



Subject: Textiles

Design and Technology Textiles allows students to learn and explore practical making techniques in a safe and supportive Textiles workroom. Students learn a range of design strategies and realise these designs into high quality, creative and functional products. They consider the needs of others and the effect products can have on society and the environment, this knowledge will help them develop into responsible designers and consumers.

Key Stage Three

KS3 DT Textiles: Through practical design-and-make projects, students develop their skills to realise their design ideas. Students study DT Textiles for one term each year. In Year 7, we learn how to design and make a high quality re-usable shopping bag made from sustainable materials and inspired by the early 20th Century Design Movement Art Deco. Students learn key skills in using the sewing machine safely, independently and accurately, hand embroidery, pattern design and sublimation printing. We consider the impact of our product on the environment. We encourage resilience and perseverance in a safe and supportive environment. In Year 8, we learn how to design and make a tie-dye skirt with a bias-bound casing for elastic and optional applique detail. Students build on skills from year 7 and develop greater accuracy and finish in their work. Students research a chosen theme and use this to inspire the pattern/motifs which will be applied to their skirt. We explore the impact of dying on the environment and look into fashion history.

Key Stage Four

Standing on the foundations of the KS3 projects, students study more complex theory and practical techniques in the Textiles workroom with more detail and breadth of scope.

Year 9 students explore a variety of different fabrics and make a patchwork toiletries bag or kit bag incorporating Textiles process such as Digital machine embroidery, block printing and reverse applique. They move on to creatively manipulate a large black T-shirt into a Little Black Dress and design and make a complementary removable belt or collar using a variety of different wet and dry processes and fastenings.

Year 10 students learn technical pattern cutting and dressmaking techniques used in industry and create a totally wearable summer dress from an 'own choice' fabric. Students move on to design and make a complex and challenging soft furnishing for a teenager's bedroom.

Year 11 students start their Non exam assessed (NEA) project where they choose a context set by the exam board AQA. They investigate their context, produce a design specification, design and make a product of their choice and then text and evaluate it. Alongside their NEA they will learn related textiles theory to prepare them for the final GCSE exam.



Curriculum Breakdown Key Stage Three: Year 7

Yr. 7 D&T Textiles PROJECT:	
Mini-Project	Plastic pollution revolution – Reusable bag project
Content	<ul style="list-style-type: none">❖ Analysing and understanding the work of other designers in the Art Deco style.❖ Introduction to market research and specifications.❖ Develop competence in machine and hand sewing techniques.❖ Develop pattern designing skills.❖ Understand how to print onto fabric using Sublimation printing process.❖ Understand the impact of design and manufacture on the environment.❖ 3R's of sustainability.

Curriculum Breakdown Key Stage Three: Year 8

Yr. 8 D&T Textiles PROJECT:	
Mini-Project	Tie dye skirt project
Content	<ul style="list-style-type: none">❖ Experimenting with a range of tying and dyeing techniques❖ Understanding the impact that dyeing textiles has on the environment.❖ Develop dressmaking skills including: cutting fabric, sewing open flat seams, hems, bias-binding, elastic casings.❖ Develop skills using applique to add pattern to Textiles.❖ Develop fashion design skills using a choice of themes.❖ Explore the work of a famous British fashion designer: Mary Quant.❖ Recognise and identify fashion from different time periods.

Curriculum Breakdown Key Stage Four: Year 9

Yr. 9 GCSE DT Textiles: Term 1	
Mini-Project	Patchwork toiletries or kit bag
Content	<ul style="list-style-type: none">❖ The lifecycle of a textiles product and its impact on the environment at each stage.❖ Fashion industry ethics. Case study: Zara and Primark❖ Deliberate practice to develop skilled sewing machine control❖ Better understanding of sewing machine settings❖ A variety of more complex Textiles processes including: Block printing, Patchwork, Digital embroidery, Lining, Bagging out,



