Red Moor School

Friendship & Love

Doing Your Best

"The Best Education for Every Child"
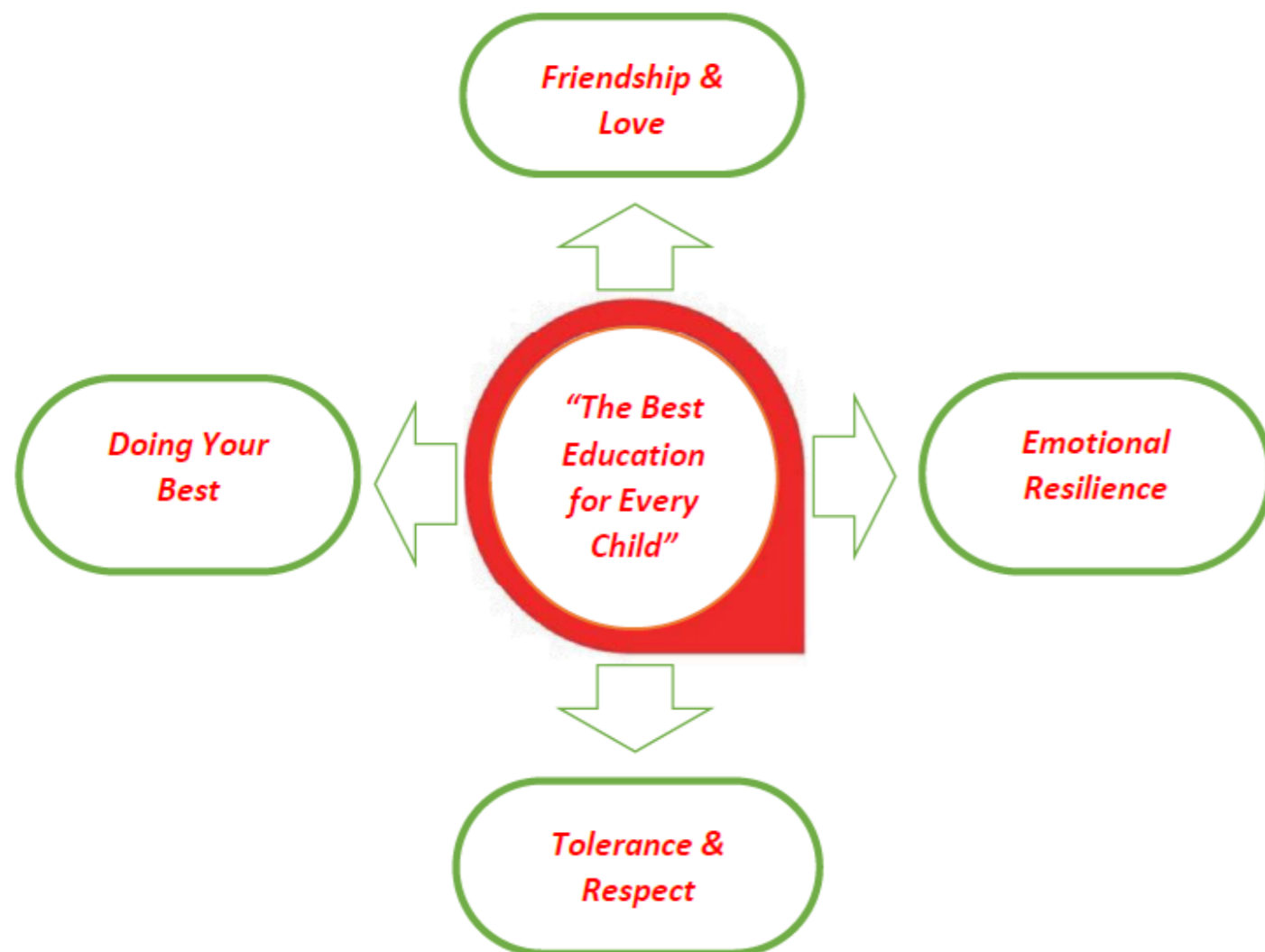
Emotional Resilience

Tolerance & Respect

Technologies

Schedules &

Long Term Plans

Technologies Faculty

Head of Faculty: Hayley Martyn and Rachel Lodge

Date of last review: July 2020

Computing Schedule RMS Foundation Stage (KS1 & 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately **6** Lessons (**45** minutes each) over 6-7 weeks. ICT skills are often developed across subjects and utilised through activities. The computing curriculum has the ambition to develop additional skills that can contribute to the outcomes in other subjects and in addition create opportunities to develop and nurture the interest that young people have in technology as a STEM subject.					
Schedule C Year 5	Title: Functional Skills EL1 Context: Building on skills students have acquired in Early Years Learning, students consolidate the skills into an accredited Entry Level course. **Banding: 5—6** **Progression Area:** Secure and Assess FLS	Title: Animation Project Context: Animation project (3D stop frame animation linking to other subjects Art, English, DT), digital animations Students learn about the origins of animation in a historical context. Any begin to learn how stop motion works and some of the skills required to create animations. **Banding: 5—6** **Progression Area:** Support for subject interest	Title: Animation Project Context: Animation project (3D stop frame animation linking to other subjects Art, English, DT), digital animations Students learn about the origins of animation in a historical context. Any begin to learn how stop motion works and some of the skills required to create animations. **Banding: 5—6** **Progression Area:** Support for subject interest	Title: Media Project Context: Media project linked to English lessons e.g trailers, news room - green screen—Introduction to photography – capturing images, editing images, publishing **Banding: 5—6** **Progression Area:** Increased knowledge and interest in software	Title: Media Project cont'd Context: Media project linked to English lessons e.g trailers, news room - green screen Introduction to photography – capturing images, editing images, publishing. **Banding: 5—6** **Progression Area:** Increased knowledge and interest in software	Title: Comic Life Context: Comics – students use specific software to create comics. Flexible learning package that support students with learning needs. **Banding: 5—6** **Progression Area:** Increased knowledge and interest in software
Schedule D Year 6	Title: Introduction to Coding Context: Create programs with sequencing, loops, and events. Translate your initials into binary, investigate different problem-solving techniques, and learn how to respond to cyberbullying. **Banding: 5-7** **Progression Area:** Introduce computational thinking	Title: Introduction to Coding Context: Create programs with sequencing, loops, and events. Translate your initials into binary, investigate different problem-solving techniques, and learn how to respond to cyberbullying. **Banding: 5-7** **Progression Area:** Introduce computational thinking	Title: Introduction to Coding Context: Context: Create programs with sequencing, loops, and events. Translate your initials into binary, investigate different problem-solving techniques, and learn how to respond to cyberbullying. **Banding:5-7** **Progression Area:** Introduce computational thinking	**Title:** Moving on with vehicles **Context:** BIG TRAK / bigtrak is a programmable electric vehicle that can be manoeuvred around various course. As an interactive course, this term will support students explore driverless tech and develop programming skills. **Banding:5-7** **Progression Area:** Mixing kinaesthetic skills and computational thinking.	Title: Scratch games design Context: Scratch by MIT is a useable games design website that students can use to design and create their own games. Over the first 6 weeks students can explore and plan their own game. **Banding:5-7** **Progression Area:** Supported computing creativity	Title: Scratch games design Context: Scratch by MIT is a useable games design website that students can use to design and create their own games. In the latter part of the term students create their own game and evaluate the game along with their peers. **Banding: 5-7** **Progression Area:** Supported computing creativity

