

Subject Intent

The purpose of the DT curriculum at GMS is to develop students' creative ability to become independent problem solvers, allowing pupils to develop the skills needed to succeed in the wider world beyond GMS confidently.

*In KS1 and KS2, art alternates with D&T each half-term



Year 5/6

Yr4 Summer
Electrical Systems –
Torches

Yr4 Spring
Mechanical Systems –
Making a Slingshot Car

Yr3 Summer
Structures –
Constructing a Castle

4

Yr4 Autumn
Structure –
Pavilions

Yr 3 Spring
Digital World –
Wearable Technology

Yr2 Summer
Mechanisms –
Making a Moving Monster

3

Yr2 Spring
Mechanisms –
Fairground Wheel

Yr 3 Autumn
Cooking and Nutrition –
Eating Seasonally

Yr1 Summer
Cooking and Nutrition –
Smoothies

2

Yr2 Autumn
Structures – Baby Bear's
Chair

Yr1 Autumn
Structure –
Constructing a Windmill

Yr1 Spring
Textiles –
Puppets

1

YrR Summer 1
Where we Live

Yr R Summer 2
Science Detectives

YrR Spring 2
Spring in our Step

YrR Autumn 2
Standing Ovation

R

N

In Nursery, pupils use a range of materials and tools. They experiment with colour, design, texture, form and function.