	<p>working with difficult fabrics (Waterproof Nylon), Drawstring casings, Eyelet punching.</p> <ul style="list-style-type: none"> ❖ Technical design skills ❖ Testing and Tolerances and Evaluation. ❖ Introduction to textiles fibres and fabric construction. ❖ Writing more in depth specifications for products.
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Yr. 9 GCSE DT Textiles: Term 2 - 3

Mini-Project	Little black dress with complimentary belt/collar inspired by a non-western culture
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Content	<ul style="list-style-type: none"> ❖ Working with stretch fabric ❖ Creative and experimental draping and modelling on the mannequins ❖ Fashion illustration ❖ 3D fabric manipulation – Pleats, Pin tucks, gathering ❖ Textiles processes – Batik, Sublimation printing, screen printing, digital printing ❖ Paper pattern cutting ❖ Exploring a variety of design techniques ❖ Investigating Non-Western cultures and their textiles ❖ Surface decoration design ❖ Industrial production techniques ❖ More in-depth fibre and fabric construction theory
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Curriculum Breakdown Key Stage Four: Year 10

Yr. 10 GCSE DT Textiles: Term 1

Mini-Project	Technical dressmaking project
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Content	<ul style="list-style-type: none"> ❖ Working with paper patterns including pattern cutting adjustments. ❖ Marking out, Layplans and cutting out fabric ❖ Selection of materials and components ❖ Inserting zips ❖ Standard stocks and forms ❖ More complex Dressmaking processes: Darts, Facings and a variety of seams and hems. ❖ Intro to more complex technical textiles fibres. ❖ Ecological and social footprint of textiles and fashion industry ❖ Specialist textile tools and equipment
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Yr. 10 GCSE DT Textiles: Term 2

Mini-Project	Interior design project for teenagers bedroom
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Content	<ul style="list-style-type: none"> ❖ Investigation into a theme ❖ Design strategies including collaborative design
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	<ul style="list-style-type: none"> ❖ Building confidence in independent design decision making and problem solving. ❖ In depth market research using primary and secondary data including Anthropometrics ❖ Electronics in Textiles ❖ Key environmental, social and economic issues surrounding the textile and fashion industry ❖ Product analysis ❖ Energy generation ❖ 3D modelling ❖ Independently sourcing fabrics and components ❖ Quality assurance and quality control ❖ Investigating alternative materials – Paper, board, wood, metal and plastic
Yr. 10 GCSE DT Textiles: Term 3	
Project	Introduction to Non-Exam Assessed (NEA 50%) contexts set by exam board (AQA)
Content	<ul style="list-style-type: none"> ❖ Investigate context ❖ Choose direction of project ❖ Start initial market research

Curriculum Breakdown Key Stage Four: Year 11

Yr. 11 GCSE DT Textiles: Term 1 - 2	
Project	Continue NEA and Exam theory
Content	<ul style="list-style-type: none"> ❖ Investigation and market research ❖ Design Specification ❖ Initial designing ❖ Design development and prototypes ❖ Final product manufacture ❖ Testing and evaluation throughout ❖ Theory taught alongside NEA.

Yr. 11 GCSE DT Textiles: Term 3	
Project	NEA and Exam theory
Content	<ul style="list-style-type: none"> ❖ Final testing and evaluation of NEA project ❖ Revision in preparation for final written Examination. 50% of GCSE.



Subject: Food Technology

Our school recognises the importance of a healthy diet and the significant connection between a healthy diet and a student's ability to learn effectively. We are dedicated to providing an environment that promotes healthy eating and enable all students to make informed food choices. This is being achieved by the whole school approach to healthy food provision and a comprehensive Food and Nutrition education curriculum.

Key Stage Three

As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. In years 7 and 8 we: *Study the principles of nutrition and health. *Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. *Develop competence in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] *Explore the source, seasonality and characteristics of a broad range of ingredients.

