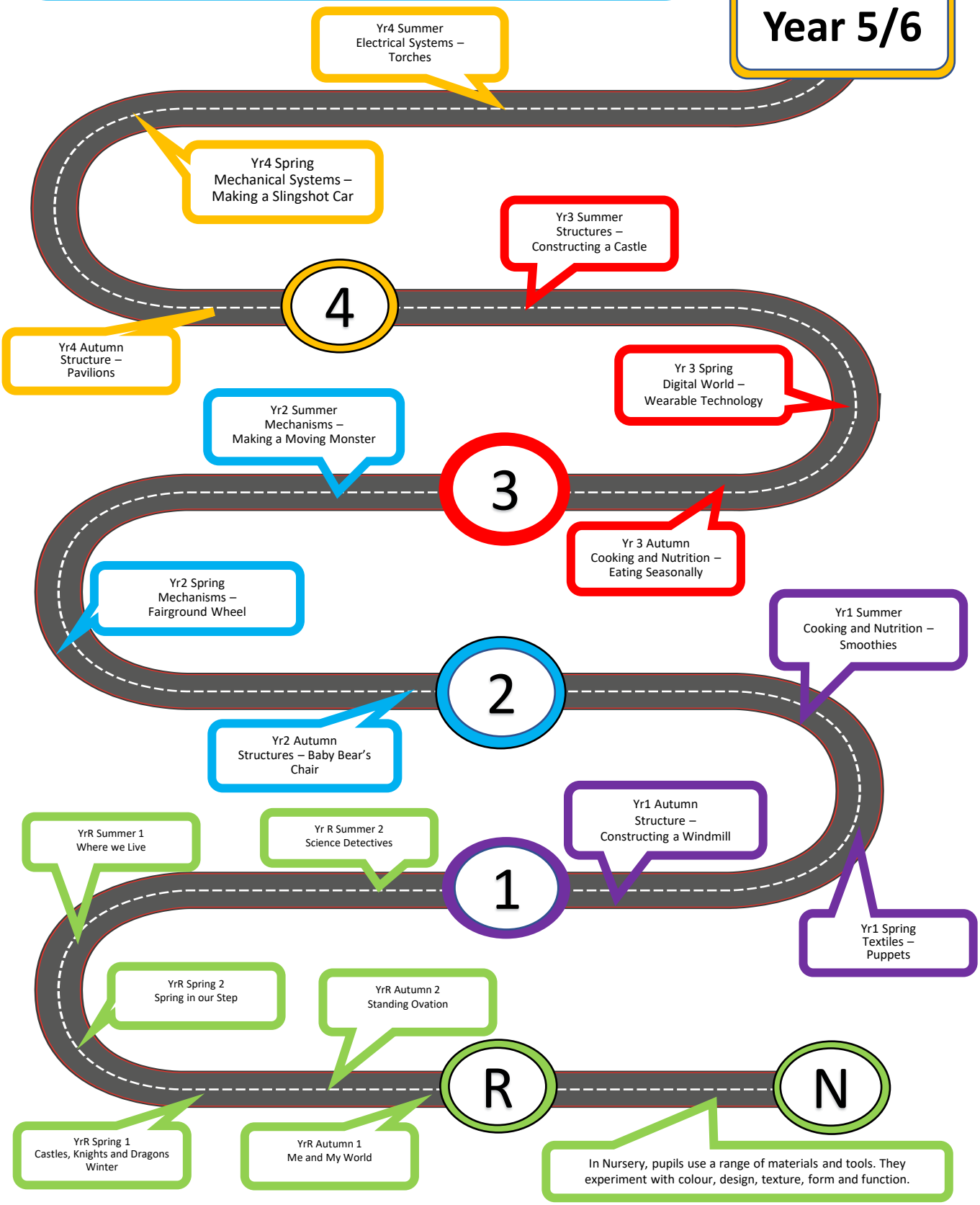
Subject Intent

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



Perseverance, **R**espect, **I**ndependence, **D**iversity, **E**xcellence

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 8

Textiles – Pencil Case

End of unit assessments

Product Design – Pen Project

Food and Nutrition – Healthy Eating

Yr6 Summer Digital World – Navigating the World

7

Intro to KS3 – What do you know about DT?

