

Curriculum Outline 2025-26: **ART**

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Sketchbook cover designs All about Colour and Colour mixing. Revise primary/secondary and intro Tints, tones and shades	Artists Inspire: Fantasy Houses Design 3D modelling with paper Ceramics. Translating 2D designs to 3D <i>Art communicates in every sense.</i> <i>Artists make marks drawing our attention</i>		Artists Tell stories: (narrative art) Perspective drawing, conveying a story through images. Illustration, Art as story Painting Colour theory Design Lettering <i>Art engages - head, heart and hands</i>		Artists Disguise 3D Drawing, coloured pencil blending, layering, creative design Performance art
LITERACY	Learning key words. Presentation of information	Understanding key words associated with ceramics; writing instructions; artist research		Discussing art; analysing images, using inference; Evaluating processes and work. writing stories based on art work. learning to read an image - visual literacy.		Discussion, Talking about art
NUMERACY :	Proportions and simple ratio of amounts. Understanding patterns	Accuracy, measurement, 3D shapes key words.		Understanding of 3D shapes in perspective, using and applying ratio and proportion in terms of mixing colours. discussion of layout principles of design.		measuring and constructing, being accurate.
SMSC/Creativity/ Careers Focus	Working as a team, using materials safely and effectively, wellbeing. Understanding Art as a method of communication.	Working together, understanding processes, teamwork Artist focus: Hundertwasser. Understanding of the local environment. Artist links with Eco movement and care for the planet. Study of an artist as architect and links to this as a career path.		Artist focus: Grayson Perry, The Singh Twins, Baeux tapestry, Chagall, Kerry James Marshall, Walli art and others Understand that artists from across time and culture tell stories about the world they live in as well as illustrate fiction in order to get a message across. Working as a team, using materials safely and effectively, wellbeing. Understanding Art as a method of communication.		Artist Focus: Tom Goddard, Saul Steinberg, multicultural references.

<p>Year 6</p>	<p>Artists design for life Surface pattern design -printmaking printing techniques, using textures, building up layers, collage. Pattern design techniques on paper and digital.</p>	<p>Artists Observe Learning how to see. Techniques for drawing; tonal shading and making objects look 3D, exploration of tools and materials. Artists play with ideas, concepts and failure</p>	<p>Artists Observe - learning to see Colour mixing, including complementary colours, painting and Observation, materials, colour theory, drawing using a wider range of materials, mark making, experimentation including coloured materials. Natural forms and everyday objects. Artists make marks, drawing our attention</p>	<p>Artists explore shape - Abstract Art Drawing and painting, printmaking, experimental work, using layers and building up an image. Digital Animation Art has its own vocabulary - shaped over time and space Art is not fixed in meaning, context is everything</p>
<p>LITERACY</p>	<p>Research, Talking about art, analysing art, evaluations</p>	<p>Evaluations and reflections. Talking about art.</p>	<p>Research, Talking about art, analysing art, Evaluations. discussion using the Superpower of looking.</p>	<p>Talking about art, working in teams and using discussion to develop ideas. Evaluating progress. Research</p>
<p>NUMERACY :</p>	<p>Understanding how translating shapes can relate to pattern making, understand symmetry and rotation within pattern making.</p>	<p>Revising language around 2D and 3D forms. Approximating, Understanding proportion</p>	<p>How artists use grids to help enlarge and scale their work.</p>	<p>Use of shape, balance and measurement to create images. revisiting 2D shapes and their properties, possibly considering translation of shapes and tessellations</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Artist focus: William Morris, Michael Craig Martin, Kate Frances, Rachel Moore Surface pattern design as an interior design career option - working as a designer. Understanding design as part of everyday life.</p>	<p>Wellbeing, resilience, observations.</p>	<p>Artist focus: Sarah Graham, Wayne Tiebauld, Paul Cezanne, Picasso, Art as a representation of life. Historical understanding of Still life paintings.</p>	<p>Artist focus: Matisse, Kandinsky, Miro, Klee, Rothko, Hirst, Kusama, Gillian Ayres Working in partnership with others. problem solving and teamwork.</p>