Key Stage Four

The GCSE Food Preparation and Nutrition course enables students to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. The course includes:

1. Food commodities – studied in food groups to represent into all areas of the Eatwell Guide
2. Principles of nutrition – Macronutrients and micronutrients
3. Diet and good health – specific dietary needs at all stages of the life cycle
4. The science of food – the working characteristics and the chemical properties
5. Provenance- where food comes from
6. Cooking and food preparation- to include a wide range of technical skill



Curriculum Breakdown Key Stage Three: Year 7

Yr. 7 D&T Cooking and Nutrition: PROJECT:	
Mini-Project	Diet and Health
Content	<ul style="list-style-type: none">❖ Understanding the basics of nutrition.❖ Cook a repertoire of predominantly savoury dishes.❖ Develop competence in a range of cooking techniques.❖ Identifying and using kitchen utensils.❖ Using hobs and ovens safely.❖ Sensory characteristics of food.❖ Explore the source, seasonality and characteristics of a broad range of ingredients.

Curriculum Breakdown Key Stage Three: Year 8

Yr. 8 D&T Cooking and Nutrition:	
Mini-Project	Food and Cooking
Content	<ul style="list-style-type: none">❖ Principles of nutrition and health.❖ Cook a repertoire of predominantly savoury dishes.❖ Develop competence in a range of cooking method.❖ Using utensils and electrical equipment.❖ Applying heat in different ways.❖ Sensory characteristics of food.❖ Explore the source, seasonality and characteristics of a broad range of ingredients.

Curriculum Breakdown Key Stage Four: Year 9

Yr. 9 GCSE Food Preparation and Nutrition: Term 1	
Mini-Project	Fruit and vegetables (fresh, frozen, dried, canned and juiced)
Content	<ul style="list-style-type: none">❖ Where the commodity comes from (rearing / growing / harvesting). Classification.❖ Methods and skills involved in cooking the commodity❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content.❖ Nutritional value of the commodity.❖ Scientific experimentations, using the commodity.❖ Enzymic browning/oxidation



Yr. 9 GCSE Food Preparation and Nutrition: Term 2	
Mini-Project	Milk, cheese and yoghurt
Content	<ul style="list-style-type: none">❖ Where the commodity comes from (rearing / growing / harvesting).❖ Methods and skills involved in cooking the commodity❖ Primary and secondary processing.❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content.❖ Nutritional value of the commodity.❖ Scientific experimentations, using the commodity.

Yr. 9 GCSE Food Preparation and Nutrition: Term 3	
Mini-Project	Bread, cereals, flour, oats, rice, potatoes, pasta
Content	<ul style="list-style-type: none">❖ Where the commodity comes from (rearing / growing / harvesting).❖ Methods and skills involved in cooking the commodity❖ Primary and secondary processing.❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content.❖ Nutritional value of the commodity.❖ Scientific experimentations, using the commodity.

Curriculum Breakdown Key Stage Four: Year 10

Yr. 10 GCSE Food Preparation and Nutrition: Term 1	
Mini-Project	Meat, fish, poultry, eggs
Content	<ul style="list-style-type: none">❖ Where the commodity comes from (rearing / growing / harvesting).❖ Methods and skills involved in cooking the commodity❖ Primary and secondary processing.❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content.❖ Nutritional value of the commodity.❖ Scientific experimentations, using the commodity.



Yr. 10 GCSE Food Preparation and Nutrition : Term 2	
Mini-Project	Butter, oils, margarine, sugar and syrup
Content	<ul style="list-style-type: none"> ❖ Where the commodity comes from (rearing / growing / harvesting). ❖ Methods and skills involved in cooking the commodity ❖ Primary and secondary processing. ❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content. ❖ Nutritional value of the commodity. ❖ Scientific experimentations, using the commodity.

Yr. 10 GCSE D&T Food Preparation and Nutrition: Term 3	
Mini-Project	Soya, tofu, beans, nuts, seeds
Content	<ul style="list-style-type: none"> ❖ Where the commodity comes from (rearing / growing / harvesting). ❖ Methods and skills involved in cooking the commodity ❖ Primary and secondary processing. ❖ How the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content. ❖ Nutritional value of the commodity. ❖ Scientific experimentations, using the commodity.