Computing Schedule RMS Foundation Stage (KS3)

Half-Term block	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Notes: Each Half-Term block represents approximately **6** Lessons (**45** minutes each) over 6-7 weeks. ICT skills are often developed across subjects and utilised through activities. The computing curriculum has the ambition to develop additional skills that can contribute to the outcomes in other subjects and in addition create opportunities to develop and nurture the interest that young people have in technology as a STEM subject.					
Schedule E Year 7	Title: Functional Skills EL1 Context: Building on the success of the students securing their knowledge of computing. Students will be introduced to additional software that will lead to Functional skills EL1. Wrapped around a project that is personalised to their interests, the award is a great start to accreditations in ICT. Banding: 6-8 **Progression Area:** Evaluation of core skills	Title: Functional Skills EL1 Context: During the latter part of the course, students will be entered into the Pearson EL1 Certificate in reformed Functional Skills Award. Wrapped around a project that is personalised to their interests, the award is a great start to accreditations in ICT. Banding: 6-8 **Progression Area:** Evaluation of core skills	Title: Improved vehicle ROBO Q SCOUT Context: The Robobloq Q-Scout STEM is an easy to build, control, and program robotic kit Students build and then develop their programming skills to create tracks and tasks for the Q-Scout to complete. Banding: 6-8 **Progression Area:** Build and develop programming skills	Title: Improved vehicle ROBO Q SCOUT_ Context: The Robobloq Q-Scout STEM is an easy to build, control, and program robotic kit. Students build and then develop their programming skills to create tracks and tasks for the Q-Scout to complete. Banding: 6-8 **Progression Area:** Build and develop programming skills	Title: Functional Skills EL2 Skills update Context: Functional Skills Information and Communication Technology (ICT) qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. Banding: 6-8 **Progression Area:** Update skills and prepare for upper key stages	Title: Functional Skills EL2 Skills update / qualification Context: Functional Skills Information and Communication Technology (ICT) qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. Banding: 6-8 **Progression Area:** Update skills and prepare for upper key stages
Schedule F Year 8	Title: Python programming Context: Python is a computer programming language that is straightforward and fairly easy to learn. During this term students will start out learning how to write a simple program of just a couple of words. As the weeks progress they will eventually create your own chat bot with whom you can hold a conversation. **Banding:** 6-9 **Progression Area:** Build specific programming language skills	Title: Python programming Context: Python is a computer programming language that is straightforward and fairly easy to learn. During this term students will start out learning how to write a simple program of just a couple of words. As the weeks progress they will eventually create your own chat bot with whom you can hold a conversation. Banding: 6-9 **Progression Area:** Build specific programming language skills	Title: Advanced car design = programming Context: Building on knowledge gained when students used Big Trak and Robo Q-Scout, Robot tank is a professionally build robot that allows students to combine mini Rasberry pi computers and HD cameras to create a fully programmable robot tank. Banding: 6-9 **Progression Area:** Increased computational thinking	Title: Title: Advanced car design = programming Context: Building on knowledge gained when students used Big Trak and Robo Q-Scout, Robot tank is a professionally build robot that allows students to combine mini Rasberry pi computers and HD cameras to create a fully programmable robot tank. Banding: 6-9 **Progression Area:** Increased computational thinking	Title: Functional Skills EL3 Skills update Context: During the latter part of this academic year, students will be entered into the Pearson EL3 Certificate in reformed Functional Skills Award. Wrapped around a project that is personalised to their interests, the award is a great start to accreditations in ICT Banding: 6-9 **Progression Area:** Accredited and evaluated learning	Title: Functional Skills EL3 Skills update Context: During the latter part of this academic year, students will be entered into the Pearson EL3 Certificate in reformed Functional Skills Award. Wrapped around a project that is personalised to their interests, the award is a great start to accreditations in ICT Banding: 6-9 **Progression Area:** Accredited and evaluated learning
Schedule G Year 9	Title: Creative iMedia Pre-Production Context: Introduction to the course and layout key themes and concepts. Over the 6 weeks, students produce some pre-production documents and also investigate media types to explore interests in preparation for the assignments. Banding: 9-11 **Progression Area:** Supporting subject progress	Title: R082—Digital Graphics Context: In addition to the production of an assignment student are required to complete learning objectives linked to develop their wider knowledge of digital graphics. This unit will provide them with the knowledge required to sustain subject progress. Banding: 9-11 **Progression Area:** Supporting subject progress	Title: R086 Creating a digital animation Context: In addition to the production of a digital animation, students are required to have wider knowledge of how animation is used by industry and is linked to the learning objectives set out by the exam board. This unit prepares students for the assignment with precursive training. Banding: 9-11 **Progression Area:** Supporting subject progress	Title: R085: Creating a multipage website Context: Students explore websites and complete tasks required for the completion of learning objectives linked to the unit and assignment that they will complete in Y11. Banding: 9-11 **Progression Area:** Supporting subject progress	Title: Functional Skills -Skills update Context: Functional Skills Information and Communication Technology (ICT) qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. Banding: 9-11 **Progression Area:** Preparing for KS4 transition	Title: Functional Skills L1 Context: Functional Skills Information and Communication Technology (ICT) qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. Banding: 9-11 **Progression Area:** Preparing for KS4 transition

