physical models and prototypes to inform designing
- ✓ Know several different ways of modelling by hand
- ✓ Be able to select appropriate tools and equipment for modelling by hand
- ✓ Understand what can be learnt from evaluating and testing

Year 7 design thinking –
Summary assessment

physical models

Textiles

7J, 7O

- ✓ Fibres, yarns, and fabrics
- ✓ Environmental issues – The 6 R's
- ✓ Sewing machine safety/Designing
- ✓ Sewing machine driving test – To show competence
- ✓ The batik process and safety considerations
- ✓ Cutting fabrics using a template and inserting a zip
- ✓ The assembly process
- ✓ Product testing and evaluation
- ✓ Revision activities

Year 7 Textiles –
Summary assessment

End of year assessment

This will include all Year 7 topics

Misconceptions will be addressed as part of the end of year assessment review process

	Term	Topic	Learning Outcomes	Assessment
Year 8	Term 1	Food 8G, 8Q	<ul style="list-style-type: none"> ✓ To recall the principles of The Eatwell Guide and relate it to their own diet. To list and explain the main nutrients provided by a healthy diet. To explain the importance of hydration. ✓ To develop and demonstrate the principles of food hygiene and safety. ✓ To describe energy and explain why it is needed. To identify sources of energy in the diet. To describe how energy needs change throughout life. To define energy balance and relate the consequences of imbalance. ✓ To name the key micronutrients and state why they are needed in the diet. To explain the sources, types and functions of vitamins A, D, B-group (Thiamin, Riboflavin and Niacin) and C. To explain the sources, types and functions of calcium, iron and sodium. To explain the process of gelatinisation in sauce making. ✓ To calculate the nutritional profile and compare the effect of using alternative ingredients. ✓ To describe the functions of ingredients used in bread making. To explain the sources, types and functions of carbohydrate (including fibre). To describe the dietary recommendations for carbohydrate (including fibre) and how it relates to their diet. ✓ To identify and explain the factors that affect individual food choice. To investigate the dietary needs of young people. To summarise the actions in the school food standards related to school lunches. To consider ways recipes can be modified to meet the nutritional needs of young people. 	Year 8 Ffood – Summary assessment

			✓	
			✓	
			✓	
			✓	
		Textiles	<ul style="list-style-type: none">✓ Fibres, yarns, and fabrics✓ Environmental issues – The 6 R's✓ Product analysis✓ Templates and cutting fabrics✓ Tie dye	Year 8 Textiles – Summary assessment

		8B	<ul style="list-style-type: none"> ✓ How to thread a sewing machine ✓ Sewing machine driving test ✓ Assembling and finishing a product ✓ Product testing and evaluation ✓ Revision activities 	
--	--	----	--	--

	Term	Topic	Learning Outcomes	Assessment
Year 8	Term 2	Food	<ul style="list-style-type: none"> ✓ To recall the principles of The Eatwell Guide and relate it to their own diet. To list and explain the main nutrients provided by a healthy diet. To explain the importance of hydration. ✓ To develop and demonstrate the principles of food hygiene and safety. ✓ To describe energy and explain why it is needed. To identify sources of energy in the diet. To describe how energy needs change throughout life. To define energy balance and relate the consequences of imbalance. ✓ To name the key micronutrients and state why they are needed in the diet. To explain the sources, types and functions of vitamins A, D, B-group (Thiamin, Riboflavin and Niacin) and C. To explain the sources, types and functions of calcium, iron and sodium. To explain the process of gelatinisation in sauce making. ✓ To calculate the nutritional profile and compare the effect of using alternative ingredients. ✓ To describe the functions of ingredients used in bread making. To explain the sources, types and functions of carbohydrate (including fibre). To describe the dietary recommendations for carbohydrate (including fibre) and how it relates to their diet. ✓ To identify and explain the factors that affect individual food choice. To investigate the dietary needs of young people. To summarise the actions in the school food standards related 	Year 8 diet and health – Summary assessment
		8I, 8K		

to school lunches. To consider ways recipes can be modified to meet the nutritional needs of young people.

