

Year 7 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	Character (SMSC & Values)	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Tier 2/3 Vocabulary every lesson - meanings and etymology ❖ Use of texts to support reading/research ❖ Group presentations - Oracy ❖ Use of cold calling oracy in lesson questioning 	<ul style="list-style-type: none"> ● SMSC: Sustainability - FSC ● Values taught through moral choices when designing products ● Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, 	<ul style="list-style-type: none"> ● The role of a Designer ● How skills learnt in DT are transferable to other subjects and career paths (Eg Problem Solving) 	<ul style="list-style-type: none"> ● Links to historical design movements and prominent designers. ● Investigation and use of cultural patterns in design. 	<ul style="list-style-type: none"> ● Using research and exploration, such as the study of different cultures, to identify and understand user needs
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Design and evaluation Design Era Clock (30 Marks) ❖ Manufacturing of Prototype Model (30 Marks) ❖ End of Module Theory Test (30 marks) 			<ul style="list-style-type: none"> ● Research ● Moodboard 	<ul style="list-style-type: none"> ● Research ● Moodboard ● Timbers ● Design and Design development
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum (<i>including KS2</i>)
Intro to project <i>Lesson 1-4</i>	<ul style="list-style-type: none"> ★ Intro to subject, careers and DT links ★ Sustainability - Meaning in terms of design and 6 Rs ★ Research of design movements and the work of others (Cultural design,) ★ Categories of timber (softwoods, hardwoods, manufactured boards), properties & characteristics of timber, sustainability factors of timber, joining techniques for timber, finishes for timber ★ Types of timber joints 	GCSE Link: → 7.2 The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint → 1.13 Investigate the work of others Wider Curriculum Links:		<ul style="list-style-type: none"> ● Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists ● Analyse the work of past and present professionals and others to develop and broaden their understanding

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		<ul style="list-style-type: none"> → Links with Art, Geography & Science → Cultural SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → 6 Rs across all DT and progresses in depth in Y8/9 → Understanding how research influences design 	<ul style="list-style-type: none"> ● Use cultural design to influence and inspire design ideas and development
<p>Responding to a design brief & Specification</p> <p><i>Lesson 5</i></p>	<ul style="list-style-type: none"> ★ Design brief: Design Era Clock ★ Responding to a specification - consider constraints, materials and user needs ★ Developing a mood board based on the specification, brief and previous research 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 2.1 NEA Design and Develop <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Careers: (Product Design) <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Understanding Specification - links to All DT areas and future progression 	<ul style="list-style-type: none"> ● use research and exploration, to identify and understand user needs ● identify and solve their own design problems and understand how to reformulate problems given to them ● develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations ● use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses develop and communicate design ideas ● using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools
<p>Drawing Skills</p> <p><i>Lesson 6-7</i></p>	<ul style="list-style-type: none"> ★ Annotated sketches, design justification and development ★ Exploded drawing ★ Generating ideas - ideation ★ Rendering techniques 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 1.17 Communication to present ideas → 7.5.1 Stock forms/types: → 7.3.6 Cultural and ethical factors: → NEA: Design & Develop <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Maths (Scale) Art (use of media) → Career: CAD technician <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Basic design skills - drawing, perspective, CAD modelling to build onto more progressive techniques in Y8/9 	
<p>Manufacture</p> <p><i>Lesson 8-10</i></p>	<ul style="list-style-type: none"> ★ Cutting, shaping and finishing timber ★ Adhesives selection ★ Assessment: Design movement cultural pattern influence clock 		
<p>Evaluation</p>	<ul style="list-style-type: none"> ★ Assessment: Evaluation and annotation against specification 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → NEA: Evaluation <p>Wider Curriculum Links:</p>	<ul style="list-style-type: none"> ● test, evaluate and refine their ideas and products against a specification, taking into account the

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<p><i>Lesson 10</i></p>	<ul style="list-style-type: none"> ★ Peer and self-assessment ★ Recap skills and knowledge gained so far. ★ Review of design ideas compared to manufacture 	<ul style="list-style-type: none"> → English (Structure of an evaluation) <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Use of spec to evaluate and adapt design proposals 	<p>views of intended users and other interested groups</p>
<p>Manufacture And Evaluation</p> <p><i>Lesson 11-13</i></p>	<ul style="list-style-type: none"> ★ Cutting, shaping and finishing timber ★ Health and safety, use of modelling tools ★ Properties of timbers/polymers, adhesives ★ Assessment: Design movement cultural pattern influence clock 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → NEA: Manufacture <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Maths (Measurement & Scale) → Career: Model maker <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Introductory making skills to progress onto Y8/9 	<ul style="list-style-type: none"> • select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
<p>End of module Test & Reflection</p> <p><i>Lesson 14-15</i></p>	<ul style="list-style-type: none"> ★ Assessment: End of module test (Knowledge) ★ Review and reflection of marks ★ Links to careers and other subjects ★ Reflect on Learning Journey and DT mapping & progressions ★ Reflect on fundamental researching, designing, making and evaluation skills that will be consistently used through their DT Learning Journey. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Core Theory <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → English and Maths <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Knowledge recall through exam style questions 	<ul style="list-style-type: none"> •