Creative iMedia Schedule RMS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately **2** Lessons (**45** minutes each) over 6-7 weeks. ICT skills are often developed across subjects and utilised through activities. The computing curriculum has the ambition to develop additional skills that can contribute to the outcomes in other subjects and in addition create opportunities to develop and nurture the interest that young people have in technology as a STEM subject.					
Creative iMedia YEAR 10	**Title**: What is Pre-Production (6 Week) **Context**: The mandatory units of pre-production and creating digital graphics underpin the qualification and reflect key industry skills. The pre-production skills unit is assessed through an examination and contributes 25% of the marks. Students begin to understand what skills are needed for the mandatory exam that will lead to Award or Certification (GCSE equivalent) **Banding**: 9-11 **Progression Area**: Developing secure knowledge of expectations in exam	**Title**: R081 Designing a digital graphic **Context**: Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Students will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements that they learnt about in R081. Students must demonstrate a the purpose of digital graphics before planning to create a digital graphic of their own. **Banding**: 9-11 **Progression Area**: Completing tasks to prepare for final assignment	**Title**: Pre-Production (6 Week) **Context**: Students an understanding o key features of the mandatory exam that will lead to Award or Certification (GCSE equivalent) Camera Direction, Health and Safety, Scripts (e.g. for a video production, voiceover, comic book or computer game) Pre-Production Exam Questions **Banding**: 9-11 **Progression Area**: Developing secure knowledge of expectations in exam	**Title**: R081 Designing a digital graphic **Context**: Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Students will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements that they learnt about in R081. With secure knowledge of Photoshop students select a graphic assignment of their choice and create it in accordance with the assignment guidelines set out **Banding**: 9-11 **Progression Area**: Support completion of coursework.	**Title**: Pre-Production (6 week(**Context**: Client requirements: interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification) Target Audience: identify timescales for production based on target audience and end user requirements **Banding**: 9-11 **Progression Area**: Support completion of coursework.	**Title**: R086 Creating a digital animation **Context**: Students choose from the assignment titles and collate evidence to support the grade. As a requirement students need to understand the purposes of animation and then move on to plan the animation before creating the animation. The assignment ditates 12 hours to complete and support from the teacher is limited. Students will benefit from the precursive learning at Y9 to support the best possible results. **Banding**: 9-11 **Progression Area**: Support completion of coursework.
Creative iMedia YEAR 11	Title: R086 Creating a digital animation Context: Students choose from the assignment titles and collate evidence to support the grade. As a requirement students need to understand the purposes of animation and then move on to plan the animation before creating the animation. The assignment ditates 12 hours to complete and support from the teacher is limited. Students will benefit from the precursive learning at Y9 to support the best possible results. Banding: 10-11 Progression Area: Completed courseword	**Title**: R085 Creating a multipage website Context: This unit enables students to understand the basics of creating multipage websites. Students will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief. Students that have will benefit from the precursive course that is delivered in Y9 to support students achieve the best possible results. Banding: 10-11 Progression Area: Completed coursework	Title: R085 Creating a multipage website Context: This unit enables students to understand the basics of creating multipage websites. Students will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief. Students that have will benefit from the precursive course that is delivered in Y9 to support students achieve the best possible results. Banding: 10-11 Progression Area: Completed coursework	Title: Preparing for Exam Context: Completion of Coursework/ Preparation for Pre-Production Exam Students will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production exam The preparation will be supported by Banding: 10-11 Progression Area: Completed coursework		

Design Technology Schedule RMS Foundation Stage (KS1, 2 & 3)

Half-Term block	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Notes: Each Half-Term block represents approximately **6** Lessons (**45** minutes each) over 6-7 weeks. This curriculum planning document is based on SOLAR objectives from Step 1—9. Opportunities to receive at least AQA UAS qualification are build in to each project topic per half term.					
Schedule A	**Title:** Research (R) **Context**: Research ideas and products through using IT. Gather knowledge of existing designs and products by independently finding images. **Banding**: 1— 2 **Progression Area:** Collating evidence to inspire own ideas.	**Title**: Design (D) **Context**: Generate ideas and designs for a project through discussion. Develop verbal communication skills. **Banding**: 1-2 **Progression Area**: Design using a range of inputs as inspiration.	**Title**: Develop & Plan (P) **Context**: Understand and identify what a model is. Look at examples of models and identify parts that are successful / unsuccessful. Start to use modelling techniques on own ideas. **Banding**: 1-2 **Progression Area**: Identify and evaluate a basic model.	**Title**: Make (M) / (MA) **Context**: Identify different tools and equipment and its uses. Follow instructions to use tools and equipment safely develop accurately and **Banding**: 1-2 **Progression Area**: Gain a knowledge and understanding of basic tools / equipment.	**Title**: Evaluate (E) **Context**: Focus on developing basic evaluation skills. Verbally evaluate own work through communication and discuss likes and dislikes. **Banding**: 1-2 **Progression Area**: Evaluation of own work to identify strengths/weaknesses.	**Title**: Technical Knowledge (T) **Context**: Investigate different products that have moving parts. Identify and name the moving parts of a product and explain and name the movement of an object. Eg Up, down, quick, slow. **Banding**: 1-2 **Progression Area**: Demonstrate an understanding of controlled products.
Schedule B	**Title:** Research (RE) **Context**: Gather research from primary and secondary sources. Focus on finding information from different sources and adding simple annotation and drawings to explain and communicate ideas. **Banding**: 1-3 **Progression Area:** Develop a wider understanding of the design process.	**Title**: Design (DE) **Context**: Create simple line drawings and 2D drawing to explain and communicate ideas. Focus on adding some simple annotation and discussions to explain ideas. **Banding**: 1-3 **Progression Area**: Develop ways to communicate ideas quickly.	**Title**: Develop & Plan (PL) **Context**: Plan and discuss how to make a product. Independently or with help, discuss what equipment might be needed and how it could be used in what order. **Banding**: 1-3 **Progression Area**: Develop an understanding of the design process.	**Title**: Make (MK) **Context**: Consider the finish and aesthetics of a product or piece of work. Develop accuracy skills through using pens, pencils and paint to add detail and colour to work. Discuss ideas and use research to find the most appropriate finish for the product. **Banding**: 1-3 **Progression Area**: Presentation of work and overall product appearance.	**Title**: Evaluate (EV) **Context**: Evaluate own and others work against own and a given criteria. Discuss how a product meets the set brief and collect feedback from others to find out how to improve it. **Banding**: 1-3 **Progression Area**: Analyse the work of others.	**Title**: Technical Knowledge (TE) **Context**: Investigate the term 'recyclable' and give examples of materials that can be recycled. Develop ideas and create new products from recycled and reused materials. Discuss the impacts recycling and reusing products can have. **Banding**: 1-3 **Progression Area**: Develop understanding of recyclable materials.
Schedule C	**Title:** Research (R) Context: Use IT to research and explain ideas through images, text and graphics. Use pre-set shapes to develop and create designs such as packaging and games. Banding: 3-5 Progression Area: using a Range of media to research and explain ideas.	**Title**: Design (D) Context: Focus designing to a specific purpose. Identify and explain what a design brief is. Use primary and secondary research and prior knowledge to develop ideas specific to the set brief. Banding: 3-5 Progression Area: Design ideas based on a design brief using primary and secondary sources.	**Title**: Develop & Plan (P) Context: Create a basic model and mock-up of an idea. Use a model to investigate and explain how a final product will work. Consider a products separate and moving parts. Banding: 3-5 Progression Area: To develop ideas through testing and modelling.	**Title**: Make (M) / (MA) Context: Develop accuracy skills in measuring, cutting and joining. Understand the difference between cm/ mm and straight /curved shapes and develop the skills to cut and measure these in different materials. Banding: 3-5 Progression Area: Development of fine motor skills and accuracy.	**Title**: Evaluate (E) Context: Consider opinions of others when evaluating. Listen to others opinions and make improvements on things that have been suggested. Evaluate own work based on own decisions made in the early stages of designing/ making. Banding: 3-5 Progression Area: Gaining feedback from user group to identify strengths / weaknesses.	**Title**: Technical Knowledge (T) Context: Explain how basic movement works. Show an understanding of how mechanical systems can be used in products to enable changes in movement and force. Banding: 3-5 Progression Area: Demonstrate an understanding of how products can move through inputs and outputs.

