





Year 8 projects		<i>How does this relate to previous learning in D&T?</i>
<p>Kangaroo: making a small kangaroo toy that jumps down a slope looking at basic mechanisms. This revisits timbers theory and basic manufacturing skills.</p>		<p>This project builds on skills learnt in your blockbot project in year 7: basic cutting tools, filing and finishing timbers to a high quality.</p>
<p>Jewellery box: designing and making a jewellery box made from manufactured boards. This project looks at producing wood joints (skills) and information about timbers (theory knowledge).</p>		<p>This project builds again on your making skills using timbers. This is a follow on from the kangaroo project.</p>
<p>Food and nutrition: an introduction to preparing different dishes from around the world. This module teaches you about how to use different utensils and equipment in kitchens (skills) and informs you about nutritional values of foods (theory knowledge).</p>		<p>This project continues building skills from last year's food and nutrition lessons. You also increase your knowledge on nutritional values of foods we eat.</p>
<p>Laser cut jewellery: researching, designing and making a small pillow based on your favourite snack. This project teaches you about basic sewing techniques (skills) and information about the origins of fabrics and their uses (theory knowledge)</p>		<p>This project builds on knowledge of polymers from year 7 projects. This is more of an introduction to CAD and CAM which wasn't covered in year 7 – it however, it does focus on iterative design process which builds on project 1 from last year.</p>

How is my curriculum structured?

There are 4 elements to each project in D&T:

1. **Research/theory:** “*the knowing*”, background and context. For example, before you use materials, like woods, you need to know their properties so you can select the best one to suit your project.
2. **Design:** this is when you get ideas down on paper. Your ideas need to be unique, innovative and creative. They also need to fulfil the design problem and brief you have been given at the start of the project.
3. **Make:** often referred to as ‘realising design ideas’. This is predominantly skills based learning. Sometimes this also means what you are doing isn’t making a final product but experimenting with materials.
4. **Evaluate** reflecting on the project and writing what has gone well and what needs further improvement. This could also include asking your client and target market what they think of the final prototype.