<p>Year 7</p>	<p><u>Artists Explore the world around them</u> Building on previous drawing skills. further experimentation Developing observation skills and painting skills. Learning to capture mood and emotion and a sense of place. Revisiting colour theory. <i>Art has its own vocabulary - shaped over time and space</i> <i>Artists use and abuse traditions</i></p>	<p><u>Artists Inspire, imagine and create - Fantastical Figures</u> Drawing, ceramics – thumb pots and coil technique, building on 3D design skills, Design, adaptation, ICT, digital photo manipulation <i>Art has value in unequal measures</i> <i>Art is not fixed in meaning context is everything</i></p>
<p>Extended Literacy opportunities:</p>	<p>Talking about art - the super power of looking. Inference and decoding of images. Analysing art, artist research, artist critiques</p>	<p>Research into mythical and fantasy creatures in fiction and film/games. research into artists that create these types of images. Talking about arts, analysing images, imaginative writing - creating scenarios</p>
<p>NUMERACY :</p>	<p>Understanding aerial and linear perspective.</p>	<p>Understanding proportion, balance and mass.</p>

SMSC/Creat
ivity/
Careers
Focus

**Artist Focus: Kurt Jackson, Monet, Barbara Rae, Hockney, Laurena Finéus,
Gordon Cheung and others**

Developing perseverance, resilience, teamwork, problem solving skills.
Developing respect for others, self expression and self esteem

**Artist Focus: Ellen Jewett, Kate Clark, Scott Radke, Sharlena Wood, Charles
Avery.**

Model making as part of games design and special effects in film and TV.
Students work as designers.
links to storyboard artists, model makers for film and TV. Links to London trip
and WB studio tour visit.

Year 8

**Artists protest
Getting the
message across - art
for social action.**

Making art with a
message for a
reason. Research,
digital art,
Examining art that
recognises and
promotes
Changemakers.
Creating art that
expresses students'
own views.

Art Communicates
in every sense.
Art makes people
powerful, for good
and bad

**Artists play with ideas
and reality - Collage
and Distortion -
Surrealism**

Collage, painting,
drawing, printmaking,
photography.
appropriation. digital
art.

Explore how artists
use and misuse images
created by others.
Understand and
explore how the
surrealists created
their work and
develop that for a
contemporary context.

Art makes people
powerful for good and
bad.
Art communicates in
every sense
Artist play with ideas,
concepts and failure

Artists make work that connects.

A choice based unit where students will draw upon their own concepts and ideas to
develop a body of work. Drawing, painting, textiles, mixed media, design, modelling,
construction, collaboration, sculpture.

Examining the work of artists who create art work that responds to their chosen
thematic areas. Examining historical and contemporary styles and approaches.

Art communicates in every sense.
Artists play with ideas, concepts and failure

**Artists animate -
Manga & Anime**

create manga inspired
art, learning key
techniques for drawing
figures, faces and
animals. create their
own manga style
cartoon.

<p>Extended Literacy opportunities:</p>	<p>Researching changemakers, Using slogans, researching artists and analysing art. Talking about art. reflecting on progress and the process of making art and evaluating work.</p>	<p>Discussions - what is art? researching and developing ideas. Expressing opinions, learning key words. revising grammar and sentence structure for exquisite corpse game. Develop performance art.</p>	<p>research into artists/ architects. Discussion of ideas and collaboration. planning, reflection and evaluation of designs/ making.</p>	<p>Understand storyboards as used to create animated films. Make links to fiction studied in English lessons to capture their ideas.</p>
<p>NUMERACY :</p>	<p>Using proportions of the face to create imagery. accuracy of measurement and using ratio and proportion to develop work.</p>	<p>Measurement and accuracy during 3D work - construction. understanding balance, ratio and proportion</p>	<p>Understanding the structure of more complex nets used within 3D designs. Proportion in portraits. Perspective and scale within urban painting and drawing.</p>	<p>understand proportions used in figure and facial drawing - specifically related to manga style art.</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Artist focus: Shepherd Fairey, Banksy, Hundertwasser, Bob & Roberta Smith, Brabara Kruger, Jenny Holzer, Picasso etc Understand that art can be used to convey a message and has been used throughout history as a tool to change society.</p>	<p>Artist focus: Dali, Destroy Rankin, Peter Blake, Hannah Hoch, Tomaselli etc Explore ideas of ownership in art. What are the ethics of using images created by other people. Develop ideas in groups and work together to realise intentions.</p>	<p>Artist focus: various dependent on theme chosen. Explore career options of artistic genres and methods from illustration, architecture, textiles, fashion graphics etc. Explore art as a method for communicating ideas, meaning and expression. Work collaboratively with others to realise intentions. value others ideas, work and treat other artists in the class with respect.</p>	<p>A range of Anime and Manga artist styles will be referenced. Links to illustration and animated film making as career opportunities.</p>