Design Technology Schedule RMS Foundation Stage (KS 2 & 3)

Half-Term block	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Notes: Each Half-Term block represents approximately **6** Lessons (**45** minutes each) over 6-7 weeks. This curriculum planning document is based on SOLAR objectives from Step 1—9. Opportunities to receive at least AQA UAS qualification are build in to each project topic per half term.					
Schedule D	**Title:** Research (RE) Context: To gather research through questioning. Develop basic questionnaires and compare results. Use questionnaire results to identify successes, improvements and changes that could be made. Banding: 4-6 Progression Area: To develop an understanding of the importance of asking others in the design process.	**Title**: Design (DE) Context: Develop quick sketching ideas to communicate design ideas. Add colour and definition to design ideas to emphasis important features. Experiment with using and drawing with scale. Banding: 4-6 Progression Area: Developing drawing communication techniques.	**Title**: Develop & Plan (PL) Context: Plan the making of a product. Discuss step by step instructions of the making process. Draw or write the step by step instructions. Begin to estimate amount of material required. Banding: 4-6 Progression Area: To plan a project effectively considering material, cost, making process and tools.	**Title**: Make (MK) Context: Consider themes and colours for a project that are appropriate for the user. Consider the final appearance of the product and apply appropriate decoration. Banding: 4-6 Progression Area: Consider the likes/ dislikes of the user and how the product meets the design brief.	**Title**: Evaluate (EV) Context: Investigate well known designers and inventors and their work. Explain strengths and weaknesses of existing products. Evaluate existing products in relation to their purpose and audience. Banding: 4-6 Progression Area: Evaluate existing products in relation to their purpose and audience.	**Title**: Technical Knowledge (TE) Context: Consider SMSC and environmental factors within design / make. Banding: 4-6 Progression Area: Identify important factors when considering the design & manufacture of products.
Schedule E	**Title**: Research (R) Context: Use electronics to create inputs and outputs. Make simple electric circuits with 1 input and 1 output and use a computer as a control. Use computer software to model ideas (CAD) and during making (CAM). Banding: 6 –9 Progression Area: Research and develop an understanding of how electronics can be used in products.	**Title**: Design (D) Context: Consider a range of designs based on a design brief. Design focussing on aesthetics, form and function. Use drawings to explain and investigate how products will work. Banding: 6-9 Progression Area: Create a range of suitable outcomes based on the set brief. Use a range of drawing styles.	**Title**: Develop & Plan (P) Context: Create a model or prototype of a design to test its suitability. Develop prototypes to scale and evaluate their success against the set criteria. Banding: 6-9 Progression Area: To develop and evaluate a working model against the design brief.	**Title**: Make (M) /(MA) Context: Develop making skills using specialist workshop equipment. Develop areas such as drilling, sawing and joining using adhesives and fixings. Put tools away safely when working and consider the safety of others. Banding: 6-9 Progression Area: Develop knowledge and understanding of different joining, cutting and shaping processes.	**Title**: Evaluate (E) Context: Identify and evaluate changes during the design and make process. Check 'making' while it is happening and identify solutions if problems occur. Explain any changes made when making and designing. Banding: 6-9 Progression Area: Analyse own work whilst involved in the design process.	**Title**: Technical Knowledge (T) Context: Use mechanical and electronical systems to control outputs. Apply computing and use electronics to embed intelligence in products that respond to inputs (e.g. sensors), and control outputs (e.g. actuators, using programmable components (e.g. microcontrollers). Use appropriate vocabulary to describe designs and production. Banding: 6-9 Progression Area: Demonstrate an understanding of how electronical systems can be integrated into products.
Schedule F	**Title**: Research (RE) Context: Develop own design brief. Banding:7-9 Progression Area: Understanding the needs of a user group.	**Title**: Design (DE) Context: Develop skills through using CAD (Computer Aided Design). Develop technical drawing skills such as drawing using perspective, exploded diagrams and scale. Banding: 7-9 Progression Area: Developing more advanced drawing / CAD communication techniques.	**Title**: Develop & Plan (PL) Context: Plan an order of tasks and minimise waste materials. Begin to estimate amount of material required with rough measurements and use templates to tessellate shapes to cut out with minimum waste. Banding: 7-9 Progression Area: Develop a clear understanding of the making process and how to effectively reduce costs.	**Title**: Make (MK) Context: Choose appropriate finishes for the product. Consider colour theory and demonstrate a good understanding of complimentary and contrasting colours. Banding: 7-9 Progression Area: Develop understanding of different finishing methods and the importance of colour theory in aesthetics.	**Title**: Evaluate (EV) Context: Evaluate how materials, tools, equipment and processes have been used and investigate new technologies. Banding: 7-9 Progression Area: Investigates new technologies.	**Title**: Technical Knowledge (TE) Context: Consider the 6R's when designing and making products. Reduce. - Rethink. - Refuse. - Recycle. - Reuse. - Repair. Understand the term sustainable design and give examples. Banding: 7-9 Progression Area: Understand the importance of sustainable design and renewable energy in new products.