Design thinking

8B

- ✓ Describe how products are developed using an iterative design process
- ✓ Experiment with the different ways light and lighting can be used
- ✓ Generate a range of ideas through sketching and modelling, testing and evaluating. Develop your design ideas using models, sketches and prototypes. Discover the limitations of the components you will work with through experimentation.
- ✓ Demonstrate an understanding of ergonomics
- ✓ Understand the terms form and function. Be aware that good design needs to consider and balance both form and function.
- ✓ Understand the meaning of the term biomimicry. Be able to recognise how and why natural forms and structures are used to inspire design and new materials
- ✓ Understand the difference between organic and geometric shapes found in nature.
- ✓ Be familiar with the term organic architecture. Recognise where and how architectural examples have been inspired by organic forms.
- ✓ Understand that advancements in engineering capability and material technology make complex forms possible. Understand the challenges of constructing naturally inspired forms and structures
- ✓ Be able to generate your own design ideas inspired by organic forms. Demonstrate an understanding of the importance of physical modelling to demonstrate functionality and aesthetics. Understand how and why scale models are used. Be able to use simple tools and materials to produce models that clearly convey a design concept.

Year 8 design thinking –
Summary assessment

		<p>Textiles</p> <p>8G, 8Q</p>	<ul style="list-style-type: none"> ✓ Fibres, yarns, and fabrics ✓ Environmental issues – The 6 R's ✓ Product analysis ✓ Templates and cutting fabrics ✓ Tie dye ✓ How to thread a sewing machine ✓ Sewing machine driving test ✓ Assembling and finishing a product ✓ Product testing and evaluation ✓ Revision activities 	<p>Year 8 Textiles – Summary assessment</p>
	Term	Topic	Learning Outcomes	Assessment
Year 8		<p>Food</p> <p>8B</p>	<ul style="list-style-type: none"> ✓ To recall the principles of The Eatwell Guide and relate it to their own diet. To list and explain the main nutrients provided by a healthy diet. To explain the importance of hydration. ✓ To develop and demonstrate the principles of food hygiene and safety. ✓ To describe energy and explain why it is needed. To identify sources of energy in the diet. To describe how energy needs change throughout life. To define energy balance and relate the consequences of imbalance. ✓ To name the key micronutrients and state why they are 	<p>Year 8 diet and health – Summary assessment</p>

Term 3		<p>needed in the diet. To explain the sources, types and functions of vitamins A, D, B-group (Thiamin, Riboflavin and Niacin) and C. To explain the sources, types and functions of calcium, iron and sodium. To explain the process of gelatinisation in sauce making.</p> <ul style="list-style-type: none"> ✓ To calculate the nutritional profile and compare the effect of using alternative ingredients. ✓ To describe the functions of ingredients used in bread making. To explain the sources, types and functions of carbohydrate (including fibre). To describe the dietary recommendations for carbohydrate (including fibre) and how it relates to their diet. ✓ To identify and explain the factors that affect individual food choice. To investigate the dietary needs of young people. To summarise the actions in the school food standards related to school lunches. To consider ways recipes can be modified to meet the nutritional needs of young people. 	
	<p>Design thinking</p> <p>8G, 8Q</p>	<ul style="list-style-type: none"> ✓ Describe how products are developed using an iterative design process ✓ Experiment with the different ways light and lighting can be used ✓ Generate a range of ideas through sketching and modelling, testing and evaluating. Develop your design ideas using models, sketches and prototypes. Discover the limitations of the components you will work with through experimentation. ✓ Demonstrate an understanding of ergonomics ✓ Understand the terms form and function. Be aware that good design needs to consider and balance both form and function. ✓ Understand the meaning of the term biomimicry. Be able to recognise how and why natural forms and structures are used to inspire design and new materials ✓ Understand the difference between organic and geometric shapes found in nature. ✓ Be familiar with the term organic architecture. Recognise where and how architectural examples have been inspired 	<p>Year 8 design thinking – Summary assessment</p>

	<p>by organic forms.</p> <ul style="list-style-type: none"> ✓ Understand that advancements in engineering capability and material technology make complex forms possible. Understand the challenges of constructing naturally inspired forms and structures ✓ Be able to generate your own design ideas inspired by organic forms. Demonstrate an understanding of the importance of physical modelling to demonstrate functionality and aesthetics. Understand how and why scale models are used. Be able to use simple tools and materials to produce models that clearly convey a design concept. 	
<p>Textiles</p> <p>8I, 8K</p>	<ul style="list-style-type: none"> ✓ Fibres, yarns, and fabrics ✓ Environmental issues – The 6 R's ✓ Product analysis ✓ Templates and cutting fabrics ✓ Tie dye ✓ How to thread a sewing machine ✓ Sewing machine driving test ✓ Assembling and finishing a product ✓ Product testing and evaluation ✓ Revision activities 	<p>Year 8 Textiles – Summary assessment</p>

End of year assessment
This will include all Year 8 topics
Misconceptions will be addressed as part of the end of year assessment review process