Curriculum Breakdown Key Stage Four: Year 11

Yr. 11 GCSE Food Preparation and Nutrition: Term 1	
Mini-Project	NEA 1
Content	<ul style="list-style-type: none"> ❖ Diet and good health ❖ Research, plan, prepare and evaluate, food science experiment, based on brief sent down from exam board.

Yr. 11 GCSE D&T Food Preparation and Nutrition: Term 2	
Mini-Project	NEA2 (35% of GCSE)
Content	<ul style="list-style-type: none"> ❖ Research, plan, prepare and evaluate, three technical dishes and accompaniments, based on brief sent down from exam board.

Yr. 11 GCSE D&T Food Preparation and Nutrition: Term 3	
Mini-Project	❖ Revision in preparation for final written Examination. 50% of GCSE.
Content	



Subject: Product Design

Products that we use every day are ever changing. This course will teach you how to identify a problem or need, design a product to solve it or meet the need. You will learn a range of techniques to make effective products and meet specific briefs.

Key Stage Three

Through practical design-and-make projects, students learn real-world higher-order thinking and skills. The focus is on learning new practical and thinking skills through deliberate practice, then putting them into action to develop collaborative working, resilience, adapting to failure and reflecting on failures and successes throughout the project. This sets the foundation for further development at KS4 and 5, of both skills and higher-order thinking processes, which are such vital tools for children to take into adult life.

Key Stage Four

Standing on the foundations of the KS3 projects, student study more complex theory and practical techniques in the workshop, with more detail and breadth of scope. For instance, CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) are integral parts of this stage of their Product Design journey. Following the AQA GCSE (8552) specification, students end the key-stage with a large design-and-make project which is worth 50% of the course, and write an exam which is worth the remaining 50%.

Key Stage Five

The A-Level Product Design course is led by the AQA A-Level (7552) specification. The first year is spent on design-and-make mini-projects to set up the knowledge and skills for a successful final year. The second year sees students designing and making a product which solves a problem for a client, recording evidence of your work in an e-portfolio. Theory work is taught in conjunction with the design and make work. There are also Mathematics and Science skills and knowledge which are taught and applied in designing and manufacturing contexts.



Curriculum Breakdown Key Stage Three: Year 7

Yr 7 D&T Product Design: HAPPY CITY PROJECT	
Mini-Project	<p>The project begins with three practical mini-projects to develop knowledge and understanding of the working properties of the most common plastics and woods. This equips students for the design and make task by working in pairs to solve a problem for the citizens of Happy City:</p> <p><u>Problem</u></p> <p>Due to major floods and pollution, the residents of Happy City have lost everywhere they live, work and play - their homes, community centres, libraries, schools: everything!</p> <p><u>Design Brief</u></p> <p>In pairs, you must identify a need for the people of Happy City. You will design and make a building or structure which solves this problem, making use of a variety of materials and processes. You must write a Specification stating what problem your structure solves, then design and make it. You have been given a hexagon of plywood on which to construct your structure. At the end of the project all of the structures will be built up into Happy City by locking them together. At the end of the project you and your peers must evaluate your building against your Specification to test how successful it is.</p> <p>You will be given a mannequin showing the size of the residents of Happy City, and your structure must be proportional to your mannequins, both wheelchair-bound and able-bodied.</p>
Content	<p><u>Materials Discovered/Developed</u></p> <ul style="list-style-type: none">• Dowel Rod• Plywood• Foam-core Board• Corriflute (corrugated polypropylene)• Plywood• Polypropylene sheet• Acrylic sheet• Styrofoam <p><u>Hard Skills Developed</u></p> <ul style="list-style-type: none">• Measure and mark dimensions• Drilling by hand and machine• Wasting material using hand tools and disc-sander• Wet & dry paper• Painting and masking to avoid colours mixing• Sawing by hand and machine



