

Curriculum Implementation Plan

Design & Technology – Overview

Teaching sets in Year 7 to 9 follow a course for approximately 13 weeks and then rotate to complete the next material area. All of Year 7 and 8 A,B,C will follow each course for 18 to 20 lessons. 8D and 9B have an extra rotation due to 9 form entry and rotate every 9 to 10 weeks. 8D and 9B will follow each course for 13 to 15 lessons.

Subject – Design & Technology						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	Product Design – Play the Game		Textiles - Monster		Food – Plate it up	
Year 8 A,B,C	Product Design – Creative Clocks		Textiles – The right fit		Food – Mamma Meals	
Year 8 D	Product Design – Creative Clocks	Textiles – The right fit	Food – Mamma Meals	Graphics - Slotties		
Year 9 A,C,D	Product Design - Storage		Textiles - Upcycling		Food - Street Foods	
Year 9 B	Product Design – Storage	Textiles – Upcycling	Food – Street Foods	Graphics		
Year 10 8552 GCSE Design & Technology (AQA)	Core Material Categories & Properties	Core Development in new materials. Energy Generation & Storage.	Core New & Emerging Technologies.	Core Mechanical devices Systems approach to designing.	Specialist Material areas (one of): Papers & Boards Timber materials Textiles materials	NEA – Context, Research, Design Brief & Specification
	Mini Project 1	Mini Project 1	Mini Project 2	Mini Project 2	Mini Project 3	Mini Project 3
Year 11 8552 GCSE Design & Technology (AQA)	NEA - Design & Development Specialist Material areas	NEA - Design & Development Specialist Material areas	NEA - Making Specialist Material areas	NEA - Making Specialist Material areas	NEA- Evaluation Revision	Exam

Year 7 Curriculum Implementation Plan

Design & Technology – Year 7				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<ul style="list-style-type: none"> Respond to a context. Write a design Brief. Undertake appropriate research. Produce a range of ideas. Explain the strengths and weaknesses of ideas. Develop their chosen idea. Use the basic drawing tools of 2D design to develop their idea. Use tools and processes of manufacture effectively. Understand how to work safely. Evaluate their product and suggest possible improvements. 	Reading <ul style="list-style-type: none"> Written context. 	Questioning in lessons Whole class feedback	3 written exams throughout the year focussing on: <ul style="list-style-type: none"> Health & Safety Maths skills Literacy skills Designing 3 marked coursework tasks focussing on: <ul style="list-style-type: none"> Analysis Evaluation Other higher level thinking skills 	Assessment reflects the 50/50 weighting between coursework and exam. Developing ability to respond to exam questions. Developing an iterative design process. Experiencing a wide range of material areas that can be focussed upon for GCSE courses. Developing the use of CAD/CAM required in GCSE NEA's Developing skills using hand tools. Health and Safety working practice.
	Numeracy <ul style="list-style-type: none"> Measuring techniques to ensure accuracy. Weighing appropriate ingredients. Use a ruler and understand the difference between millimetres and centimetres. <ul style="list-style-type: none"> Dimension CAD files. 	Individual feedback in lessons Marking areas of focus and identifying areas for improvement.		
	Oracy <ul style="list-style-type: none"> Individual speaking: Group performance: 	Peer and self- assessment of written work		

