

Graphics Curriculum Intent		Year 8
The Year 8 Graphics curriculum builds directly on the visual communication skills developed in Year 7 and applies them within a more commercial design context. The central project is logo design and food packaging, giving pupils the opportunity to develop a clearer understanding of how graphics are used to communicate brand identity and influence an audience. Across the three topics, pupils move from researching logo design and its importance within packaging and the food industry, to developing ideas using computer programmes, and finally to constructing the food packaging, applying their logo design and evaluating the completed product. Pupils build on their Year 7 knowledge of typography, layout, colour theory, collage and presentation, but are now expected to apply these skills with greater independence. They also develop their understanding of logos, branding, typography and packaging design, strengthening both creative and technical skills through the use of digital design software and practical making. The project places particular emphasis on designing for a target audience. Pupils are expected to create eye-catching packaging, use branding, typography, colour and layout purposefully, and develop increasingly professional-quality outcomes. More confident pupils are challenged to refine their work using more advanced digital techniques and highly effective visual communication. By the end of Year 8, pupils should be increasingly confident in moving through the full design process of researching, developing ideas, using digital tools, making, presenting and evaluating a graphic product. These skills prepare them for Year 9, where they move into a more sophisticated branding project through the design and construction of a model shop front.		
Topic 1		Natural Forms: Observational Recording and Artist Investigation
	Big Picture <i>What are the main ideas and big questions in this topic?</i> Topic 1 introduces pupils to the role of logo design within branding, packaging and the food industry. Building on the typography, colour theory and layout skills developed in Year 7, pupils now apply these principles within a more commercial context. They investigate how logos communicate identity, attract customers and help products stand out. The Year 8 curriculum states that pupils build on their Year 7 knowledge of logos, branding, typography and layout in order to generate and develop their own creative ideas.	
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>	

Substantive Knowledge:

Pupils understand what a logo is and how it is used to represent a brand, company or product.

They develop knowledge of:

- branding
- brand identity
- logo design
- typography
- colour
- shape
- imagery
- layout
- target audience
- packaging
- visual communication

Pupils understand that logos need to be memorable, recognisable and appropriate for the audience and product.

They explore how food packaging combines brand identity, colour, typography and imagery to influence customers and communicate information.

They also begin to understand that packaging has both a practical and visual purpose within the food industry.

Disciplinary Knowledge:

Pupils research a range of existing food brands and logo designs.

They identify and analyse how logos use:

- typography
- colour
- symbols
- shape
- imagery
- visual simplicity
- consistency

Pupils compare different brands and explain how design choices communicate different identities.

They begin to analyse how packaging appeals to particular target audiences.

Pupils present their findings clearly through research pages, annotations and visual examples.

They make links between brand → audience → logo → packaging

Key Vocabulary: logo, branding, brand identity, packaging, target audience, typography, colour, symbol, imagery, layout, visual communication, recognition, identity, research, analysis

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Pupils build directly on the Year 7 Graphics curriculum. They should already have experience of: • typography • colour theory • layout • collage • visual hierarchy • research • annotation • visual communication The Year 8 curriculum explicitly states that pupils build on these creative and technical skills and are expected to apply them with increasing independence. The key progression is from using these elements within a Zine to understanding how they are used commercially to create brand identity and packaging.	Pupils are challenged to move beyond simply identifying what a logo looks like. They should explain why particular design elements have been chosen and how they influence the target audience. More confident pupils should compare two or more food brands and judge which communicates its identity most effectively. They should also make links between logo design and the wider packaging rather than treating them as separate elements. The strongest work will show a clear understanding of audience → brand identity → typography/colour/imagery → consumer response
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Topic 1 prepares pupils for Topic 2, where they begin developing their own logo and packaging ideas using computer programmes. The research completed here should therefore give pupils a clear understanding of what makes a successful food brand and provide relevant inspiration for later design development. The Year 8 curriculum identifies research, design concepts and annotation as important preparation for creating the final food packaging product.	Pupils explore how branding is used throughout the commercial world and how companies use visual identity to build recognition and influence customers. They begin to understand that logos appear across many contexts, including: • food packaging • advertising • websites • social media • shops • promotional materials

