The HENRY BEAUFORT School

KS3 PROGRAMME OF STUDY

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

		YEAR 7					YEAR 8						YEAR 9														
											CC Day		D&T			ENGINEERING				FP&N			CC DAY				
		Mechanical Character	Illuminations	Drawing Skills	*Food Science & Skills*	*Food & Nutrition*	Drawing Skills	Mood Lighting	*Food Science & Skills*	*Food & Nutrition*	Cultural Decorations	*Seasonal Foods*	Plastics Module	Wood Module	Textiles Module	Slot Together	Metanimal	LEGO Concepts	Scalextric 4 Schools	Nutrition & Health	Commodities, Safety & Choice	Provenance & Science	Inside the Factory	Bridge Building	The Apprentice	Cultural Identity: Outfit Design	*Biscuits*
DESIGN	Engage in an iterative process of designing and making	3	3	3	1	1	3	3	1	1	2	1	2	3	3	3	3	3	3	1	1	1	1	2	3	3	1
	Work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].	2	2	2	1	1	2	2	1	1	2	1	1	2	3	2	2	2	2	1	1	1	1	2	2	2	1
	Use research and exploration, such as the study of different cultures…	2	2	2	1	1	2	2	1	1	3	1	1	2	3	2	1	2	1	1	1	1	1	2	3	2	1
	...to identify and understand user needs	2	2	2	1	1	2	2	1	1	3	1	1	3	3	1	1	1	2	1	1	1	1	1	2	3	1
	Identify and solve their own design problems	1	2	1	1	1	1	2	1	1	2	1	1	3	3	2	2	1	1	1	1	1	1	1	1	3	1
	Understand how to reformulate problems given to them	2	1	2	1	1	2	1	1	1	1	1	1	2	2	1	1	2	2	1	1	1	1	2	2	2	1
	Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations	1	2	1	1	1	1	2	1	1	1	1	1	2	3	1	1	2	2	1	1	1	1	1	2	2	1
	Creative approaches to design	3	3	3	1	1	3	3	1	1	3	1	1	1	2	3	3	3	2	1	1	1	1	3	3	3	1
	Consideration of Biomimicry to generate creative ideas and avoid stereotypical responses	2	1	1	1	1	1	2	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1
	Consideration of user-centred design to generate creative ideas and avoid stereotypical responses	2	2	2	1	1	2	2	1	1	2	1	1	2	3	1	1	1	1	1	1	1	1	1	1	2	1
	Develop and communicate design ideas using annotated sketches, detailed plans, 3D and mathematical modelling, oral and digital presentations and computer-based tools	3	3	3	1	1	3	3	1	1	3	1	1	2	2	3	3	3	3	1	1	1	1	1	3	2	1
MAKE	Select from and use specialist tools	3	3	1	1	1	1	3	1	1	1	1	3	3	3	1	3	1	1	1	1	1	1	3	1	3	1
	Select from and use techniques, processes, equipment and machinery precisely, including computer-aided manufacture	2	3	2	1	1	2	2	1	1	1	1	3	3	3	3	3	1	3	1	1	1	1	3	1	1	1
	Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties	2	2	1	1	1	1	2	1	1	1	1	3	3	3	1	1	1	2	1	1	1	1	3	1	1	1
EVALUATE	Analyse the work of past and present professionals and others to develop and broaden their understanding	1	1	2	1	1	2	2	1	1	2	1	1	2	3	1	1	1	1	1	1	1	2	1	3	2	1
	Investigate new and emerging technologies	1	2	3	1	1	3	1	1	1	1	1	2	2	2	1	1	3	2	1	1	1	2	1	1	2	1
	Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups	3	2	2	1	1	2	3	1	1	2	1	1	2	3	2	1	1	2	1	1	1	1	2	1	2	1
	Understand developments in design and technology, its impact on individuals, society and the environment	1	2	2	1	1	2	1	1	1	1	1	1	2	3	1	1	2	2	1	1	1	2	1	1	2	1
	Understand the responsibilities of designers, engineers and technologists	1	1	2	1	1	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	2	1
TECHNICAL KNOWLEDGE	Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	2	3	2	1	1	2	3	1	1	2	1	3	3	3	3	3	2	2	1	1	1	1	3	1	3	1
	Understand how more advanced mechanical systems used in their products enable changes in movement and force	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1
	Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
COOKING AND NUTRITION	As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Pupils should be taught become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]																										
	Understand and apply the principles of nutrition and health	1	1	1	2	3	1	1	2	3	1	2	1	1	1	1	1	1	1	3	2	2	1	1	1	1	2
	Cook a repertoire of predominantly savoury dishes	1	1	1	3	3	1	1	3	3	1	2	1	1	1	1	1	1	1	3	3	3	1	1	1	1	1
	Develop skills to be able to feed themselves and others a healthy and varied diet	1	1	1	3	3	1	1	3	3	1	2	1	1	1	1	1	1	1	3	2	2	1	1	1	1	1
	Understand the source…	1	1	1	2	3	1	1	2	2	1	2	1	1	1	1	1	1	1	2	2	2	1	1	1	1	2
	...seasonality…	1	1	1	2	3	1	1	2	2	1	3	1	1	1	1	1	1	1	2	2	3	1	1	1	1	2
	...and characteristics…	1	1	1	2	3	1	1	2	2	1	2	1	1	1	1	1	1	1	2	2	3	1	1	1	1	2
	...of a broad range of ingredients	1	1	1	2	3	1	1	2	2	1	2	1	1	1	1	1	1	1	2	2	3	1	1	1	1	2

1 = Not Covered
2 = Partially Covered
3 = Fully Covered