Design Technology Schedule RMS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately **12** Lessons (**45** minutes each) over 6-7 weeks. Students have approximately 54 hours to complete their GCSE portfolio. This curriculum planning document is based on SOLAR objectives from Step 1—9. Opportunities to receive at least AQA UAS qualification are built in to each project topic per half term, however the focus at KS4 is to complete a GCSE qualification.					
GCSE Design Technology	**Title:** Research (R & RE) Context: Develop skills using computer software to communicate and model design ideas. Demonstrate an understanding of how new technologies can impact the design and making process. Banding: 9-10 Progression Area: Communicate and test ideas using CAD and understand how CAD and new technologies are used in industry.	**Title**: Design (D & DE) Context: Develop a range of product ideas that are functional and relate to the design brief. Draw ideas using exploded diagrams to show workings and consider the products aesthetics, form and function. Banding 9-10 Progression Area: Developing drawing communication techniques.	**Title**: Develop & Plan (P &PL) Context: Use scale prototypes to develop and model ideas. Use different techniques and process to construct models and start to plan the order of tasks more appropriately to ensure making is completed efficiently and on time. Banding: 9-10 Progression Area: To plan a project effectively using prototypes.	**Title**: Make (M, MA & MK) Context: Consider the most appropriate method of joining in a design. Demonstrate a good understanding of COSHH and safe practice with chemicals/ glues. Banding: 9-10 Progression Area: Develop knowledge and understanding of different joining and shaping processes and what safe COSHH practice looks like.	**Title**: Evaluate (E & EV) Context: Demonstrate a good understanding of iterative process (prototype, share, feedback, refine) through evaluating and developing a product. Investigate new processes and technologies. Banding: 9-10 Progression Area: Evaluate existing products in relation to their purpose and audience. Gain feedback from potential user groups to inform next steps of the design and make process.	**Title**: Technical Knowledge (T & TE) Context: Know what production methods are called and quantities they produce. (One off production. - Batch production. - Continuous production.) Use appropriate vocabulary to describe designs and production. Banding: 9-10 Progression Area: Identify important factors when considering the design & manufacture of products in industry
	Title: Research (R & RE) Context: Create own design brief considering needs of users. Identify improvements to a final design from asking questions, gathering research, and evaluating results. Banding: 10 - 11 Progression Area: Demonstrate an understanding of industrial design and making processes.	**Title**: Design (D & DE) Context: Generate and record a range of suitable design proposals. Use graphical techniques in the generation, development, modelling and communication of design proposals. Design a product that appeals to specific individuals or groups and considers social, cultural and environmental issues. Banding: 10 - 11 Progression Area: Create a range of suitable outcomes based on the set brief. Use a range of drawing styles.	**Title**: Develop & Plan (P &PL) Context: Consider form, function and iterative design (prototype, share, get feedback, refine) when modelling and/or making. Manage own work so making processes can be carried out accurately and consistently. Banding: 10 - 11 Progression Area: Consider timings when planning.	**Title**: Make (M, MA & MK) Context: Work with a range of tools and fully understand their characteristics. Internally/externally cut, measure and join materials accurately and with a good level of skill. Consider aesthetics and ergonomics of a product. Banding: 10 - 11 Progression Area: Accuracy and attention to detail.	**Title**: Evaluate (E & EV) Context: Test, evaluate and refine ideas and products against a specification, taking into account the views of intended users. Create and evaluate a plan of work in order to make the product. Select appropriate materials, tools, equipment and processes Banding: 10 - 11 Progression Area: Check 'making' while it is happening and Identify solutions if problems occur.	**Title**: Technical Knowledge (T & TE) Context: Understand the term sustainable design and give examples. Consider and research the environmental, cultural and social influences and impact a design can have. Banding: 10 - 11 Progression Area: Identify how methods used in GCSE making could be replicated in industry.

Graphics Schedule RMS Options Stage (KS4)

Half-Term block	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Notes: Each Half-Term block represents approximately **12** Lessons (**45** minutes each) over 6-7 weeks. Students have approximately 54 hours to complete their GCSE portfolio. This curriculum planning document is based on SOLAR objectives from Step 1—9. Opportunities to receive at least AQA UAS qualification are built in to each project topic per half term, however the focus at KS4 is to complete a GCSE qualification.					

| GCSE Graphics | **Title:** Research (R & RE)

Context: Develop skills using computer software to communicate and model design ideas. Demonstrate an understanding of how new technologies can impact the design and making process.

Banding: 9-10

Progression Area: Communicate and test ideas using CAD and understand how CAD and new technologies are used in industry. | **Title**: Design (D & DE)

Context: Develop a range of product ideas that are functional and relate to the design brief. Draw ideas using exploded diagrams to show workings and consider the products aesthetics, form and function.

Banding 9-10

Progression Area: Developing drawing communication techniques. | **Title**: Develop & Plan (P &PL)

Context: Use scale prototypes to develop and model ideas. Use different techniques and process to construct models and start to plan the order of tasks more appropriately to ensure making is completed efficiently and on time.

Banding: 9-10

Progression Area: To plan a project effectively using prototypes. | **Title**: Make (M, MA & MK)

Context: Experiment with different media, materials, techniques and graphics processes. Understand and demonstrate the use of visual and tactile elements, such as: colour, line, form, tone, texture, shape, structure, surface and have a good understanding of the colour wheel and of contrasting and complimentary colours. Demonstrate a good understanding of COSHH and safe practice with chemicals/ glues.