	They also consider how successful brands maintain consistency across different products and platforms. This helps pupils recognise Graphic Design as part of the wider marketing, advertising and retail industries.
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>
Spiritual development is supported through exploring different visual identities and recognising how designers use creativity to communicate ideas. Moral development is developed through considering how packaging and advertising can influence consumer decisions and the responsibility designers have when communicating information. Social development is strengthened through discussing how different audiences respond to logos and branding and through peer analysis of existing designs. Cultural development is supported through exploring a range of brands and recognising how colours, symbols and visual styles may communicate differently across cultures and markets. The topic also connects strongly with Business and Enterprise through branding and customers, English through analysis and explanation, Art and Design through colour and composition, and Digital Literacy through research and presentation. Career Links: • A Brand Strategist researches audiences and competitors to help organisations develop a clear visual identity. • A Marketing Designer creates visual materials that support advertising campaigns and promote products to specific audiences. • A Consumer Packaging Researcher investigates how customers respond to packaging, logos and product presentation. The main Skills Builder focus for this topic is Problem Solving, Listening and Speaking. • Problem Solving is developed as pupils analyse how visual elements can be combined to communicate a successful brand identity. • Listening is developed through responding to explanations, examples and peer interpretations of brand design. • Speaking is developed as pupils explain and justify their analysis of logos and packaging.	
	Resources <i>What books, websites, videos and materials will support our learning?</i>
Pupils use: • examples of food packaging • existing logo designs • branding case studies • research templates • annotation prompts	 Assessment <i>How will we show what we know, remember and can apply?</i> Topic 1 includes the baseline assessment for Year 8 Graphics. Approximately 55% of assessment focuses on substantive knowledge and 45% on disciplinary knowledge.



- digital research tools
- visual examples from the food industry

The Year 8 curriculum expects pupils to present research, design concepts and annotations clearly and effectively before developing the final packaging product.

The 55% substantive knowledge includes understanding logos, branding, target audience, packaging, typography, colour and visual communication.

The 45% disciplinary knowledge assesses pupils' ability to research, analyse and compare existing logos and explain how design choices influence an audience.

High expectations are placed on pupils to demonstrate that logo design is purposeful and linked to brand identity, packaging and target audience, rather than simply decorative.

Topic 2

Topic



Developing Logo and Packaging Ideas Using Computer Programmes



Big Picture

What are the main ideas and big questions in this topic?

Topic 2 moves pupils from research into design development, using computer programmes to create and refine ideas for their own food packaging. Pupils apply what they learned in Topic 1 about logos, branding, target audience and packaging, and begin developing their own visual identity. The Year 8 curriculum states that pupils should use digital design software to develop increasingly professional-quality outcomes while applying their understanding of branding, typography, colour and layout.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Pupils understand how digital design tools can be used to develop and refine graphic ideas.

They revisit and apply knowledge of:

- logo design
- branding
- typography
- colour
- layout
- imagery
- target audience
- visual hierarchy
- packaging design
- brand identity

Pupils understand that digital design allows elements to be adjusted, resized, repositioned and refined more easily than in a purely hand-drawn format. They also understand that a successful packaging design should have a coherent visual identity rather than a collection of unrelated design elements.

Disciplinary Knowledge

Pupils generate a range of logo and packaging ideas using computer programmes.

They experiment with:

- font choices
- colour schemes
- logo placement
- imagery
- scale
- alignment
- layout
- visual hierarchy

Pupils compare different versions of their work and identify which design communicates the intended brand most effectively.

They use digital tools to refine ideas and respond to feedback.

Pupils begin to create a clear link between target audience → brand identity → logo → packaging layout

They also annotate or explain their digital design decisions clearly.

Key Vocabulary: digital design, computer-aided design, logo, branding, brand identity, typography, colour scheme, layout, alignment, hierarchy, imagery, scale, target audience, refinement, visual communication

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Pupils build directly on Topic 1, where they researched logo design and explored the importance of branding within food packaging. They should understand: • what makes a logo recognisable • how brands use colour and typography • how packaging targets a particular audience • how visual design influences consumer response They also draw on Year 7 experience of computer-aided design, typography, colour and layout developed through the Zine project.	Pupils are challenged to produce several distinct ideas rather than simply creating one digital logo and accepting it. They should experiment purposefully and explain why particular design choices are successful. More confident pupils should demonstrate increasing control over digital tools and refine small details such as: • spacing • alignment • proportion