YrR Spring 1
Castles, Knights and Dragons
Winter

YrR Autumn 1
Me and My World

Perseverance, Respect, Independence, Diversity, Excellence

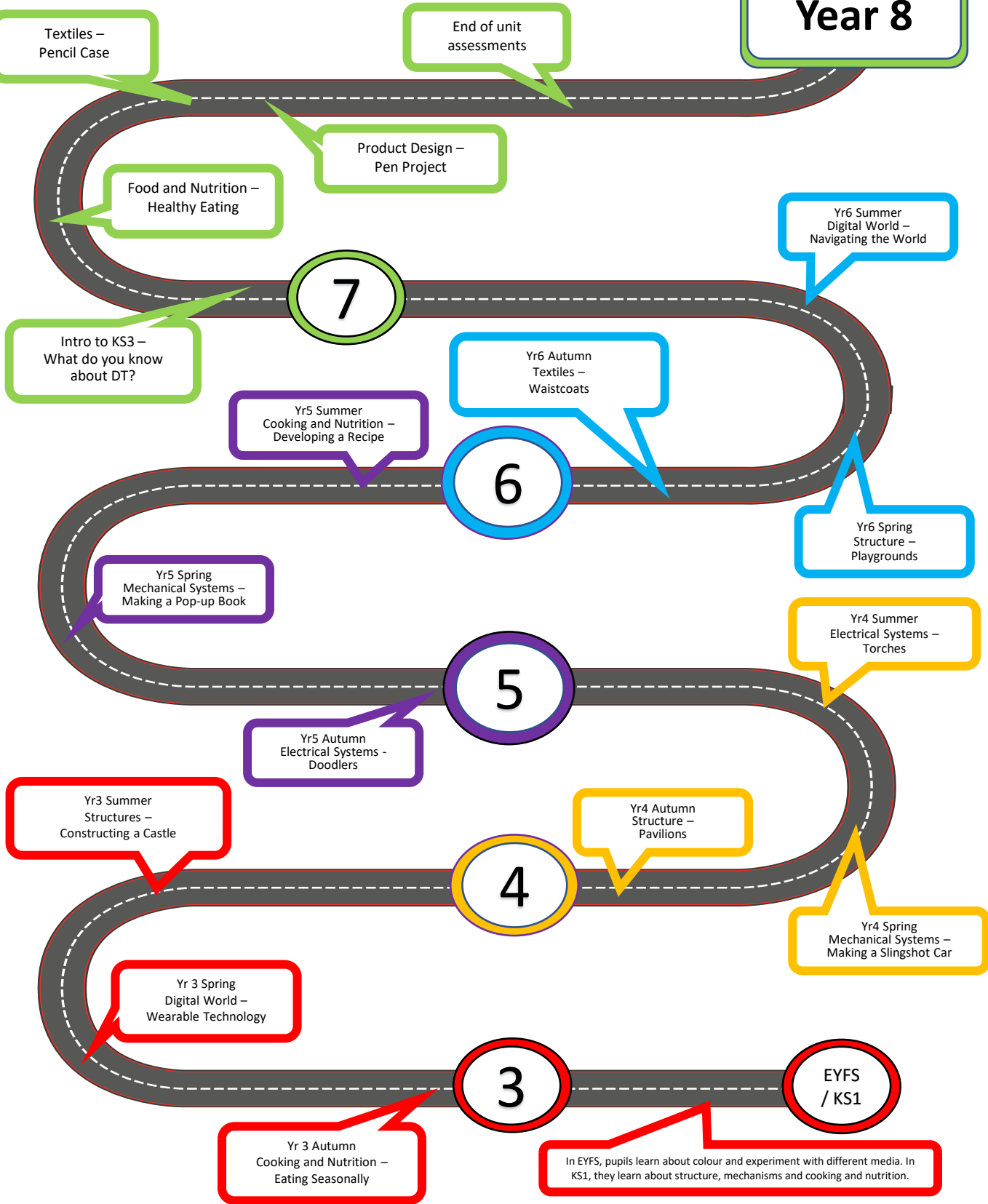


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Year 8





MORE IS IN ME

May Exams

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How its assessed
Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification

Non Exam assessment
Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification

How it's assessed
Component 1
Written exam: 2 hours
100 marks
50% of GCSE

Non-exam assessment (NEA)
Component 2: 30-35 hours approx
100 marks
50% of GCSE

Exam readiness theory retrieval

In depth Core Technical Principles Theory

Component 2: NEA contextual challenge

11

NEA Coursework development Section A - E

NEA Release 1/06 In depth Core Technical Principles Theory

Mini NEA Task 2 Specialism - Textiles Pyjamas; Polymer Amplifier; Technical Principles Theory

Mini NEA Task 1 Right fit shoe project Theory Chapter 1 and 5

Exam readiness theory retrieval

Hospitality and Catering in Action. Unit 2 Coursework and Exam

11

Unit 1: Hospitality and Catering in Industry Written exam 60%

10

WJEC Hospitality and catering Level 1/2

End of DT assessment

Design and Technology Textiles WJEC Eduqas GCSE

Strengthen your practical skills, develop deeper knowledge of specialisms and how these skills are applied successfully in industry.

Food and Nutrition Picnic project

Product Design Bottle opener project

End of unit assessment

9

Retrieval Mid term Assessments: What do remember?

Designing for Industry

Clubs!!

Textiles Tote Bag project

GCSE Options Taster Sessions

Textiles Sustainable cushion cover

Retrieval Mid term Assessments: What do remember?

Work in more depth on projects, honing your practical skills, improving your resilience & problem solving whilst developing independence in the work rooms.

End of unit assessments

8

Designing for others

Product Design Pen project

Food and Nutrition Healthy Eating

Food and Nutrition Foods from around the world

Product Design Mechanisms project

Develop core skills and knowledge to set the foundation of learning throughout all Key Stages.

TOP TIPS

Aesthetics Cost Customer Environment Safety Size Function Material

7

Designing for myself

6

Textiles Pencil Case

Intro to KS3 Mid term Assessments: What do you know about DT?

Develop DT skills, DT in the world around me, How to stay healthy.

