

# Design & Technology Curriculum

**The D&T curriculum is scheduled to undergo a complete overhaul from September 2017, when new subject guidelines will come into force. This will mean that separate areas of D&T will no longer exist, and all students will study the same curriculum to GCSE level. There will be no more subject areas for Textiles or Graphic Products alone, for example.**

For the final year, the department is following the legacy curriculum:

At KS3, students follow a rotation of 8 modules split over 2 years. They are taught by subject specialists in bespoke classrooms.

Students are assessed at the end of every module using the expected progress for a student of that age group.

Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture and fashion].

When designing and making, pupils are taught to:

Design:

- use research and exploration, such as the study of different cultures, to identify and understand user needs
- identify and solve their own design problems and understand how to reformulate problems given to them
- develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses
- develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

Make:

- select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate:

- analyse the work of past and present professionals and others to develop and broaden their understanding
- investigate new and emerging technologies
- test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups

- understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

# D&T

	Module 1	Module 2	Module 3	Module 4
Year 7	Module 1 Baseline Project D&M Activity – Material area 1 (Food, Textiles, Graphics, Product) Design, Make, Evaluate	D&M Activity – Material area 2 Design, Make, Evaluate	D&M Activity – Material area 3 Design, Make, Evaluate	D&M Activity – Material area 4 Design, Make, Evaluate
Year 8	D&M Activity – Material area 1 (Food, Textiles, Systems & Control, Product Design) Design, Make, Evaluate	D&M Activity – Material area 2 Design, Make, Evaluate	D&M Activity – Material area 3 Design, Make, Evaluate	D&M Activity – Material area 4 Design, Make, Evaluate

At the end of Yr8, students currently choose 2 of these material areas which they will then study for Yr9. This will mean higher level skills can be taught over an extended period.

	Option 1 Food, Textiles, Product Design	Option 2 Food, Textiles, Product Design
Year 9	Series of D&M activities, emphasis on practical skills and materials.	Series of D&M activities, emphasis on practical skills and materials.

At the end of Yr9, students complete their GCSE choices. They are able to choose one of the 3 options from Yr9 to study at GCSE level.

<b>One choice of: AQA GCSE Food, AQA GCSE Textiles OR AQA GCSE Product Design</b>						
	HALF TERM ASSESSMENT 1	HALF TERM ASSESSMENT 2 (December)	HALF TERM ASSESSMENT 3	HALF TERM ASSESSMENT 4 (Easter)	HALF TERM ASSESSMENT 5	HALF TERM ASSESSMENT 6 (July)
Year 10	Series of D&M activities, emphasis on practical skills and materials.	Series of D&M activities, emphasis on practical skills and materials.	Controlled Assessment begins Theory work	Controlled Assessment Theory work	Controlled Assessment Theory work	Controlled Assessment Theory work
Year 11	Controlled Assessment  AQA GCSE Product Design	Controlled Assessment Ends December Full Mock	February Full Mock	March Full Mock	N/A	N/A

For more information about each GCSE, follow the links:

Food: <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-food-technology-4545>

Product Design: <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-product-design-4555>

Textiles: <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-textiles-technology-4570>