

Key Stage 5 - DT

Year	Knowledge	Skills	Alive themes (especially your subject one)	Justice and Respect / CRAG / British Values etc.	Changes you have made due to Covid	Differentiation – How do you ensure all students acquire knowledge and skills
12	<p><b>Product Design (AQA)</b></p> <p><b>3.1 – Tech principles</b></p> <ul style="list-style-type: none"> <li>• Materials &amp; applications</li> <li>• Performance characteristics of materials</li> <li>• Enhancement of materials</li> <li>• Forming, redistribution &amp; addition processes</li> <li>• The use of adhesives &amp; fixings</li> <li>• The use of finishes</li> <li>• H&amp;S</li> <li>• Intellectual property</li> <li>• Design for manufacturing, maintenance, repair and disposal</li> <li>• Feasibility studies</li> <li>• Enterprise &amp; marketing</li> </ul> <p><b>3.2 – D&amp;M principles</b></p> <ul style="list-style-type: none"> <li>• Design theory</li> <li>• Tech &amp; cultural changes</li> <li>• Responsible design</li> <li>• National &amp; international standards</li> </ul>	<p><b>Product Design</b></p> <p><b>3.1 – Tech principles</b></p> <ul style="list-style-type: none"> <li>• Forming, redistribution &amp; addition processes</li> <li>• The use of adhesives &amp; fixings</li> <li>• The use of finishes</li> <li>• Modern industrial &amp; commercial practice</li> <li>• Digital design &amp; manufacture</li> <li>• Product design &amp; development</li> <li>• Design Communication</li> </ul> <p><b>3.2 – D&amp;M principles</b></p> <ul style="list-style-type: none"> <li>• Design methods/processes</li> <li>• Critical analysis &amp; evaluation</li> <li>• Selecting appropriate tools, equipment &amp; processes</li> <li>• Accuracy in design &amp; manufacture</li> <li>• Design for manufacture &amp; project management</li> </ul>	<p><b>We are organised:</b></p> <ul style="list-style-type: none"> <li>• Research planning</li> <li>• Gantt charts</li> <li>• Critical path analysis</li> </ul>	<p>How technology &amp; cultural changes impact on the work of designers</p>	<p>Introduced new exam board with greater flexibility and more credit for manufacturing.</p> <p>Adopted a new tracker to closely monitor student performance across the year.</p> <p>As there were no students who took GCSE Product Design in the class, we have adopted a more simple approach by: Streamlining the number of projects Focusing them in obvious materials areas (less combinations of materials)</p> <p>Whole class feedback sheets after each theory unit. These capture common misconceptions and allow to targeted teaching.</p> <p>Lesson by lesson planner for students to map and forward plan the term.</p>	<p>Differentiated tasks within each core unit of work.</p> <p>By student outcome.</p> <p>Mini mock questions to reinforce acquisition of new theory and highlight areas of common misconceptions which may need re-teaching to reinforce. These are used at the end of each theory unit and students will effectively sit an entire mock by doing these. They build up an ongoing score in the tracker as marks are entered.</p>