The Year 8 curriculum explicitly expects pupils to apply Year 7 Graphics skills with greater independence.	• consistency • hierarchy They should also consider how the logo will work as part of the whole packaging design, rather than designing it in isolation. The strongest work will demonstrate a clear design-development journey research → initial digital ideas → comparison → refinement → developed design
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Topic 2 prepares pupils directly for Topic 3, where they will construct the food packaging, add their logo design and evaluate the completed outcome. The digital work produced here therefore needs to be sufficiently developed to transfer successfully onto a physical packaging product. The Year 8 curriculum states that pupils continue to build confidence in digital design software, presentation techniques and practical making skills, applying logos, branding, typography and packaging design in a practical context.	Pupils develop a wider understanding of how professional graphic designers use digital software to create and refine commercial designs. They begin to recognise that digital design is used throughout industries such as: • branding • advertising • packaging • publishing • web design • social media They also begin to understand the importance of brand consistency, where the same visual identity is maintained across different products and platforms.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Spiritual development is supported through creative experimentation and personal decision making in the development of an original brand identity. Moral development is developed through considering how packaging can influence consumers and the responsibility designers have when creating persuasive visual communication. Social development is strengthened through peer critique and responding constructively to feedback during the design-development process. Cultural development is supported through exploring how brands adapt visual identities for different audiences and markets. The topic also connects strongly with Digital Literacy through the use of computer-based design tools, Art and Design through visual composition, and Business and Enterprise through branding and target markets. Career Links: • A Digital Artwork Technician prepares and refines digital artwork so that designs can be used accurately across print and packaging. • A UI Designer uses layout, typography, colour and hierarchy to create clear and visually effective digital interfaces. • A Packaging Artwork Designer prepares and adapts graphic designs so that branding works accurately across different packaging formats.	

The main Skills Builder focus for this topic is Creativity, Adapting and Planning.

- Creativity is developed through experimenting with multiple digital design solutions.
- Adapting is developed as pupils respond to feedback and refine their ideas.
- Planning is developed through organising the layout and visual elements of the packaging before final construction.



 Resources What books, websites, videos and materials will support our learning?	 Assessment How will we show what we know, remember and can apply?
Pupils use: • digital design software • computers or iPads • their Topic 1 research • logo exemplars • food packaging examples • typography and colour references • design templates • annotation prompt The Year 8 curriculum explicitly identifies the use of digital design software as part of developing professional-quality packaging outcomes	Assessment in Topic 2 focuses on pupils' ability to develop, refine and communicate graphic ideas digitally. Approximately 40% of assessment focuses on substantive knowledge and 60% on disciplinary knowledge. The 40% substantive knowledge includes understanding branding, typography, colour, layout, visual hierarchy and digital design techniques. The 60% disciplinary knowledge assesses pupils' ability to create digital ideas, refine them, make purposeful layout decisions and respond to feedback. This contributes to the mid-point practical assessment approach, where pupils are assessed on their planning, designing and making skills within the specialism. High expectations are placed on pupils to demonstrate increasing independence, purposeful digital experimentation and clear refinement towards a professional-looking packaging design.

Topic 3 Topic	 Constructing the Food Packaging, Applying the Logo and Evaluating the Final Product
 Big Picture What are the main ideas and big questions in this topic?	

opic 3 completes the Year 8 Graphics project. Pupils move from digital design development into the construction of the food packaging, apply their finished logo and branding, and then evaluate the completed outcome. The Year 8 curriculum intent also states that the project concludes with pupils manufacturing their final outcomes and completing a detailed evaluation that reflects on both the success of the product and the design process.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Substantive Knowledge

Pupils understand how a two-dimensional graphic design is transferred onto a three-dimensional packaging outcome.

They revisit and apply knowledge of:

- packaging design
- logo placement
- branding
- typography
- colour
- layout
- visual hierarchy
- target audience
- presentation
- construction
- evaluation

They understand that successful packaging needs to combine function and visual communication.

Pupils also understand that the logo and wider branding should work consistently across the whole package rather than appearing as an isolated graphic element.

Disciplinary Knowledge

Pupils construct their food packaging carefully and apply their developed logo and branding to the final outcome.

They make decisions about:

- logo placement
- scale
- text hierarchy
- colour consistency
- front, side and back layouts
- imagery
- visual balance
- presentation quality

Pupils refine the packaging during construction where necessary.