	Term	Topic	Learning Outcomes	Assessment
Year 9	Term 1	Food 9G, 9Q	<ul style="list-style-type: none"> ✓ To outline why dietary needs change throughout life stages. To describe the main dietary requirements in each key life stage. To investigate diet related health issues. ✓ To secure and demonstrate the principles of food hygiene and safety ✓ To identify different special dietary needs (including food allergens, food intolerance, and religious/cultural needs). To investigate the information that is provided on food packaging. To modify a dish for a person with a specific dietary need. To create a food label for the modified dish. ✓ To investigate the information and guidance available to the consumer regarding availability, traceability, food certification and assurance schemes, and animal welfare. To identify and explain food certification and assurance schemes. ✓ To explain the term 'seasonality' and how to reduce the waste of fruit, vegetables and bread in the home and at school. To calculate food miles and think about some of the environmental issues around food supply. ✓ To investigate food choice, meal options and recipe-kits available in supermarkets or for home delivery. To write a plan for a recipe-kit to meet a specified need. To create a practical plan for the preparation and cooking of a recipe-kit dish 	Year 9 MAKING CHOICES – Summary assessment
		Design thinking 9I, 9K	<ul style="list-style-type: none"> ✓ Recognise and name the four different forms of movement. ✓ Know how levers and linkages work and can make moving a load easier ✓ Understand how an input motion can be changed to a different output motion by a mechanism ✓ Recognise the differences in different rotary cams and how they interact with different followers ✓ Use different cams and followers to design mechanisms ✓ Recognise different drive train mechanisms and understand how they transmit motion and change its magnitude and 	Year 9 mechanical systems and movement & programming microcontrollers – Summary assessment

		<ul style="list-style-type: none"> direction ✓ Develop an understanding of, and be capable in the selection of different mechanical components to make a working mechanism ✓ Know how microcontrollers can be used to solve problems ✓ Understand the basic principles of a switching circuit ✓ Recognise basic electronic components and their respective circuit symbols ✓ Create simple circuits combining, power supplies, switches, bulbs, resistors and LED's. ✓ Understand the difference between digital and analogue signals ✓ Use basic flowchart operations to solve problems ✓ Create a digital decision feedback loop ✓ Understand the use of delays and timing systems ✓ Understand the difference between wait and pause ✓ Turn outputs on and off with a pause or wait ✓ Create a basic timing circuit ✓ Embed music and tunes into simple flowcharts ✓ Download a program to a GENIE chip using a Genie circuit board 	
	<p>Textiles</p> <p>9B</p>	<ul style="list-style-type: none"> ✓ Fibres, yarns, and fabrics ✓ How the textiles industry use client specifications ✓ Using graffiti art as a design source ✓ Using batik to create patterns on fabric ✓ Using specific criteria to design a personal image ✓ Identifying and threading the sewing machine ✓ Using the sewing machine safely ✓ Creating a fabric logo using applique ✓ Fabric finishes ✓ Revision activities 	<p>Year 9 Textiles – Summary assessment</p>

	Term	Topic	Learning Outcomes	Assessment
Year 9	Term 2	Food 9I, 9K	<ul style="list-style-type: none"> ✓ To outline why dietary needs change throughout life stages. To describe the main dietary requirements in each key life stage. To investigate diet related health issues. ✓ To secure and demonstrate the principles of food hygiene and safety ✓ To identify different special dietary needs (including food allergens, food intolerance, and religious/cultural needs). To investigate the information that is provided on food packaging. To modify a dish for a person with a specific dietary need. To create a food label for the modified dish. ✓ To investigate the information and guidance available to the consumer regarding availability, traceability, food certification and assurance schemes, and animal welfare. To identify and explain food certification and assurance schemes. ✓ To explain the term 'seasonality' and how to reduce the waste of fruit, vegetables and bread in the home and at school. To calculate food miles and think about some of the environmental issues around food supply. ✓ To investigate food choice, meal options and recipe-kits available in supermarkets or for home delivery. To write a plan for a recipe-kit to meet a specified need. To create a practical plan for the preparation and cooking of a recipe-kit dish 	Year 9 MAKING CHOICES – Summary assessment
		Design thinking 9B	<ul style="list-style-type: none"> ✓ Recognise and name the four different forms of movement. ✓ Know how levers and linkages work and can make moving a load easier ✓ Understand how an input motion can be changed to a different output motion by a mechanism ✓ Recognise the differences in different rotary cams and how they interact with different followers ✓ Use different cams and followers to design mechanisms ✓ Recognise different drive train mechanisms and understand 	Year 9 mechanical systems and movement & programming microcontrollers – Summary assessment