Key Stage 5 - DT

Year	Knowledge	Skills	Alive themes (especially your subject one)	Justice and Respect / CRAG / British Values etc.	Changes you have made due to Covid	Differentiation – How do you ensure all students acquire knowledge and skills
12	<p><b>Fashion &amp; Textiles</b></p> <ul style="list-style-type: none"> <li>• Materials &amp; their applications.</li> <li>• Performance characteristics of materials</li> <li>• Methods of joining</li> <li>• The use of finishes</li> <li>• Enhancement of materials</li> <li>• Modern industrial &amp; commercial practice</li> <li>• Digital design &amp; manufacture</li> <li>• The requirements for textile &amp; fashion design &amp; development</li> <li>• Health &amp; safety</li> <li>• Protecting designs and intellectual property</li> <li>• Design for manufacturing, maintenance &amp; repair</li> <li>• Feasibility studies</li> <li>• Enterprise &amp; marketing in the development of products</li> <li>• Fashion cycles</li> <li>• Design communication</li> </ul>	<p>Manufacturing skills Development of prototypes Pattern cutting Quality control</p>	<p><b>We are organised:</b></p> <ul style="list-style-type: none"> <li>• Research planning</li> <li>• Gantt charts</li> <li>• Critical path analysis</li> </ul> <ul style="list-style-type: none"> <li>• Research planning</li> <li>• Time plans</li> </ul>	<p>How technology &amp; cultural changes impact on the work of designers</p>	<p>Introduced new exam board with greater flexibility and more credit for manufacturing.</p> <p>Adopted a new tracker to closely monitor student performance across the year.</p> <p>As there were no students who took GCSE Product Design in the class, we have adopted a more simple approach by: Streamlining the number of projects Focusing them in obvious materials areas (less combinations of materials)</p> <p>Whole class feedback sheets after each theory unit. These capture common misconceptions and allow to targeted teaching.</p> <p>Lesson by lesson planner for students to map and forward plan the term.</p>	<p>Differentiated tasks within each core unit of work.</p> <p>By student outcome.</p> <p>Mini mock questions to reinforce acquisition of new theory and highlight areas of common misconceptions which may need re-teaching to reinforce. These are used at the end of each theory unit and students will effectively sit an entire mock by doing these. They build up an ongoing score in the tracker as marks are entered.</p>

Year	Knowledge	Skills	Alive themes (especially your subject one)	Justice and Respect / CRAG / British Values etc.	Changes you have made due to Covid	Differentiation – How do you ensure all students acquire knowledge and skills
13	<p><b>Product Design (OCR)</b></p> <p>Revision of Y12 knowledge:</p> <ul style="list-style-type: none"> <li>Identifying requirements</li> <li>Learning from existing products and practice</li> <li>Implications of wider issues</li> <li>Design thinking and communication</li> <li>Materials &amp; component considerations</li> <li>Technical understanding</li> <li>Viability of design solutions</li> <li>H&amp;S</li> </ul> <p><b>Fashion &amp; Textiles NEA</b></p> <ul style="list-style-type: none"> <li>Design methods &amp; processes</li> <li>Design theory</li> <li>Major developments in technology</li> <li>Product life cycle</li> <li>Design processes</li> </ul>	<p><b>Product Design</b></p> <p>Iterative design project focused skills:</p> <ul style="list-style-type: none"> <li>Research</li> <li>design methodology</li> <li>idea generation</li> <li>design iterations</li> <li>CAD</li> <li>Manufacturing processes &amp; techniques</li> <li>appropriate CAM</li> </ul> <p>Identifying &amp; investigating design possibilities. Producing a design brief &amp; specification. Development of design proposal Development of design prototypes Analysing and evaluating</p>	<p><b>We are organised:</b></p> <ul style="list-style-type: none"> <li>Cutting lists</li> <li>Parts &amp; component lists</li> <li>Planning for manufacture (orthographic drawings, work flows)</li> </ul> <ul style="list-style-type: none"> <li>Lay plans</li> <li>Fabrics &amp; component lists</li> <li>Planning for manufacture</li> </ul>	<p>How technology &amp; cultural changes impact on the work of designers</p> <p>Responsible design</p> <p>Environmental issues Social, moral &amp; ethical issues</p> <p>How technology &amp; cultural changes impact on the work of designers</p> <p>Responsible design</p> <p>Environmental issues Social, moral &amp; ethical issues</p>	<p>Major focus on NEA to maximise marks they can control.</p> <p>Theory from Y12 is being revised.</p> <p>Group split into 2 for NEA mentoring.</p> <p>Major focus on NEA to maximise marks they can control.</p> <p>Theory from Y12 is being revised.</p>	<p>Differentiated tasks within each core unit of work.</p> <p>By student outcome.</p> <p>Differentiated tasks within each core unit of work.</p> <p>By student outcome.</p>