Banding: 9-10

Progression Area: Demonstrate the use of appropriate graphic communication techniques and processes, such as typography and illustration while considering safe practice and COSHH. | **Title**: Evaluate (E & EV)

Context: Demonstrate a good understanding of iterative process (prototype, share, feedback, refine) through evaluating and developing a product. Investigate new processes and technologies.

Banding: 9-10

Progression Area: Evaluate existing products in relation to their purpose and audience. Gain feedback from potential user groups to inform next steps of the design and make process. | **Title**: Technical Knowledge (T & TE)

Context: Know what production methods are called and quantities they produce. (One off production. - Batch production. - Continuous production.) Use appropriate vocabulary to describe designs and production.

Banding: 9-10

Progression Area: Identify important factors when considering the design & manufacture of graphic products in industry. |
| | **Title:** Research (R & RE)

Context: Create own design brief considering needs of users. Identify improvements to a final design from asking questions, gathering research, and evaluating results.

Banding: 10 - 11

Progression Area: Demonstrate an understanding of industrial design and making processes. | **Title**: Design (D & DE)

Context: Generate and record a range of suitable design proposals. Use graphical techniques in the generation, development, modelling and communication of design proposals. Design a product that appeals to specific individuals or groups and considers social, cultural and environmental issues.

Banding: 10 - 11

Progression Area: Create a range of suitable outcomes based on the set brief. Use a range of drawing styles. | **Title**: Develop & Plan (P &PL)

Context: Consider form, function and iterative design (prototype, share, get feedback, refine) when modelling and/or making. Manage own work so making processes can be carried out accurately and consistently.

Banding: 10 - 11

Progression Area: Consider timings when planning. | **Title**: Make (M, MA & MK)

Context: Demonstrate in detail how outcomes link to design brief, research, existing art work and target audience. Understand and demonstrate the use of presentation and layout techniques such as, composition, scale and spacing. Consider aesthetics and ergonomics of a product.

Banding: 10 - 11

Progression Area: Accuracy and attention to detail. | **Title**: Evaluate (E & EV)

Context: Test, evaluate and refine ideas and products against a specification, taking into account the views of intended users. Create and evaluate a plan of work in order to make the product. Select appropriate materials, tools, equipment and processes

Banding: 10 - 11

Progression Area: Check 'making' while it is happening and Identify solutions if problems occur. | **Title**: Technical Knowledge (T & TE)

Context: Understand the term sustainable design and give examples. Consider and research the environmental, cultural and social influences and impact a design can have.

Banding: 10 - 11

Progression Area: Identify how methods used in GCSE making could be replicated in industry. |

Textiles Schedule RMS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately **12** Lessons (**45** minutes each) over 6-7 weeks. Students have approximately 54 hours to complete their GCSE portfolio. This curriculum planning document is based on SOLAR objectives from Step 1—9. Opportunities to receive at least AQA UAS qualification are built in to each project topic per half term, however the focus at KS4 is to complete a GCSE qualification.					
GCSE Textiles	**Title:** Research (R & RE) Context: Develop skills using computer software to communicate and model design ideas. Demonstrate an understanding of how new technologies can impact the design and making process. Banding: 9-10 Progression Area: Communicate and test ideas using CAD and understand how CAD and new technologies are used in industry.	**Title**: Design (D & DE) Context: Develop a range of product ideas that are functional and relate to the design brief. Draw ideas using exploded diagrams to show workings and consider the products aesthetics, form and function. Banding 9-10 Progression Area: Developing drawing communication techniques.	**Title**: Develop & Plan (P &PL) Context: Use scale prototypes to develop and model ideas. Use different techniques and process to construct models and start to plan the order of tasks more appropriately to ensure making is completed efficiently and on time. Banding: 9-10 Progression Area: To plan a project effectively using prototypes.	**Title**: Make (M, MA & MK) Context: Experiment with different fabric, media, materials, techniques and graphics processes. Understand and demonstrate the use of visual and tactile elements, such as: colour, line, form, tone, texture, shape, structure, surface and have a good understanding of the colour wheel and of contrasting and complimentary colours. Demonstrate a good understanding of COSHH and safe practice with chemicals/ glues. Banding: 9-10 Progression Area: Experiment in depth with a range of textile fabric, media, techniques and processes. while considering safe practice and COSHH.	**Title**: Evaluate (E & EV) Context: Demonstrate a good understanding of iterative process (prototype, share, feedback, refine) through evaluating and developing a product. Investigate new processes and technologies. Banding: 9-10 Progression Area: Evaluate existing products in relation to their purpose and audience. Gain feedback from potential user groups to inform next steps of the design and make process.	**Title**: Technical Knowledge (T & TE) Context: Know what production methods are called and quantities they produce. (One off production. - Batch production. - Continuous production.) Use appropriate vocabulary to describe designs and production. Banding: 9-10 Progression Area: Identify important factors when considering the design & manufacture of graphic products in industry.
	Title: Research (R & RE) Context: Create own design brief considering needs of users. Identify improvements to a final design from asking questions, gathering research, and evaluating results. Banding: 10 - 11 Progression Area: Demonstrate an understanding of industrial design and making processes.	**Title**: Design (D & DE) Context: Generate and record a range of suitable design proposals. Use graphical techniques in the generation, development, modelling and communication of design proposals. Design a product that appeals to specific individuals or groups and considers social, cultural and environmental issues. Banding: 10 - 11 Progression Area: Create a range of suitable outcomes based on the set brief. Use a range of drawing styles.	**Title**: Develop & Plan (P &PL) Context: Consider form, function and iterative design (prototype, share, get feedback, refine) when modelling and/or making. Manage own work so making processes can be carried out accurately and consistently. Banding: 10 - 11 Progression Area: Consider timings when planning.	**Title**: Make (M, MA & MK) Context: Demonstrate in detail how outcomes link to design brief, research, existing art work and target audience. Understand and demonstrate the use of presentation and layout techniques such as, composition, scale and spacing. Consider aesthetics and ergonomics of a product. Banding: 10 - 11 Progression Area: Accuracy and attention to detail.	**Title**: Evaluate (E & EV) Context: Test, evaluate and refine ideas and products against a specification, taking into account the views of intended users. Create and evaluate a plan of work in order to make the product. Select appropriate materials, tools, equipment and processes Banding: 10 - 11 Progression Area: Check 'making' while it is happening and Identify solutions if problems occur.	**Title**: Technical Knowledge (T & TE) Context: Understand the term sustainable design and give examples. Consider and research the environmental, cultural and social influences and impact a design can have. Banding: 10 - 11 Progression Area: Identify how methods used in GCSE making could be replicated in industry.