how they transmit motion and change its magnitude and direction

- ✓ Develop an understanding of, and be capable in the selection of different mechanical components to make a working mechanism
- ✓ Know how microcontrollers can be used to solve problems
- ✓ Understand the basic principles of a switching circuit
- ✓ Recognise basic electronic components and their respective circuit symbols
- ✓ Create simple circuits combining, power supplies, switches, bulbs, resistors and LED's.
- ✓ Understand the difference between digital and analogue signals
- ✓ Use basic flowchart operations to solve problems
- ✓ Create a digital decision feedback loop
- ✓ Understand the use of delays and timing systems
- ✓ Understand the difference between wait and pause
- ✓ Turn outputs on and off with a pause or wait
- ✓ Create a basic timing circuit
- ✓ Embed music and tunes into simple flowcharts
- ✓ Download a program to a GENIE chip using a Genie circuit board

Textiles

9G, 9Q

- ✓ Fibres, yarns, and fabrics
- ✓ How the textiles industry use client specifications
- ✓ Using graffiti art as a design source
- ✓ Using batik to create patterns on fabric
- ✓ Using specific criteria to design a personal image
- ✓ Identifying and threading the sewing machine
- ✓ Using the sewing machine safely
- ✓ Creating a fabric logo using applique
- ✓ Fabric finishes
- ✓ Revision activities

Year 9 Textiles –
Summary assessment

	Term	Topic	Learning Outcomes	Assessment
Year 9				
	Term 3	Food 9B	<ul style="list-style-type: none"> ✓ To outline why dietary needs change throughout life stages. To describe the main dietary requirements in each key life stage. To investigate diet related health issues. ✓ To secure and demonstrate the principles of food hygiene and safety ✓ To identify different special dietary needs (including food allergens, food intolerance, and religious/cultural needs). To investigate the information that is provided on food packaging. To modify a dish for a person with a specific dietary need. To create a food label for the modified dish. ✓ To investigate the information and guidance available to the consumer regarding availability, traceability, food certification and assurance schemes, and animal welfare. To identify and explain food certification and assurance schemes. ✓ To explain the term 'seasonality' and how to reduce the waste of fruit, vegetables and bread in the home and at school. To calculate food miles and think about some of the environmental issues around food supply. ✓ To investigate food choice, meal options and recipe-kits available in supermarkets or for home delivery. To write a plan for a recipe-kit to meet a specified need. To create a practical plan for the preparation and cooking of a recipe-kit dish 	Year 9 Food choices – Summary assessment

Design thinking

9G, 9Q

- ✓ Recognise and name the four different forms of movement.
- ✓ Know how levers and linkages work and can make moving a load easier
- ✓ Understand how an input motion can be changed to a different output motion by a mechanism
- ✓ Recognise the differences in different rotary cams and how they interact with different followers
- ✓ Use different cams and followers to design mechanisms
- ✓ Recognise different drive train mechanisms and understand how they transmit motion and change its magnitude and direction
- ✓ Develop an understanding of, and be capable in the selection of different mechanical components to make a working mechanism
- ✓ Know how microcontrollers can be used to solve problems
- ✓ Understand the basic principles of a switching circuit
- ✓ Recognise basic electronic components and their respective circuit symbols
- ✓ Create simple circuits combining, power supplies, switches, bulbs, resistors and LED's.
- ✓ Understand the difference between digital and analogue signals
- ✓ Use basic flowchart operations to solve problems
- ✓ Create a digital decision feedback loop
- ✓ Understand the use of delays and timing systems
- ✓ Understand the difference between wait and pause
- ✓ Turn outputs on and off with a pause or wait
- ✓ Create a basic timing circuit
- ✓ Embed music and tunes into simple flowcharts
- ✓ Download a program to a GENIE chip using a Genie circuit board

Year 9 mechanical systems and movement & programming microcontrollers – Summary assessment

- ✓ Fibres, yarns, and fabrics

	<p>Textiles</p> <p>9I, 9K</p>	<ul style="list-style-type: none">✓ How the textiles industry use client specifications✓ Using graffiti art as a design source✓ Using batik to create patterns on fabric✓ Using specific criteria to design a personal image✓ Identifying and threading the sewing machine✓ Using the sewing machine safely✓ Creating a fabric logo using applique✓ Fabric finishes ✓ Revision activities	<p>Year 9 Textiles – Summary assessment</p>
--	-------------------------------	---	---

End of year assessment
This will include all Year 9 topics
Misconceptions will be addressed as part of the end of year assessment review process