Curriculum Outline 2025-26: **MUSIC**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Sing up! <i>Pupils will expand their vocal skills to sing songs of varying pitch range. Pupils will learn to perform separate parts to others and begin to sing in 2 & 3 part harmony. They will also learn to perform in front of others and to perform as part of an ensemble.</i></p> <p>A range of songs will be studied including:</p> <ul style="list-style-type: none"> ● Billy the Kid, ● Hey Mr Miller, ● Make Your Own Kind of Music, ● Love As Our Guide 		<p>Ukulele - 4 chord songs <i>Pupils will begin to develop their notation reading, both standard and tablature, in order to play a number of chords. Pupils will also develop their aural, in order to play along correctly with tracks. Pupils will also learn to improvise various strumming/rhythmic patterns.</i></p> <p>Pupils will be taught to play four 'basic' chords, C G Am F and more complex chords, D A Em Bm. Pupils will get the opportunity to perform in whole class groups & smaller ensembles with and without backing tracks.</p>		<p>I Can Compose; <i>Pupils will learn how to compose music in a group context, learning about and developing their understanding of: Structure, Harmony, Melody, Improvisation, Rhythm & Duration, Staff notation.</i></p> <p><i>Pupils will also continue development of performance and ensemble skills. They will also learn about scales and how they are formed, focussing primarily on C Major.</i></p> <p><i>Pupils will learn about the orchestra and other ensembles and how composers create colour in their works.</i></p>	
LITERACY	<p>Throughout the year, pupils will undertake reading comprehension tasks, focused on key 'Musical Greats'.</p> <p>Developing an understanding of key musical elements/terms</p>		<p>Developing an understanding of key musical elements/terms</p>		<p>Developing an understanding of key musical elements/terms.</p>	
NUMERACY:	<p>Understanding basic notation durations - 2, 1 and ½ beats. Use of modelling to understand beat and bar lengths.</p>		<p>Development of basic notation durations - addition of ¼ beats to patterns. Use of modelling to understand beat and bar lengths.</p>		<p>Demonstration of the range of basic notation durations - counting and playing beats/patterns using these values.</p>	
SMSC/Creativity Focus	<p>Teamwork - In this topic, pupils must learn to listen to others within their small working group and whole class situation, in order to sing in time and in tune.</p> <p>Creativity - Pupils will have to experiment with methods of adapting their voice to blend and balance within a musical performance.</p>		<p>Problem solving - In this topic, pupils will need to overcome physical challenges, specific to themselves, i.e. how to hold the instrument, what fingers are used to press strings etc.</p> <p>Teamwork - pupils will need to work with others to structure and order performances of various songs.</p>		<p>Problem solving - In this topic, pupils will need to overcome physical challenges, specific to themselves, specifically how to tighten and loosen their lips to make a sound.</p> <p>Creativity - Pupils will explore how to order notes and rhythms to create their own unique short pieces of music.</p>	