Perseverance, Respect, Independence, Diversity, Excellence



KEEP CALM RETRIEVAL MAKES PERMANENT

Key Stage 4 Learning Journey

WJEC EDUQAS GCSE Design & Technology

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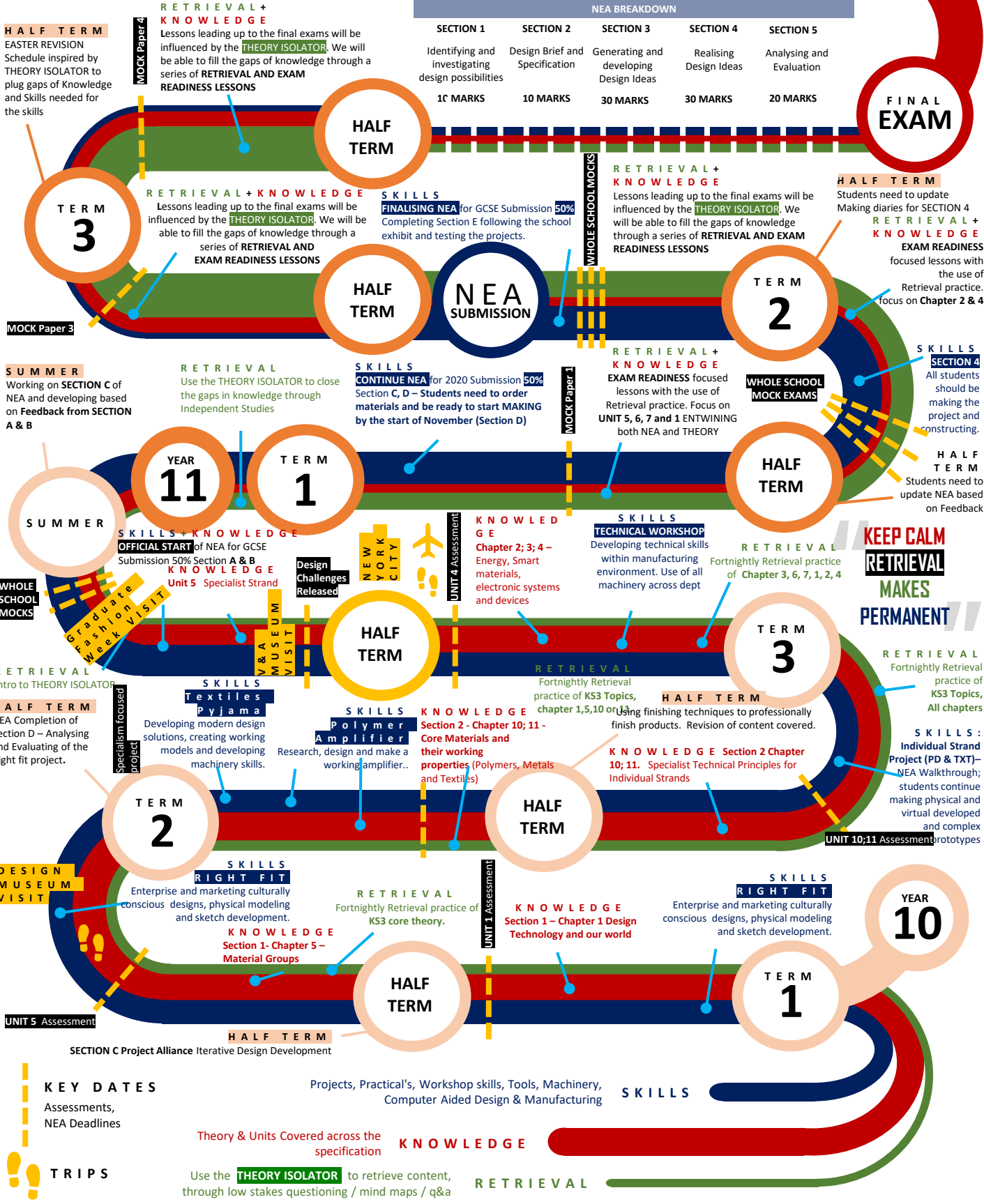


ASSESSMENT OBJECTIVE WEIGHTINGS FOR GCSE DESIGN AND TECHNOLOGY

10% NEA	30% NEA	10% NEA	10% EXAM	40% EXAM
AO1: Identify, investigate and outline design possibilities to address needs and wants.	AO2: Design and make prototypes that are fit for purpose.	AO3: Analyse and evaluate: • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology.	AO4: Demonstrate and apply knowledge and understanding of: • technical principles • designing and making principles.	

EXAM BREAKDOWN

Section 1 – Core technical principles (55 marks)	Section 2 – Specialist technical principles (20 marks)	Section B – Material based Designing and making principles (25 marks)
A mixture of short answer questions assessing a breadth of technical knowledge and understanding	Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.	A mixture of short answer and extended response questions.
Written exam: 2 hours	100 marks	50% of GCSE



NEA BREAKDOWN

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5
Identifying and investigating design possibilities	Design Brief and Specification	Generating and developing Design Ideas	Realising Design Ideas	Analysing and Evaluation
1C MARKS	10 MARKS	30 MARKS	30 MARKS	20 MARKS

FINAL EXAM

HALF TERM
Students need to update diaries for SECTION 4. RETRIEVAL + KNOWLEDGE EXAM READINESS focused lessons with the use of Retrieval practice. Focus on Chapter 2 & 4.

HALF TERM
Students need to update NEA based on Feedback

KEEP CALM RETRIEVAL MAKES PERMANENT

RETRIEVAL
Fortnightly Retrieval practice of KS3 Topics, All chapters

SKILLS: Individual Strand Project (PD & TXT) – NEA Walkthrough;
students continue making physical and virtual developed and complex

UNIT 10;11 Assessment prototypes

KEY DATES
Assessments, NEA Deadlines

TRIPS
Use the THEORY ISOLATOR to retrieve content, through low stakes questioning / mind maps / q&a

Theory & Units Covered across the specification
KNOWLEDGE
RETRIEVAL

SKILLS
Projects, Practical's, Workshop skills, Tools, Machinery, Computer Aided Design & Manufacturing