Young Enterprise Schedule RMS Options Stage (KS4)

Half-Term block	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Notes: Each Half-Term block represents approximately **6** Lessons (**45** minutes each) over 6-7 weeks. This curriculum planning document is based on SOLAR objectives from Step 1-9. Opportunities to receive at least AQA UAS qualification are built in to each project topic per half term, however the focus at KS4 is to complete the Young Enterprise course.					
Schedule A	**Title:** Problem Solving Context: To develop a need and a business. Explore problems and solutions with peers, e.g. through discussion, research, peer review, etc.. Develop skills to recognise potential problems in a task and understand why they have happened and how a potential problem may affect the overall outcome. Banding: 7-9 Progression Area: Understand how to work collaboratively with others to explore problems and solutions.	**Title**: Communication Context: Communicate ideas on business plans, ideas for products and services and company names. Demonstrate and explain the different ways in which people communicate, e.g. speaking, listening, writing, through body language, etc and how they can be used in business. Banding 7-9 Progression Area: Choosing relevant communication tools for particular situations.	**Title**: Creativity and Initiative Context: Develop and create products, ideas and services to meet a need. Explain the need for creativity in learning outcomes and recognise others' creative abilities. Know how to recognise the need for others' input and take instructions to enhance them with own ideas. Banding: 7-9 Progression Area: Know how to research a concept to give a basis for ideas and work with others to create a plan.	**Title**: Organisation Context: Organise business plan and operate as a company. Recognise the tools used to develop an action plan and the needs of an organised team. Prioritise tasks to suit the needs of the team/situation. Banding: 7-9 Progression Area: Understand how being organised benefits me and others.	**Title**: Teamwork Context: Work as a team to develop business strategies and a profitable business. Know how to achieve a desired outcome using the strengths of a team and utilising other peoples' ideas in a task. Banding 7-9 Progression Area: Share ideas confidently and appropriately with other team members.	**Title**: Confidence and Resilience Context: Describe and evaluate how an individual/team has made things happen. Talk positively about how wellbeing may be maintained and highlight strengths. Describe both positives and negatives of learning experiences. Describe development opportunities, e.g. gaining a different skill, shadowing. Banding: 7-9 Progression Area: Know what it means to be confident and understand why resilience is important.
Schedule B	**Title:** Problem Solving Context: To develop a need and a business. Begin to suggest solutions to a variety of problems and adapt approaches in situations where problems arise. Recognise appropriate tools required for problem solving, e.g. using appropriate IT, through discussion, etc.. Banding: 10-11 Progression Area: Understand how to work collaboratively with others to explore problems and solutions.	**Title**: Communication Context: Communicate ideas on business plans, ideas for products and services and company names. Communicate ideas in an appropriate manner and adapt to different situations. Recognise how to enhance communication using appropriate tools. Banding: 10-11 Progression Area: Choosing relevant communication tools for particular situations.	**Title**: Creativity and Initiative Context: Develop and create products, ideas and services to meet a need. Use creativity to enhance a task and action tasks using different skills and tools. Work on own initiative to achieve outcomes and support peers to move themselves forward. Banding: 10-11 Progression Area: Know how to research a concept to give a basis for ideas and work with others to create a plan.	**Title**: Organisation Context: Organise business plan and operate as a company. Recognise how reviewing planning can benefit learning and how working as a team can enhance a task. Banding: 10-11 Progression Area: Understand how being organised benefits me and others.	**Title**: Teamwork Context: Work as a team to develop business strategies and a profitable business. Recognise the skills of others and use them/learn from them and understand how learning from others enhances own future opportunities. Recognise the need for strong communication in a team and lead by example. Banding: 10-11 Progression Area: Share ideas confidently and appropriately with other team members.	**Title**: Confidence and Resilience Context: Describe and evaluate how an individual/team has made things happen. Overcome, and help others to overcome barriers, e.g. through perseverance, motivation, thinking laterally, etc and recognise why it is important to communicate when dealing with barriers. Use skills to help create a positive learning environment for others and match my skills to those needed. Understand how positivity enhances confidence. Banding: 10-11 Progression Area: Know what it means to be confident and understand why resilience is important.