	<ul style="list-style-type: none"> • Joining wood and plastic (screws, glues) • Thermoforming plastics <p><u>Soft Skills Developed</u></p> <ul style="list-style-type: none"> • Team work and collaborative problem-solving • Evaluating setbacks in order to resolve them and improve • Creatively applying skills and knowledge to solve practical, hands-on problems <p><u>Tools/Processes</u></p> <ul style="list-style-type: none"> • Pillar drill • Hand drill • File • Sand-paper • Heat gun (with leather gloves and goggles) • Coping saw • Fretsaw (with goggles) • Tensol 12 Acrylic adhesive • PVA gluing • Disk sander • Line-bender • Glue-gun
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Curriculum Breakdown Key Stage Three: Year 8

Yr 8 D&T Product Design: COLOUR-CHANGING USB MOOD-LIGHT PROJECT	
Mini-Project	<p>This project raises the bar of expectations on accuracy and technical skill. The Year 7 Happy City project is more focussed on creativity and problem-solving, whilst this project develops the ability of students to work to a given specification with a balance between creative aspects, as well as working accurately to a given plan.</p> <p>The end product is a fully functional mood-light which plugs into a USB port, and changes through red, yellow, green and blue. The main body is wood, with an acrylic top. Whilst students do receive pre-cut components, the final product is very much a process of cutting and shaping to exacting tolerances and with a far wider range of skills than Year 7. This sets students up with a reasonable expectation of Product Design in KS4.</p>
Content	<p><u>Phase 1: Electronics Skills</u></p> <p><u>Material/Components</u></p> <p>USB-Powered mood-light self-assembly kit</p> <p><u>Tools/Equipment</u></p> <ul style="list-style-type: none"> • Soldering irons • Soldering iron tip cleaner • Lead-free silver solder



- Solder remover
- Wire strippers
- snips
- Red & Black wires

PPE

- Goggles
- Face Masks
- Aprons

Phase 2: Machine Skills

Material/Components

Students have one each of:

- 3mm plywood base (90x120mm precut)
- Pine length (320x15x70mm)

Tools/Equipment for finger-joint:

- Steel rules
- Tri-squares
- Pre-cut acrylic template for finger-joints
- Coping saw
- Fretsaw
- Mallets
- PVA glue
- Pins
- Pin-hammer

For extension task for more advanced students: Dowel Joint as well

- Pillar Drill
- Machine vice
- 6mm dowel pins
- Centre punch
- PVA glue

PPE

- Aprons, goggles when using machinery

Phase 3

Material/Components

- Assembled PCB (printed circuit board) without power-cord (Kitronik code 2131, page 16 of catalogue)
- Precut back (3mm ply, 120x70mm)
- LED clip/holder
- Self-adhesive Velcro (to fix the PCB to the base)

Tools/Equipment

- Steel rule
- Cordless drill/pillar drill



	<ul style="list-style-type: none"> • Pins • Pin-hammer • Soldering equipment <p><u>Phase 4: Creativity and Making Skills</u></p> <p><u>Material/Components</u></p> <ul style="list-style-type: none"> • Completed casing with functioning LED circuit • LED clip/holder <p><u>Tools/Equipment</u></p> <ul style="list-style-type: none"> • Any and all equipment may be used at the teachers' discretion, provided the student knows how to use the equipment safely and effectively.
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Curriculum Breakdown Key Stage Four: Year 9

Yr 9 GCSE D&T Product Design: Term 1	
Mini-Project	CAD vs Traditional Manufacture
Content	<p>Students design and make a keyring from acrylic, first making it by hand using traditional tools, then learning to use 2D CAD and the laser-cutter to make it.</p> <p>The aim is to develop a good foundation in fabrication and manufacturing skills, whilst also developing an understanding of manufacturing methods of the 21st century, with the pros and cons that each method brings.</p>