Yr6 Autumn Textiles – Waistcoats

Yr5 Summer Cooking and Nutrition – Developing a Recipe

6

Yr6 Spring Structure – Playgrounds

Yr5 Spring Mechanical Systems – Making a Pop-up Book

Yr4 Summer Electrical Systems – Torches

5

Yr5 Autumn Electrical Systems - Doodlers

Yr3 Summer Structures – Constructing a Castle

Yr4 Autumn Structure – Pavilions

4

Yr4 Spring Mechanical Systems – Making a Slingshot Car

Yr 3 Spring Digital World – Wearable Technology

3

EYFS / KS1

Yr 3 Autumn Cooking and Nutrition – Eating Seasonally

In EYFS, pupils learn about colour and experiment with different media. In KS1, they learn about structure, mechanisms and cooking and nutrition.

Perseverance, Respect, Independence, Diversity, Excellence

Department Intent

The DT curriculum at GMS is designed to develop students' creativity as independent problem solvers, leaving GMs with skills for their future.

MORE IS IN ME

KEEP CALM
RETRIEVAL
MAKES
PERMANENT

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

May Exams

In depth Core Technical Principles Theory

Exam readiness
theory retrieval

KS4 PD Opportunities
Trips:
Victoria and Albert museum
Graduate Fashion week
Design Museum

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

NEA Coursework development Section C-E

Component 2: NEA contextual challenge

11

KS4 PD Opportunities
Career workshops
London College of Fashion skills (offsite)
T-shirt design and customisation

GRADUATE FASHION WEEK

NEA Coursework development Section A&B

KS4 PD Opportunities
Guest speaker:
Fashion graduates
House of DZ Designer

V&A MUSEUM VISIT

NEA Release 1/06 In depth Core Technical Principles Theory

Yr9- PD opportunity:
T-shirt making workshop.
LCF Careers trip
Fashion graduate guest speakers
House of DZ Designer

Mini NEA Task 2
Specialism – Skill build, CAD/CAM
Technical Principles Theory

Mini NEA Task 1
Lifestyles or Pets Project
Theory Chapter 1 and 5

DESIGN MUSEUM VISIT

10

KS4: Design and Technology
Textiles & Product Design
WJEC Eduqas GCSE
GB4,5,6,7

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

End of DT assessment

Product Design
Moroccan lamp

End of unit assessment

9

Designing for Industry
GB4,5,6,7

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

Textiles
Tote Bag project

Retrieval Mid term Assessments: What do remember?

GCSE Options Tater Sessions

End of unit assessments

8

Designing for others
GB4

Textiles
Sustainable cushion cover

Retrieval Mid term Assessments: What do remember?

Food
Understanding carbs

Product Design
Photo stand

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

Product Design
Chocolate mould

Food
Foundations of Food

TOP TIPS
Aesthetics Cost Customer Environment
Safety Size Function Material

7

Designing for myself
GB 4

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

Key Stage 4 Learning Journey

WJEC EDUQAS GCSE Design & Technology

Department 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.

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) A mixture of short answer questions assessing a breadth of technical knowledge and understanding

Section 2 – Specialist technical principles (20 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section B – Material based Designing and making principles (25 marks) 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
10 MARKS	10 MARKS	30 MARKS	30 MARKS	20 MARKS

HALF TERM EASTER REVISION Schedule inspired by THEORY ISOLATOR to plug gaps of Knowledge and Skills needed for the skills

MOCK Paper 2

RETRIEVAL + KNOWLEDGE Lessons leading up to the final exams will be influenced by the THEORY ISOLATOR. We will be able to fill the gaps of knowledge through a series of **RETRIEVAL AND EXAM READINESS LESSONS**

HALF TERM

FINAL EXAM

TERM 3

RETRIEVAL + KNOWLEDGE Lessons leading up to the final exams will be influenced by the THEORY ISOLATOR. We will be able to fill the gaps of knowledge through a series of **RETRIEVAL AND EXAM READINESS LESSONS**

SKILLS FINALISING NEA for GCSE Submission 50% Completing Section E following the school exhibit and testing the projects.