Design & Technology – Year 8

Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<ul style="list-style-type: none"> Respond to a context analysing the important factors. Write a detailed Design Brief. Undertake appropriate research. Produce creative ideas that solve their brief. Analyse ideas to explain their strengths and weaknesses. Develop their chosen idea using a range of different techniques. Use 2D design effectively to develop their idea. Consider appropriate materials and processes to be used for the manufacture of their product Develop their use of tools and processes in manufacture. Demonstrate safe working practices. Evaluate their product and suggest possible improvements. 	<p>Reading</p> <ul style="list-style-type: none"> Written context. Reading of gathered research prior to analysis. <p>Numeracy</p> <ul style="list-style-type: none"> Measuring techniques to ensure accuracy. Weighing appropriate ingredients. Consider dimensions for the manufacture of their product. Dimension CAD files. <p>Oracy</p> <ul style="list-style-type: none"> Individual speaking: Discussion of design work through peer feedback and through the evaluation of a product. 	<p>Questioning in lessons</p> <p>Whole class feedback</p> <p>Individual feedback in lessons</p> <p>Marking areas of focus and identifying areas for improvement.</p> <p>Peer and self- assessment of written work</p>	<p>3 written exams throughout the year focussing on:</p> <ul style="list-style-type: none"> Health & Safety Maths skills Literacy skills Designing <p>3 marked coursework tasks focussing on:</p> <ul style="list-style-type: none"> Analysis Evaluation Other higher level thinking skills 	<p>Assessment reflects the 50/50 weighting between coursework and exam.</p> <p>Developing ability to respond to exam questions building in complexity.</p> <p>Developing an iterative design process.</p> <p>Experiencing a wide range of material areas that can be focussed upon for GCSE courses.</p> <p>Developing the use of CAD/CAM required in GCSE NEA's</p> <p>Developing skills using hand tools.</p> <p>Demonstrate an understanding of Health and Safety working practice in different environments in D&T.</p> <p>Considering real world problems to solve and the ability to design to an overall theme.</p>



Design & Technology – Year 9

Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<ul style="list-style-type: none"> • Creatively respond to a context analysing all factors. • Write a detailed Design Brief that fully meets the need of their user. • Undertake appropriate research. • Write a comprehensive specification or criteria. • Respond to the work of others in producing a creative range of ideas that solve their brief. • Fully analyse ideas and explain how these impact on the development. • Identify and undertake appropriate further research. • Develop their chosen idea using a range of different techniques appropriate to their product. • Choose from a range of CAD programmes (such as 2D design, Photoshop, SketchUp) effectively to develop their idea. • Plan the use of appropriate materials and processes to be used for the manufacture of their product • Independently use an ever-increasing range of tools and processes in the safe manufacture of products. 	<p>Reading</p> <ul style="list-style-type: none"> • Written context. • Reading of gathered research prior to analysis. • Development of presentations of work to showcase their learning to others <hr/> <p>Numeracy</p> <ul style="list-style-type: none"> • Measuring techniques to ensure accuracy. • Weighing appropriate ingredients. • Consider dimensions for the manufacture of their product. <ul style="list-style-type: none"> • Dimension CAD files. <hr/> <p>Oracy</p> <ul style="list-style-type: none"> • Individual speaking: • Discussion of design work through peer feedback and through the evaluation of a product. 	<p>Questioning in lessons</p> <p>Whole class feedback</p> <p>Individual feedback in lessons</p> <p>Marking areas of focus and identifying areas for improvement.</p> <p>Peer and self-assessment of written work</p>	<p>3 written exams throughout the year focussing on:</p> <ul style="list-style-type: none"> • Health & Safety • Maths skills • Literacy skills • Designing <p>3 marked coursework tasks focussing on:</p> <ul style="list-style-type: none"> • Analysis • Evaluation • Other higher level thinking skills 	<p>Assessment reflects the 50/50 weighting between coursework and exam.</p> <p>Developing ability to respond to more sophisticated exam questions building in complexity.</p> <p>Demonstrating that their work follows a clear and iterative design process.</p> <p>Choosing from a wide range of material areas that can be focussed upon for GCSE courses.</p> <p>Independently make use of CAD/CAM required in GCSE NEA's</p> <p>Selecting appropriate tools and processes using them skilfully to create high quality products.</p> <p>Demonstrate an understanding of Health and Safety working practice in different environments in D&T.</p>



<ul style="list-style-type: none">• Evaluate their product against all criteria and develop possible improvements.	<ul style="list-style-type: none">• Present the outcomes of products produced and learning through small group presentations to peers and staff.			Meeting users or target market groups needs effectively through the development of a final product.
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