Yr 9 GCSE D&T Product Design: Term 2	
Mini-Project	Vacuum-Formed Chocolate Moulds and Packaging
Content	<p>Using both CAD and the laser-cutter as well as traditional tools, students make formers for chocolates, which are vacuum-formed and used to make a small batch of chocolates. Students then learn about packaging and designing nets from scratch. There is also a graphics aspect to this part of the mini-project.</p> <p>The aim is to develop knowledge of machines and processes as well as bring in understanding of manufacturing scales (one-off, batch, and mass). Students also start working to closer tolerances, with more of an expectation on overall quality and independence.</p>

Yr 9 GCSE D&T Product Design: Term 3



Mini-Project	Desk-Tidy Project
Content	<p>This is the first time Yr 9 do a larger project which a wider brief and more open outcomes. They choose a client, research them, and then set out the problem they will solve for their client, focussed around activities their client carries out at a desk/work surface.</p> <p>Students work more independently, producing a PowerPoint e-portfolio as one would for GCSE. They would follow the same section structure as GCSE classes when doing their NEA.</p>

Curriculum Breakdown Key Stage Four: Year 10

Yr 10 GCSE D&T Product Design: Term 1	
Mini-Project	Mechanisms: Levers, Linkages and Cranks, and making a 'Grabber' device
Content	<p>Students develop understanding of mechanisms, including linkages, cams and cranks. They design and make a litter-picker-style 'Grabber' for a specific user, investigating their anthropometrics and ergonomics. The design and manufacture of the grabber is challenging in both embracing failures along the road of designing, as well as incorporating many new skills and expectations of working to closer tolerances than before.</p>

Yr 10 GCSE D&T Product Design: Term 2	
Mini-Project	Laminated Finger-Skateboard and Pewter Jewellery
Content	<p>Students design and make a laminated plywood skateboard from scratch, using the CAD vinyl cutter to create decorations, and the bag-press to laminate the plywood into a profile appropriate for a finger skateboard. This consolidates the theory content on anthropometrics and ergonomics as learnt in the last project, and brings in learning about woods and their properties. The pewter-casting jewellery project develops skills of working with metals and understanding more about their mechanical and physical properties.</p>

Yr 10 GCSE D&T Product Design: Term 3	
Title	Begin formal NEA (Non-Examined-Assessment) and first major internal exam
Content	<p>Students would identify their client and begin interviewing and researching them (as they did in their last project of Yr 9), in preparation for the AQA contexts which are made available in June of that year. The first major internal mock exam occurs around mid-May. The exam is worth 50% of the overall mark for the GCSE, the NEA making up the other half.</p> <p>They will do section A (Investigating the Context) and Section B (Brief and Specification).</p>



Curriculum Breakdown Key Stage Four: Year 11

Yr 11 GCSE D&T Product Design: Term 1	
Title	NEA (Non-Examined-Assessment) and Examination preparation
Content	Students will consolidate what they did at the end of Yr 10, and begin designing (Section C), then making (Section D). Theory content is taught in conjunction with the practical activities where possible, as it improves understanding and recall.

Yr 11 GCSE D&T Product Design: Term 2	
Title	NEA (Non-Examined-Assessment) and Examination preparation
Content	The deadline for the NEA would be very soon after the beginning of term 3, so students would be completing manufacture (section D) and doing their final evaluation (section E). The NEA deadline would be a few weeks before the Easter Holidays, to give the teacher time to mark the work in time to send the results to AQA, usually by the second week of May (in term 3)

Yr 11 GCSE D&T Product Design: Term 3	
Title	Examination preparation
Content	Students will do practice papers, retrieval practice and use revision guides to revise all the content which has been taught over the course. The D&T exam is usually mid-May, only a few weeks after the start of the term.

Curriculum Breakdown Key Stage Five Product Design

A-Level Product Design: Term 1	
Projects	Yr 12 & 13: Box of Tricks (wood joints mini-project) Yr 12 only: Designing and making a mini-product using traditional and modern (CAD) methods Yr 13: Mock 1 exams
Content	Yr 12 mini-projects are focused on establishing a good foundation of practical skills, whilst developing sketching and creative skills. This also ensures that all students are on an overall level of knowledge and skills as they have come from a variety of schools and D&T/Art GCSE courses. Yr 12 do much of the theory work of the Yr 13 students, forming a good foundation for retrieval practice and deeper study later on.