HALF TERM

NEA SUBMISSION

MOCK Paper 3

WHOLE SCHOOL MOCKS

RETRIEVAL + KNOWLEDGE Lessons leading up to the final exams will be influenced by the THEORY ISOLATOR. We will be able to fill the gaps of knowledge through a series of **RETRIEVAL AND EXAM READINESS LESSONS**

HALF TERM Students need to update Making diaries for SECTION 4

RETRIEVAL + KNOWLEDGE **EXAM READINESS** focused lessons with the use of Retrieval practice. focus on **Chapter 2 & 4**

TERM 2

SUMMER Working on **SECTION C** of NEA and developing based on **Feedback from SECTION A & B**

RETRIEVAL Use the THEORY ISOLATOR to close the gaps in knowledge through Independent Studies

SKILLS CONTINUE NEA for Final Submission 50% Section **C, D – Students need to order materials and be ready to start MAKING by the start of November (Section D)**

MOCK Paper 1

RETRIEVAL + KNOWLEDGE **EXAM READINESS** focused lessons with the use of Retrieval practice. Focus on **UNIT 5, 6, 7 and 1** ENTWINING both NEA and THEORY

WHOLE SCHOOL MOCK EXAMS

SKILLS SECTION 4 All students should be making the project and constructing.

HALF TERM Students need to update NEA based on Feedback

HALF TERM

YEAR 11 TERM 1

SKILLS + KNOWLEDGE OFFICIAL START of NEA for GCSE Submission 50% Section **A & B**

KNOWLEDGE Unit 5 Specialist Strand

Design Challenges Released

UNIT 4 Assessment

KNOWLEDGE **Chapter 2; 3; 4 –** Energy, Smart materials, electronic systems and devices

SKILLS TECHNICAL WORKSHOP Developing technical skills within manufacturing environment. Use of all machinery across dept

RETRIEVAL Fortnightly Retrieval practice of **Chapter 3, 6, 7, 1, 2, 4**

"KEEP CALM RETRIEVAL MAKES PERMANENT"

WHOLE SCHOOL MOCKS

Graduate Fashion Week VISIT

V&A MUSEUM VISIT

RETRIEVAL Intro to THEORY ISOLATOR

HALF TERM NEA Completion of Section D – Analysing and Evaluating of the Right fit project.

SKILLS Textiles sampling Developing modern design solutions, creating working models and developing machinery skills.

SKILLS Polymer Amplifier Research, design and make a working amplifier..

KNOWLEDGE **Section 2 - Chapter 10; 11 - Core Materials and their working properties** (Polymers, Metals and Textiles)

RETRIEVAL Fortnightly Retrieval practice of **KS3 Topics, chapter 1,5,10 or 11**

HALF TERM Using finishing techniques to professionally finish products. Revision of content covered.

KNOWLEDGE **Section 2 Chapter 10; 11.** Specialist Technical Principles for Individual Strands

HALF TERM

TERM 3

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 prototypes

UNIT 10;11 Assessment

TERM 2

DESIGN MUSEUM VISIT

SKILLS RIGHT FIT Physical modeling, skill development sketching and analysis.

RETRIEVAL Fortnightly Retrieval practice of **KS3 core theory.**

KNOWLEDGE **Section 1- Chapter 5 – Material Groups**

UNIT 1 Assessment

KNOWLEDGE **Section 1 – Chapter 1 Design Technology and our world**

SKILLS Mini NEA Market research, product analysis and initial designs relating to context

HALF TERM

TERM 1

YEAR 10

UNIT 5 Assessment

HALF TERM **SECTION C Project Alliance** Iterative Design Development

KEY DATES Assessments, NEA Deadlines

TRIPS

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

Theory & Units Covered across the specification — **KNOWLEDGE**

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