

This document contains details of how the subject is sequenced over the years of delivery. Included are assessment points and the prior learning that will be included in these assessments. It also includes where topics are revisited to maximise student retrieval and retention. Along with curriculum content, opportunities to develop links with careers are also identified in order to bring the relevance of the curriculum into the wider life context.

Curriculum Intent Statement

At BBG we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide world class experiences and opportunities whilst developing knowledge and skills that enrich and challenge our students whilst developing resilience. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. Students receive a high-quality education on a rotational basis in the subjects of Food Preparation and Nutrition, Textiles, Resistant Materials, ceramics and photography, delivering valuable learning opportunities and experiences for all students, including those with SEND and specific talents.

Through teaching with excellence and modelling exemplary behaviour, the Technology department strives to challenge, motivate and inspire greatness in our students enabling them to become outstanding and ambitious for themselves. Technology subjects are exciting, challenging, and rigorous. They develop pupils' confidence, technical knowledge, creativity and practical skill to help encourage a growth mindset. Students acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and can make cross links through their subjects. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Our KS3 curriculum is carefully sequenced to build sufficient technical knowledge and skill for pupils to be able to manufacture high quality prototypes and to begin developing solutions to real-world problems. We aim to develop pupils who are resourceful, innovative, and enterprising and who can take creative risks, but also create work to be proud of.

We develop cultural capital by extending pupils knowledge of the work by a range of culturally significant creative professionals and styles of design.

Providing enrichment opportunities and the opportunities to work with outside organisations such as the University of Huddersfield.

Providing students with an insight into how life works in the wider world, whether it be food production, methods of manufacture or the practices of the creative industries.

Year 7

Year 7 assessment dates

Assessment week 1 – 12.01.2026

Assessment week 2 – 20.04.2026

Term	Content	Sequencing	Assessment	Careers links & Experiences
Textiles	<p>Topic: Textiles- Monster Munch using felt</p> <ul style="list-style-type: none"> • Study and make a textiles product using a variety of skills. • Safe working in the textiles room • Material and equipment in textiles • How to cut out fabric • How to hand sew • How to make patterns (templates) • Drawing and sketching techniques • Modelling in paper • Carrying out artist research 	<p>Previous skills built on in this topic:</p> <p>Students may have been given the opportunity to design, make and evaluate products.</p> <p>Key words</p> <ul style="list-style-type: none"> • Embroidery • Annotation • Stitching • Topstitch • Hand Sewing 	<p>Consolidation/Summative assessment:</p> <p>Students will receive 5 assessment points throughout the year, which will include a 'working towards grade' and a 'resilience grade'.</p> <p>Assessment week 1 – 12.01.2026</p>	<p>Want to work in the textiles industry? Watch this! (youtube.com)</p> <p>Working in the textiles industry.</p>

		<p>Non-negotiables: Teacher demonstration work book. Exemplar materials within PowerPoint. Use of visualiser to support technique. Physical demonstration of key skills.</p>	Assessment week 2 – 20.04.2026	
Ceramics	<p>Topic: Ceramic Design- Natural Form</p> <ul style="list-style-type: none"> • Study and make clay work in the style of a range of artists. • Kate Malone- Pinch pot • Sophie Munns- Slab ware tile • Gaudi- Clay modelling/ sculpture • Prepping, cutting and joining clay 	<p>Previous skills built on in this topic:</p> <p>Students may have been given the opportunity to creatively to design and make products</p> <p>Key Words</p> <ul style="list-style-type: none"> • Natural form • Annotation • Pinch method • Slab method • Modelling • Slip • Firing <p>Non-negotiables: Teacher demonstration work book. Exemplar materials within PowerPoint. Use of visualiser to support technique. Physical demonstration of key skills.</p>		<p>Spend a few days with me vlog (sunday vibes, romanticising London, walks and iced coffee recipe) (youtube.com)</p> <p>Spending the day with a ceramic artist in a studio.</p>
Food	<p>Topic: Healthy Eating and nutrition</p> <ul style="list-style-type: none"> • Working safely and hygienically in the food room. • Exploring a healthy diet. 	<p>Previous skills built on in this topic:</p>		<p>A day in the life of a chef:</p>

	<ul style="list-style-type: none"> Analyzing meals to better understand the nutritional content. Explore food science principles Develop an awareness of food provenance. <p>Create several dishes which focus on a range of making skills:</p> <ul style="list-style-type: none"> How to use the Bridge and Claw technique Confidence using the oven Learning to use a range of equipment correctly and safely 	<p>Through the National curriculum, students should have been taught:</p> <ol style="list-style-type: none"> 1- use the basic principles of a healthy and varied diet to prepare dishes. 2-understand where food comes from. <p>Key Words:</p> <ul style="list-style-type: none"> Cross-Contamination Bacteria Nutrition Balanced Diet Raising Agents <p>Non-negotiables:</p> <p>Teacher demonstration of task. Exemplar materials within PowerPoint. Use of spot demonstration for key processes. Physical demonstration of key skills. Use of exemplar videos.</p>		<p>A Day in the Life of a Chef at One of London's Busiest Restaurants - YouTube</p>
<p>Workshop</p>	<p>Topic: Endangered animal money box</p> <ul style="list-style-type: none"> Health and safety in the workshop environment Exploring a Design Brief and mind map analysis Use a range of hand tools to mark and measure a money box Andy Warhol Artist study Design Ideas for outcome Learn how to use CAD to enhance designs 	<p>Previous skills built on in this topic:</p> <p>Students may have been given the opportunity to design, make and evaluate products.</p>		<p>Sustainable design: A career in architecture</p> <p>Smart Buildings Saving the World Visiting Sustainable Architecture (youtube.com)</p>

	<ul style="list-style-type: none"> • Practical outcome 	<p>Key words:</p> <ul style="list-style-type: none"> • Analysis • Annotation • Development • Adhesive • Computer Aided Design <p>Non-negotiables: Teacher demonstration work book. Exemplar materials within PowerPoint. Use of visualiser to support technique. Physical demonstration of key skills.</p>		
<p>Photoshop/ Photography</p>	<p>Topic: Visual Elements</p> <ul style="list-style-type: none"> • Using Artist inspiration to explore images. • Introduction to the use of photoshop to edit images. • Explore online drawing tools to enhance. • Develop personal photography skills • Forced Perspective. • Artist influence: Merve Ozaslan to create work. 	<p>Previous skills built on in this topic:</p> <p>Students may not have had the opportunity at KS1/KS2 to explore photography as this is not a requirement of the National Curriculum.</p> <p>Key words:</p> <ul style="list-style-type: none"> • Development • Annotation • Rule of thirds • Prospective • Composition <p>Non- Negotiables:</p>		<p>How to become a photographer:</p> <p>How to become a professional photographer Prospects.ac.uk</p>

		Non-negotiables: Teacher demonstration workbook. Exemplar materials within PowerPoint. Use of software programs to explain key skills. Physical demonstration of key skills.		
--	--	---	--	--



BBG Academy Curriculum 2025-2026 – Y7 Design Rotations