Catering Schedule RMS Foundation Stage (KS1, 2 & 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately **12** Lessons (**45** minutes each) over 6-7 weeks. Students have approximately 54 hours to complete their BTEC portfolio. This curriculum planning document is based on SOLAR objectives from Step 1—9. Opportunities to receive at least AQA UAS qualification are built in to each project topic per half term, however the focus at KS4 is to complete a BTEC Level 2 qualification.					
Schedule A	**Title:** Breakfast (Research) **Context**: Students will learn the basics of what a breakfast is and why it is important. **Banding:** 1– 2 **Progression Area:** Discuss and research the basic ingredients to make a simple, quick breakfast. Make different breakfasts	**Title**: Traditional British Food (Design) **Context**: Students will learn about the traditional British foods. **Banding**: 1-2 **Progression Area**: Discuss and research different British foods. Make different British foods	**Title**: Pasta/Rice/ Spaghetti (Make 1/2/3) **Context**: Students will learn the basics of how to cook Pasta and rice dishes **Banding**: 1-2 **Progression Area**: Discuss and research different dishes including pasta and rice. Make pasta and rice dishes	**Title**: Deserts and Snacks (Make 4, Technical Knowledge 1/2) Context: Students will learn the basics around how to make a variation of cakes **Banding**: 1– 2 Progression Area: Discuss and research different cakes and snacks. Make cakes.	**Title**: Balanced Meals (Evaluate) Context: Students will learn the basics on what is needed to make a balanced meal **Banding**: 1-2 Progression Area: Discuss and research what a balanced meal is. Make a balanced meal. Review what has been made.	**Title**: Cultural Food (Technical Knowledge 3/4) Context: Students will learn the differences of other cultural foods **Banding**: 1-2 Progression Area: Discuss and research different cultural meals (link to cultural weeks). Make a cultural meal.
Schedule B	**Title**: Breakfast (Design) **Context**: Students design and discus their own simple breakfast and investigate different ingredients. **Banding**: 1-3 **Progression Area**: To experiment with using different ingredients to make breakfast dishes.	**Title**: Traditional British Food (Make 1/2/3) **Context**: Students will learn about traditional British foods. **Banding**: 1-3 **Progression Area**: To research different British foods. To experiment and make different British foods.	**Title**: Pasta/Rice/ Spaghetti (Make 4, Technical Knowledge 1/2) Context: Students will learn the basics of how to cook pasta and rice dishes. Banding: 1-3 Progression Area: To research different pasta and rice dishes. Make different pasta and rice dishes.	**Title**: Deserts and Snacks (Evaluate) Context: Students will learn the basics on how to make a variations of cakes Banding: 1-3 Progression Area: Research different cake recipes. Make different cake recipes. Review what has been made.	**Title**: Balanced Meals (Technical Knowledge 3/4) Context: Students will learn the basics on what is needed to make a balanced meal Banding: 1-3 Progression Area: Research balanced meals. Make a balanced meal	**Title**: Cultural Food (Research) Context: Students will learn the differences of other cultural foods Banding: 1-3 Progression Area: Discuss ad research different cultural foods (link to cultural weeks) Make a cultural meal
Schedule C	**Title**: Breakfast (Make 1/2/3) Context: Develop simple making skills by measuring and using tools accurately. Banding: 3-5 Progression Area: Understand importance of planning and following instructions.	**Title**: Traditional British Food (Make 4, Technical Knowledge 1/2) Context: Students will learn about traditional British foods Banding: 3-5 Progression Area: Research and discuss different British foods. To experiment and make different British foods	**Title**: Pasta/Rice/ Spaghetti (Evaluate) Context: Students will learn the basics of how to cook pasta and rice dishes Banding: 3-5 Progression Area: To research different pasta and rice dishes. Make different pasta and rice dishes. Review what has been made.	**Title**: Deserts and Snacks (Technical Knowledge 3/4) Context: Students will learn the basics on how to make a variation of cakes Banding: 3-5 Progression Area: Research different cake recipes. Make different cakes	**Title**: Balanced Meals (Research) Context: Students will learn the basics on what is needed to make a balanced meal Banding: 3-5 Progression Area: Discuss and research different balanced meals. Make a balanced meal	**Title**: Cultural Food (Design) Context: Students will learn the differences of other cultural foods Banding: 3-5 Progression Area: Discuss and research different cultural foods (Link to cultural week) Make a cultural meal

Catering Schedule RMS Foundation Stage (KS 1, 2 & 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately **12** Lessons (**45** minutes each) over 6-7 weeks. Students have approximately 54 hours to complete their BTEC portfolio. This curriculum planning document is based on SOLAR objectives from Step 1—9. Opportunities to receive at least AQA UAS qualification are built in to each project topic per half term, however the focus at KS4 is to complete a BTEC Level 2 qualification.					
Schedule D	**Title**: Breakfast (Make 4, Technical Knowledge 1/2) Context: Develop making skills by following recipes Banding: 4-6 Progression Area: Understand the importance of specific measurements when making dishes	**Title**: Traditional British Food (Evaluate) Context: Research and make different British foods Banding: 4-6 Progression Area: Introduction to the importance of trying foods when making them. Review what has been made	**Title**: Pasta/Rice/ Spaghetti (Technical Knowledge 3/4) Context: Research and make different pasta and rice dishes Banding: 4-6 Progression Area: Understand the different cooking times when making pasta and rice dishes	**Title**: Deserts and Snacks (Research) Context: Research and make different cakes and snacks Banding: 4-6 Progression Area: Understand the importance of specific measurements when following a recipe	**Title**: Balanced Meals (Design) Context: Research and make a balanced meal Banding: 4-6 Progression Area: Understand what makes up a balanced meal. Research food groups and recommended daily allowances	**Title**: Cultural Food (Make 1/2/3) Context: Research and make different cultural meals Banding: 4-6 Progression Area: Understand why foods would be different in other parts of the world (link to cultural week)
Schedule E	**Title**: Breakfast (Evaluate) Context: Experiment with making different breakfasts Banding: 6 –9 Progression Area: Understand the importance of breakfast Review what has been made	**Title**: Traditional British Food (Technical Knowledge 3/4) Context: Research and make different British foods Banding: 6-9 Progression Area: Understand what makes British Foods (Local ingredients, peoples perceptions)	**Title**: Pasta/Rice/ Spaghetti (Research) Context: Research and make different pasta and rice dishes Banding: 6-9 Progression Area: Understand the cooking times of different pastas and rice dishes (long grain rice compared to risotto, pasta to spaghetti etc.)	**Title**: Deserts and Snacks (Design) Context: Research and make different cakes and snacks Banding: 6 –9 Progression Area: Experiment with making cakes and snacks in different quantities Introduction to decoration	**Title**: Balanced Meals (Make 1/2/3) Context: Research and make a balanced meal Banding: 6-9 Progression Area: introduction to different courses (starter, main, desert)	**Title**: Cultural Food (Make 4, Technical Knowledge 1/2) Context: Research and make different cultural meals Banding: 6-9 Progression Area: Understand why foods would be different in other parts of the world (link to cultural week)
Schedule F	**Title**: Breakfast (Technical Knowledge 3/4) Context: Experiment with making different breakfasts Banding:7-9 Progression Area: Look at ways to be creative with breakfast	**Title**: Traditional British Food (Research) Context: Research and make different British foods Banding: 7-9 Progression Area: Look at British foods and what makes them "British". Look at Locally grown foods. Home growing.	**Title**: Pasta/Rice/ Spaghetti (Design) Context: research and make different pasta and rice dishes Banding: 7-9 Progression Area: Experiment with different types of pastas	**Title**: Deserts and Snacks (Make 1/2/3) Context: Research and make different cakes and sacks Banding:7-9 Progression Area: Make and decorate different types of cakes	**Title**: Balanced Meals (Make 4, Technical Knowledge 1/2) Context: Research and make different balanced meals Banding: 7-9 Progression Area: Use timings to create a two or three course meal	**Title**: Cultural Food (Evaluate) Context: Research and make different cultural meals Banding: 7-9 Progression Area: Sample and create different cultural dishes using ingredients from other counties (link to cultural week)