Year 6

	<p>Keys and Harmony <i>Pupils will further develop their understanding of written notation, through introducing simple melodies, scales and chordal harmony. Pupils will continue to develop their aural skills and understanding of timing, introducing simple syncopation.</i></p> <p>A range of tunes will be used including:</p> <ul style="list-style-type: none"> • The Lion Sleeps Tonight, • Various Christmas tunes, • Twinkle Twinkle - links to Mozart • Ode to Joy - links to Beethoven <p>Pupils will get the chance to compose their own short pieces of music, where they will expand on previously learnt concepts, including using in step movement, binary/ternary structures and basic chord progressions.</p>	<p>World Music Gamelan/ West African <i>Through the study of Gamelan & West African music, pupils will demonstrate their increasing knowledge of syncopation and ability to count whole beats and their subdivisions.</i> <i>Pupils will use tuned and untuned percussion to perform and create increasingly complex musical pieces.</i></p> <p>Pupils will perform music and tunes specific to the area of study.</p> <p>Pupils will also compose and perform a Gamelan style piece that they create, as part of a wider group.</p>	<p>Just Play! <i>Pupils will draw together the skills they have been taught over the KS2 curriculum to work in an ensemble to perform a given piece of music.</i> <i>This topic will make use of the Musical Futures Just Play resources.</i></p> <p>Through performance, pupils will aim to demonstrate their growing understanding of:</p> <ul style="list-style-type: none"> • Various notation - standard and tab, • How to form a performance, • How to use rhythm and pulse correctly, • Create own rhythmic and melodic riffs to enhance the work further <p>Choice of song from the following:</p> <ul style="list-style-type: none"> • Times Like These - Foo Fighters • Songbird - Oasis • Shotgun - George Ezra
<p>LITERACY</p>	<p>Throughout the year, pupils will undertake reading comprehension tasks, focused on key 'Musical Greats'.</p>	<p>Reading Comprehension tasks</p>	<p>Reading Comprehension tasks</p>
<p>NUMERACY:</p>	<p>Introduction of syncopation, focused against a pulse of 4. Use of modelling to understand beat and bar lengths.</p>	<p>Understanding of non sequential rhythmic patterns, i.e. changing patterns per bar and use of off beat (syncopated) heavy melodies. Use of modelling to understand beat and bar lengths.</p>	<p>Demonstration of the range of notation patterns through performance and composition. Use of modelling to understand beat and bar lengths.</p>
<p>SMSC/Creativity Focus</p>	<p>Problem solving - Pupils need to listen to their own performance and show increasing independence to make decisions about how to enhance their performance abilities.</p>	<p>Teamwork - In this topic, pupil must work together to understand and perform complex patterns. They will need to communicate a way to ensure they understand how to keep in time with a beat, whilst counting the subdivision of their own part.</p>	<p>Teamwork - In this topic, pupil must work together to adapt and form a performance of a given song, using only a chord sheet. They must choose roles within the group that play to the different strengths of individuals.</p>

	Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.	They must choose roles within the group that play to the different strengths of individuals. Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.	Creativity - Pupils will be encouraged to create their own ideas and add these into the overall performance. Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.
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Year 7	<p>Find Your Voice: <i>Pupils will build on the vocal skills studied in KS2, learning to identify vocal and instrumental parts aurally and then replicate them using their voice.</i></p> <p>Pupils will expand on ensemble skills taught in KS2 to create unique group performances of a track of their choosing.</p>	<p>Songwriting: <i>Pupils will learn about song structure and how chord progressions are used in popular music.</i></p> <p>Pupils will learn how to create lyrics and link them to rhythmic patterns and perform over premade instrumental loops and chords performed on keyboards or string instruments.</p>	<p>The Guitar <i>Pupils will learn the rudiments of playing the guitar. Pupils will also further expand their understanding of rhythm and chord sequences.</i></p> <p>Pupils will study the following songs in this topic: Wonderwall - Oasis Three Little Birds - Bob Marley Boulevard of Broken Dreams - Green Day</p>	<p>Mozart - Theme & Variation <i>Pupils will put to use their growing knowledge of pitch, harmony and rhythm to create a piece of music in the style of Mozart.</i></p> <p>Pupils will be taught introduced to the bass clef and an increasing range of scales.</p> <p>Music studied will include: Ah vous dirai-je, Maman, Rondo Alla Turca, Eine kleine Nachtmusik</p>	<p>Remixes <i>Pupils will learn to use a DAW to create a remix of a popular song.</i></p> <p>Pupils will further develop their understanding of structure, instrumentation and rhythm & pulse, to create a unique piece of music.</p> <p>Pupils will be taught how to use features of a DAW in order to create a piece of music.</p>	<p>Pop Music <i>Pupils will make use of a DAW in order to create a pop song.</i></p> <p>Pupils will use knowledge gained during the year to ensure they create a piece that uses the correct structure, makes use of a 4 chord pattern and includes a vocal part, using work from their songwriting topic.</p>
	Extended Literacy opportunities:	<p>Pupils will be set at least 2 listening tasks in lessons, during this term where they will create a written review of what they hear.</p>	<p>Pupils will be given the opportunity to create lyrics to a song.</p> <p>Various styles of writing will be used, including use of short stories and acrostic poems.</p>	<p>Pupils will be set at least 2 listening tasks in lessons, during this term where they will create a written review of what they hear.</p>		<p>Pupils will create lyrics, using previously learned techniques, to accompany a backing track created on a DAW.</p>

NUMERACY:	Introduction of different time signatures and how to count their subdivisions.		Use of dotted rhythms in composition, further dividing the beat into $\frac{3}{4}$ and $\frac{1}{6}$ beats.		Use of bar modelling to link with DAW drum sequencing.	
SMSC/Creativity Focus	<p>Problem solving - Pupils need to listen to their own performance and show increasing independence to make decisions about how to enhance their performance abilities.</p> <p>Creativity - Pupils will need to use their initiative to adapt a starting idea to create a piece of work unique to themselves.</p> <p>Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p>		<p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p> <p>Problem solving - Pupils must adapt when they encounter problems with parts of their work.</p>		<p>Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p> <p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p>	
Year 8	<p>The Blues <i>Pupils will learn the history of the blues and the role it plays in popular music history.</i></p> <p>Pupils will use practical skills learnt in prior years to perform a 12 bar blues sequence and syncopated melody.</p> <p>Pupils will be taught improvisation techniques specific to the genre &</p>	<p>Samba <i>Pupils will learn about the history of samba and how syncopated rhythms and polyrhythms are used to make the music come alive.</i></p> <p>Pupils will recall and use various ways of counting and reading different patterns to perform complex patterns.</p> <p>Pupils will create their own improvised solo to perform within a group samba performance.</p>	<p>Soundtracks <i>Pupils will study how film composers create music to reflect the mood that a film director is trying to convey.</i></p> <p>Pupils will learn about the use of leitmotif in the genre and the links to character, moods and ideas.</p> <p>Pupils will also learn about other specific musical devices usually found within the genre.</p> <p>Pupils will compose their own short soundscape to accompany a movie scene.</p>	<p>Rap Music <i>Pupils will learn how to create rap melodies, building on their previous songwriting work in Year 7.</i></p> <p>Pupils will learn how to create lyrics to fit the genre, making use of rhyme and fitting into a rhythm cadence.</p> <p>Pupils will then further develop their skills in using a DAW to create a track which they will perform over and record.</p>	<p>Rock Band Ensemble Project <i>Pupils will draw together all the skills and knowledge they have been taught over KS2 & KS3 to create their own group. This topic will make use of the Musical Futures Just Play resources.</i></p> <p>Pupils will work together to create a performance of a song of their choice, making use of any equipment available to them, including music tech. Pupils will present their work as an end of year performance.</p>	
Extended Literacy opportunities:	Pupils will be given the opportunity to create lyrics in the blues style.	Pupils will be set at least 2 listening tasks in lessons, during this term where they	Pupils will be set at least 2 listening tasks in lessons, during this term where they will create a	Pupils will be given the opportunity to create their own rap lyrics.	Careers in Music Pupils must research and answer	Pupils will be set at least 2 listening tasks in lessons, during this term