They assess whether the finished product communicates the intended brand clearly and appeals to the chosen target audience.

They then evaluate the final packaging, identifying:

- strengths
- weaknesses
- successful branding decisions
- areas for improvement
- how well the final outcome reflects the original design ideas

Key Vocabulary: packaging, construction, branding, logo, visual identity, typography, layout, hierarchy, scale, alignment, target audience, presentation, refinement, evaluation, strength, weakness, improvement



Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Pupils build directly on Topics 1 and 2.

They should already understand:

- the purpose of logos and branding
- how food packaging appeals to a target audience
- how colour and typography influence visual communication
- how to create and refine ideas using digital design software
- how their own brand identity should look

The Year 8 curriculum states that pupils apply their understanding of logos, branding, typography and packaging design in a practical context, combining digital design and practical making skills.



Pitch Up

How will we challenge ourselves?

Pupils are challenged to ensure that the final packaging looks coherent and professionally resolved.

They should consider all visible surfaces, rather than concentrating only on the front.

More confident pupils should demonstrate:

- consistent branding
- accurate alignment
- careful scale and proportion
- clear visual hierarchy
- effective use of white space
- precise construction
- strong presentation

They should also be able to explain why the final packaging is appropriate for the intended audience.

The strongest outcomes will demonstrate a clear progression of research → digital development → final branding → packaging construction → evaluation

 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Topic 3 completes the Year 8 Graphics project and prepares pupils for Year 9, where they move into a more sophisticated shop front and branding project. The Year 8 curriculum states that the process of researching, developing, presenting and manufacturing a final product helps pupils become more independent and reflective designers, preparing them for more advanced Year 9 design challenges. The knowledge developed here around branding, layout, presentation and audience becomes particularly important when pupils later create a commercial shop identity.	Pupils explore how packaging design operates within the wider commercial world. They begin to understand that packaging can influence: • purchasing decisions • brand recognition • product identity • customer expectations • shelf appeal They also recognise that graphic designers work closely with packaging designers, marketers and manufacturers to ensure that visual branding can be reproduced successfully on a physical product.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Spiritual development is supported through the satisfaction of seeing a digital idea transformed into a finished physical outcome. Moral development is developed through considering how packaging can influence consumer behaviour and the responsibility designers have to communicate appropriately. Social development is strengthened through peer feedback and evaluation of how different people respond to the same packaging design. Cultural development is supported through recognising that branding and packaging may need to communicate differently to different markets and audiences. The topic also links strongly with Business and Enterprise through product identity and consumer appeal, Mathematics through scale, proportion and construction, and Digital Literacy through transferring digital artwork into a physical outcome. Career Links: • A Structural Packaging Designer develops the physical shape and construction of packaging so that it is functional and suitable for manufacture. • A Print Production Technician prepares and checks artwork so that colours, text and images reproduce accurately on printed products. • A Retail Brand Coordinator helps ensure that branding is presented consistently across packaging, displays and promotional materials. The main Skills Builder focus for this topic is Planning, Adapting and Problem Solving. • Planning is developed through organising the construction process and deciding how graphic elements will be positioned.	



- Adapting is developed when pupils make refinements during construction or respond to problems with layout and presentation.
- Problem Solving is developed through translating a flat design into a successful three-dimensional package.

 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
Pupils use: • their final digital branding • packaging templates or nets • computers or iPads • printers • cutting and construction materials • drawing and finishing materials • food packaging exemplars • evaluation prompts The Year 8 curriculum specifically expects pupils to combine digital design software, presentation techniques and practical making skills in the final outcome.	Topic 3 includes the final assessment of the Year 8 Graphics project. Approximately 35% of assessment focuses on substantive knowledge and 65% on disciplinary knowledge. The 35% substantive knowledge includes understanding branding, packaging, typography, layout, construction and evaluation terminology. The 65% disciplinary knowledge assesses pupils' ability to construct the package accurately, apply branding effectively, refine presentation and evaluate the completed product. The Year 8 curriculum states that pupils are assessed throughout the design, making and evaluation process on both theoretical understanding and practical skill. High expectations are placed on pupils to produce packaging that is accurately constructed, visually coherent, clearly branded and appropriately evaluated against its intended purpose and audience.