



Key content – knowledge and skills	National Curriculum focus
<p>Overview - Students develop their Design &amp; Technology capability and technological perspectives by studying 3 distinct mini projects. Students will follow the stages of the Design Process. function, materials, mechanisms and processes as well as Cad &amp; Cam. By the end of 3 terms it should be possible for students to have produced 3 different working products</p>	<p><b>Subject content:</b> Each term students will have their technological capability assessed through <b>Design, Make</b> and <b>Evaluate</b> tasks as well as increasing their in-depth <b>Technical Knowledge</b></p>
<p><b>Autumn 1:</b> <u>Design, Making and Evaluating</u> <u>Pull-Toy Project</u> Students follow the design process to design and make a fully function 3D product that incorporates a simple mechanism Students fully evaluate their research ideas and 3D outcomes developing technical understanding and aesthetic appreciation including modification <b>Strong links to Science – Year 7 Unit 4 ‘Force, Speed and Pressure’</b></p> <p><b>Autumn 2:</b> <u>Design, Making and Evaluating</u> <u>Pull-Toy Project</u> Students follow the design process to design and make a fully function 3D product that incorporates a simple mechanism Students fully evaluate their research ideas and 3D outcomes developing technical understanding and aesthetic appreciation including modification <b>Strong links to Science – Year 7 Unit 4 ‘Force, Speed and Pressure’</b></p> <p><b>Spring 1:</b> <u>Design, Make and Evaluate</u> <u>Clock Project</u> Working to a given Brief and Specification students develop their technical drawing skills and make a given idea showing understanding of safe working practice, choice of tools and manufacturing techniques. Technical knowledge of working with materials <b>Strong links to maths – nets (clock packaging/boxes) and perspective drawing (yr8 Delta Autumn1 plan and elevations)</b> <b>Links to Art – Design process</b></p> <p><b>Spring 2:</b> <u>Design, Make and Evaluate</u> <u>Clock Project</u></p>	<p><u>Design, Making and Evaluating</u> N.C. reference DTa1, DTa2, DTscD1, DTscD2, DTscD3, DTscD4, DTscM1, DTscE3, DTscT1</p> <p><u>Design, Making and Evaluating</u> N.C. reference DTa1, DTa2, DTscD1, DTscD2, DTscD3, DTscD4, DTscM1, DTscE3, DTscT1</p> <p><u>Making and Evaluating</u> N.C. reference DTa1, DTscD5, DscM1, DTscM2, DTscE3, DTscT1,</p> <p><u>Making and Evaluating</u> N.C. reference DTa1, DTscD5, DscM1, DTscM2, DTscE3, DTscT1,</p>

<p>Working to a given Brief and Specification students develop their technical drawing skills and make a given idea showing understanding of safe working practice, choice of tools and manufacturing techniques. Technical knowledge of working with materials</p> <p><b>Strong links to maths – nets (clock packaging/boxes) and perspective drawing (yr8 Delta Autumn1 plan and elevations)</b></p> <p><b>Links to Art – Design process</b></p> <p><b>Summer 1:</b>  <u>Design Make and Evaluate</u>  Smart phone holder</p> <p><b>New SOW; not written yet, will make curriculum links once it has been complete.</b></p> <p><b>Summer 2:</b>  <u>Design Make and Evaluate</u>  Smart phone holder</p> <p><b>New SOW; not written yet, will make curriculum links once it has been complete.</b></p>	<p><u>Design Make and Evaluate</u></p> <p><u>Design Make and Evaluate</u></p>
<p><b>Key assessment points</b></p>	
<ul style="list-style-type: none"> <li>• Students will be assessed at the end of each design and make task</li> <li>• Students will complete a workbook to support the learning and to chronicle the knowledge and skills built through each unit of work completed</li> <li>• Specific questioning linked to Maths and Science through each project undertaken</li> <li>•</li> </ul>	
<p><b>Christian ethos</b></p>	
<p>Design and technology creates moral dilemmas on a range of levels. The Christian ethos of the school will be incorporated into the delivery of the scheme of work and referenced at key points where decisions need to be made on such areas as choice of materials, reasons for choice and implications for use of and provenance of chosen materials. The bigger questions of the design process and its implications on all levels of society will be reinforced through explicit referencing to the schools' Christian ethos in the day to day delivery of the Design and Technology curriculum</p> <p>Within all lessons teachers will model the importance of kindness, honesty, forgiveness and the importance of treating each other how we wish to be treated in all we do in order to ensure students actively develop these important behaviours. Students will also be regularly reminded to be polite, respectful and show good manners to everyone they meet. Students will also be taught to understand and respect other points of view, especially important when expressing opinions and evaluating Design &amp; Technology ideas, processes and outcomes.</p>	
<p><b>British values</b></p>	
<p>British values are regularly promoted through high quality teaching of Design &amp; Technology and by a positive behaviour policy which allows students to develop and demonstrate skills and attributes that will allow them to contribute in a positive manner in Modern Britain. These values and attitudes are promoted and reinforced by all staff and used to provide a model of behaviour for all our students.</p>	