		will create a written review of what they hear.	written review of what they hear.	Links will be made to Shakespeare poetry studied in English lessons.	questions relating to various career paths that are available in the music industry.	where they will create a written review of what they hear.
NUMERACY:	Understanding of various rhythmic patterns using 1, ½ and ¼ as a starting point. I.e. subdividing below a semiquaver beat.		Understanding of various rhythmic patterns using 1, ½ and ¼ as a starting point. I.e. subdividing below a semiquaver beat.		Demonstration of the range of notation patterns through performance and composition.	
SMSC/Creativity Focus	<p>Problem solving - Pupils need to listen to their own performance and show increasing independence to make decisions about how to enhance their performance abilities.</p> <p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p>		<p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p> <p>SMEH - Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p>		<p>Teamwork - In this topic, pupil must work together to adapt and form a performance of a given song, using only a chord sheet. They must choose roles within the group that play to the different strengths of individuals.</p> <p>Creativity - Pupils will be encouraged to create their own ideas and add these into the overall performance.</p> <p>SMEH - Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p>	

Marden Bridge Middle School

Empowering Minds Inspiring Futures

Curriculum Outline 2025-26: DT

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Textiles: Bookmark/stocking Design and create a felt-based product. Using basic sewing skills to attach materials together.		Food Technology Understanding and applying the EatWell guide. Introduction to food preparation while making mainly healthier choice snacks.		Cams Understand how cams can aid mechanisms. They will learn to construct simple structures and mechanisms using axles, push rods, and cams.	
LITERACY	Design ideas, spellings of keywords. Practical logs. Peer feedback. Evaluation. Discussing key vocabulary.		Instructional writing for washing up. Using basic recipe/instruction sheets. Evaluations. Key vocabulary and definitions. Sensory analysis descriptors.		Design ideas, evaluations and instructions. Verbal discussions and feedback of their product.	
NUMERACY:	Accurate measuring and cutting. Discussing 3D shapes		Discussion about 3D shapes linking to safety grips. Proportions linking to the EWG. Data representation (Star diagrams.)		Accurate measurement, angles, shape and technical drawings. We will look at how triangles strengthen 3d shapes, motion, forces etc.	
SMSC/Creativity/ Careers Focus	Teamwork and problem solving skills using materials safely and effectively.		Teamwork and problem solving skills. Design and make own sandwich using the EWG using ingredients and equipment safely and effectively. Food hygiene - Environmental health careers.		Problem-solving skills, designing for others. Creative design of the toy element of the project. Careers links will focus on design and engineering jobs such as mechanical engineering, car engineers, mechanical design engineers and construction.	

<p>Year 6</p>	<p>Engineering: Bridge Building Looking at which shape(s) are strongest and why. Researching current designs. Applying this to their design idea. Creating a bridge as a team that has to fall within a budget.</p>	<p>Food Technology: Bread Understanding the importance of bread products and how they are made. Designing and adapting recipes to create their own bread product with a topping or filling.</p>	<p>Graphics: Popup cards Research to inform their own design idea and challenge level. Create own graphics card. Cutting, sticking, scoring, joining and manipulating cardboard.</p>
<p>LITERACY</p>	<p>Research, hats evaluations, design ideas (key vocabulary), and overall evaluation.</p>	<p>Reading, using and writing recipes. Advantages and disadvantages compare and contrast. Sensory analysis words. Evaluations.</p>	<p>Research, design ideas, using written instructions. Evaluation.</p>
<p>NUMERACY:</p>	<p>Shapes and their properties, focus on triangles. Budgeting. We teach forces and shapes and how they strengthen 3d shapes. We introduce specific maths and science language around forces and shapes</p>	<p>Weighing and quantity of ingredients. Nutritional labelling and percentages.</p>	<p>3D shapes, measuring, accuracy and symmetry.</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Teamwork, investigating and problem solving skills. Design in a group. Job roles within group work. Discussion. Careers related to this topic are civil engineers, construction, design engineering etc.</p>	<p>Teamwork and problem-solving skills, using equipment and ingredients safely and effectively. Design and make own products. Careers linked to activities completed e.g. product designer, packaging designer.</p>	<p>Problem solving skills using materials and equipment safely and effectively. Design and make own pop up card. Looking at bespoke card making as a career.</p>