	<p>Yr 13 are doing their NEA which began at the end of Term 3 in Yr 12. By this stage, they are on Section C (Designing), leading to Section D (Making) in November.</p> <p>Yr 13 do their first mock exam in December. Yr 12 do not sit mock exams at this stage.</p>
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A-Level Product Design: Term 2

Projects	<p>Yr 12: Blister packaging for their product from last term and first mini-NEA project, and first mock exam</p> <p>Yr 13: Section D (Making) and E (Testing and Evaluating) of NEA and Mock 2 exams</p>
Content	<p>This is the first time Yr 12 do a larger project which a wider brief and more open outcomes. They choose a client, research them, and then set out the problem they will solve for their client, focussed around activities their client carries out at a desk/work surface. Students work more independently, producing a PowerPoint e-portfolio as one would for Yr 13 NEA work. The final outcome will be a functioning prototype which solves a problem for their client, which will be tested and evaluated exhaustively. This mimics the process of designing and making at Yr 13.</p> <p>Yr 13 are completing their products in the weeks before Easter, then will focus entirely on theory content for the two exams, usually sat in early to mid-June.</p> <p>The end of January sees mock exams, for Yr 12 this is their first mock, and for Yr 13, their second. This is essential training since the course is 50% exam-based. There is preparation for the exam in the form of theory sessions, practical investigations into processes and machines in the workshop, and plenty of retrieval practice to identify areas of weakness which need to be addressed by students' individual revision out of class.</p>

A-Level Product Design: Term 3

Projects	<p>Yr 12: Beginning the final NEA project and Final Yr 12 Exams</p> <p>Yr 13: Final exams</p>
Content	<p>The Yr 12 students do their final Yr 12 exam around Mid-June, after which they begin their preparations for their main NEA project. At this stage, the expectation is that by the end of the school year they will have done Section A (Investigating the Context) and Section B (Design Brief and Specification).</p> <p>Yr 13 are doing past papers, retrieval practice and preparing for the final exams, which generally occur early to mid-June (two papers, the first 2½ hours, the second 1½ hours). The final assessment is based on 50% exam and 50% NEA assessment.</p>



Yr 7 D&t Rotations 2018-19

Code	Week A	Week B	Autumn Term	Teacher	Spring Term	Teacher	Summer Term	Teacher
7X3	Mon 1-2		Prod Design		Textiles		Food	
7X4			Food		Prod Design		Textiles	
7X5			Textiles		Food		Prod Design	
7Y1	Tues 5 & 7 (split by lunch)		Prod Design		Textiles		Food	
7Y2			Food		Prod Design		Textiles	
7Y3			Textiles		Food		Prod Design	
7X1	Fri 1-2		Prod Design		Food		Textiles	
7X2			Food		Textiles		Prod Design	
7Y4	Fri 3-4		Prod Design		Food		Textiles	
7Y5			Food		Textiles		Prod Design	

Yr 8 D&t Rotations 2018-19

Code	Week A	Week B	Autumn Term	Teacher	Spring Term	Teacher	Summer Term	Teacher
8X1	Mon 5 & 7 (split by lunch)		Prod Design		Food		Textiles	
8X2			Food		Textiles		Prod Design	
8Y1	Tues 1 - 2		Prod Design		Textiles		Food	
8Y3			Food		Prod Design		Textiles	
8Y5			Textiles		Food		Prod Design	
8X3	Wed 1-2		Prod Design		Textiles		Food	
8X4			Food		Prod Design		Textiles	
8X5			Textiles		Food		Prod Design	
8Y2	Fri 5 & 7 (split by lunch)		Prod Design		Food		Textiles	
8Y4			Food		Textiles		Prod Design	