

Composite: Tools and equipment

Year 8

Why do we deliver this?

This composite enables students to **belong** in practical learning environments by developing confidence in the safe and accurate use of tools and equipment. Students are explicitly taught the purpose and function of modification, finishing, joining and marking out tools.

Careful sequencing of skills ensures that all students can **achieve**, particularly **SEND and PP learners**, through repetition, visual demonstration and supported practice. Risk awareness and safety routines are embedded to ensure learning is inclusive and accessible.

Mastery of tools allows students to **thrive** by developing independence, precision and pride in their work, preparing them for more complex manufacturing processes in later years.

Composite: Where food comes from

Year 8

Why do we deliver this?

This composite helps students **belong** in a global and cultural understanding of food by learning about food provenance, climate, religion and ethical choices.

The curriculum supports **SEND, PP and vulnerable learners** to **achieve** by using real-life examples, visual resources and structured discussion around culture and beliefs. Students learn to respect diversity and make informed food choices.

Students **thrive** by developing empathy, cultural awareness and critical thinking about sustainability and food production.

Composite: Apply photography skills to a theme.

Year 8

Why do we deliver this?

This composite ensures students **belong** within the photography discipline by revisiting and retrieving prior learning from Year 7.

Learning is scaffolded to support **SEND, PP and vulnerable students** to **achieve** through planning, guided analysis and structured Photoshop introduction.

Students **thrive** by developing independence, creativity and critical thinking when responding to themes and surrealist inspiration.

Composite: Shop front graphics/ 3d

Year 8/9

This composite enables students to **belong** within both the creative and vocational world of design by exploring how graphics and 3D form combine in real-world contexts such as retail and public spaces. Students investigate how shop fronts communicate identity, purpose and brand, helping them understand how design influences people's choices and experiences.

The curriculum is carefully structured so that all students, including **SEND, PP and vulnerable learners**, can **achieve** through practical model-making, visual research and scaffolded design tasks. Concepts such as scale, proportion, colour and typography are taught through hands-on experimentation and supported drawing and modelling activities, ensuring that learning is accessible and engaging for all ability levels.

Students **thrive** by developing confidence in applying creative ideas to a three-dimensional outcome, refining their designs through making and evaluation. This project builds independence, problem-solving and pride in craftsmanship, while preparing students for future study in 3D Design, Graphics and related creative industries.

Composite: CAD 2D design

Year 7,8,9

Why do we deliver this?

This composite enables students to **belong** within modern design and manufacturing by introducing them to Computer Aided Design (CAD) using 2D Design software. Students learn that digital tools are an essential part of contemporary design practice and are used across engineering, graphics and product design industries.

The curriculum is carefully sequenced so that all learners, including **SEND, PP and vulnerable students**, can **achieve** through structured, progressive skill development. Students begin by learning the basic functions of the software and working off the grid to explore simple tools and commands. They then develop accuracy and control by using grid tools to create pixel art and introduce colour into their designs. Through repeated practice, students learn to use shape tools, line tool options and delete functions to construct and refine images with increasing confidence and independence.

These skills are then applied in a purposeful design task where students design a functional product in the form of a **coaster**, using the knowledge and techniques developed over the previous lessons. This allows students to make connections between digital design and real-world outcomes.

Students **thrive** by building confidence in digital creativity, problem-solving and precision. The final assessed coaster design enables them to demonstrate their understanding of CAD tools while developing pride in their work. This composite prepares students for further study in CAD, Graphics and Engineering, while supporting all learners to succeed through clear modelling, scaffolded tasks and accessible digital learning.