<p>Year 7</p>	<p>Food Technology: Staple foods and carbohydrates</p> <p>Look closely at how carbohydrates work in the body (building upon last year)—demonstrating the skills required to create a range of baked carbohydrate-based products. To identify the function of ingredients and modify recipes. Identify the function of the ingredients within the recipe.</p>	<p>STEM: Rocket Cars</p> <p>A national competition against other year 7 pupils. Pupils will build a scaled down prototype out of clay and use a wind tunnel to pretest their idea. They will then design, build and refine a rocket-powered car looking at the design, shape and aerodynamics to make it competitive.</p>
<p>Extended Literacy opportunities:</p>	<p>Following instructions and recipes. Evaluations. Creating a balanced argument using evidence.</p>	<p>Job roles and key vocabulary definitions. Evaluations.</p>
<p>NUMERACY:</p>	<p>3D shapes concerning knife safety grips. Size/surface area. Timing.</p>	<p>Timing, calculating forces and speed, interpreting graphs, mass, volume, or density. We use a wind tunnel to examine the science of fluid dynamics, wings, and aerodynamics using terms such as drag and lift. We test our cars and discuss friction.</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Teamwork and problem-solving skills, using ingredients and equipment safely and effectively to design and make own product. Dedicated careers lesson to identify the vast range of careers in the food industry. EXT: Use www.tastycareers.co.uk to investigate careers and create a fact file about one.</p>	<p>Problem-solving skills, using materials and equipment safely and effectively. Learning about and applying job roles. We look at careers in automotive design, manufacture, and testing. As well as the armed forces and car racing.</p>

<p>Year 8</p>	<p>Food Technology and Enterprise: Pastry and Meat-Free Pies</p> <p>Pupils will learn about different types of pastry and how it is different from bread. They will look at why we may choose to eat meat-free products, looking at religious, health, animal welfare and environmental factors. They will work as individuals and in a group to design, sample, refine, and produce a meat-free pie. They will consider feedback from taste tests, cost implications, food labelling and packaging designs.</p>	<p>Product Design: Tatty Devine</p> <p>Pupils will explore the work of jewellery designers Tatty Devine, researching, using and critiquing their design processes to design an accessory such as a brooch, badge or piece of jewellery. They will explore the use of recycled materials (especially plastics) and make a maquette of their design.</p>	<p>Textile:</p> <p>To design and make their own leavers shirt using a variety of techniques to design an individual piece i.e. batik, applique, fabric paint and pens, embroidery etc.</p>
<p>Extended Literacy opportunities:</p>	<p>Recipe reading and adaption. Discussion. Definitions of keywords.</p>	<p>The pupils will research the designers and create maker guides and instructions.</p>	<p>Design ideas and planning of their product. Making a mood board and written reflection of their time at MBMS.</p>
<p>NUMERACY:</p>	<p>Weighing, measuring, role of ingredients and their quantities. Scaling recipes. Timing.</p>	<p>3d shape and measuring, as well as budgeting and working out the costs of their product.</p>	<p>Accuracy, measuring and problem-solving.</p>

SMSC/Creativity/
Careers Focus

Team work and problem solving skills, using ingredients and equipment safely and effectively. Diabetes myth busting. Design and make own products. Careers linked to activities completed, e.g, nutritionist when looking at diets.

They will study in depth the career of the Tatty devine designers looking at their career path, and all the roles at the design company. They will be think about the target audience for their jewellery and think about reusing materials as a ecologically friendly business model.

Problem-solving skills, using materials and equipment safely and effectively. Reflecting on their time at MBMS and thinking about how they have changed as people and use this to design their shirt.