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Year 8 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Tier 2/3 Vocabulary every lesson - meanings and etymology ❖ Use of texts to support reading/research ❖ Group presentations - Oracy ❖ Use of cold calling oracy in lesson questioning 	<ul style="list-style-type: none"> ● SMSC: Sustainability - Polymers and fossil fuels ● Values taught through moral choices when designing products ● Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, 	<ul style="list-style-type: none"> ● The role of a Designer ● How skills learnt in DT are transferable to other subjects and career paths (Eg Problem Solving) 	<ul style="list-style-type: none"> ● Links to historical design movements and prominent designers. ● Investigation and use of cultural patterns in design. 	<ul style="list-style-type: none"> ● Using research and exploration, such as the study of different cultures, to identify and understand user needs
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Design and evaluation Teenage Desk Tidy(30 Marks) ❖ Manufacturing of Prototype Model (30 Marks) ❖ End of Module Theory Test (30 marks) 			<ul style="list-style-type: none"> ● Research ● Moodboard ● CAD modelling 	<ul style="list-style-type: none"> ● Research ● Moodboard ● Timbers ● Design and Design development
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum <i>(including KS2)</i>
Responding to a design brief & Specification <i>Lesson 1 to 2</i>	<ul style="list-style-type: none"> ★ Design brief: teenage desk tidy ★ Responding to a specification - consider constraints, materials and user needs ★ Developing a mood board based on the specification, brief and previous research 	GCSE Link: → 2.1 NEA Design and Develop → 1.1.8 Production Techniques Wider Curriculum Links: → Careers: (Design) Sequencing Links: → Understanding Specification - links to All DT areas and future progression		<ul style="list-style-type: none"> ● use research and exploration, to identify and understand user needs ● identify and solve their own design problems and understand how to reformulate problems given to them ● develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations ● use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas

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			<p>and avoid stereotypical responses develop and communicate design ideas</p> <ul style="list-style-type: none"> • using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools
<p>Materials and properties</p> <p><i>Lesson 3</i></p>	<ul style="list-style-type: none"> ★ Sustainability - Meaning in terms of design and 6 Rs ★ Categories of timber (softwoods, hardwoods, manufactured boards), properties & characteristics of timber, sustainability factors of timber, joining techniques for timber, finishes for timber ★ Types of timber joints 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 1:12 The categorisation of the types, properties and structure of natural and manufactured timbers → 7.2.5 The physical characteristics of each timber: <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Links with Art, Geography & Science → Cultural SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → 6 Rs across all DT and progresses in depth in Y8/9 → Understanding how research influences design 	<ul style="list-style-type: none"> • Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists • Analyse the work of past and present professionals and others to develop and broaden their understanding • Use cultural design to influence and inspire design ideas and development
<p>Drawing Skills</p> <p><i>Lesson 4-5</i></p>	<ul style="list-style-type: none"> ★ Annotated sketches, design justification and development ★ Isometric drawing ★ Generating ideas - ideation ★ Rendering techniques 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 1.17 Communication to present ideas → 7.3.6 Cultural and ethical factors: → NEA: Design & Develop <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Maths (Scale) Art (use of media) → Career: Product Design, CAD Technician <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Basic design skills - drawing, perspective, CAD modelling to build onto more progressive techniques in Y8/9 	<ul style="list-style-type: none"> • use research and exploration, to identify and understand user needs • identify and solve their own design problems and understand how to reformulate problems given to them • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations • use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses develop and communicate design ideas • using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools
<p>Manufacture</p> <p><i>Lesson 6-10</i></p>	<ul style="list-style-type: none"> ★ Accuracy of cutting comb/finger joint. ★ Finishing of timber ★ Assessment: Manufacture of comb/finger joint box 		

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<p>Evaluation</p> <p><i>Lesson 10</i></p>	<ul style="list-style-type: none"> ★ Assessment: Evaluation and annotation against specification ★ Peer and self-assessment ★ Recap skills and knowledge gained so far. ★ Review of design ideas compared to manufacture 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → NEA: Evaluation <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → English (Structure of an evaluation) <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Use of spec to evaluate and adapt design proposals 	<ul style="list-style-type: none"> ● test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
<p>Manufacture And Evaluation</p> <p><i>Lesson 11-13</i></p>	<ul style="list-style-type: none"> ★ Applying timber fishes ★ Accuracy of finger joint ★ How their research has influenced their design work ★ Assessment: Final model of Desk Tidy 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → NEA: Manufacture <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Maths (Measurement & Scale) → Career: Model maker <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Introductory making skills to progress onto Y8/9 	<ul style="list-style-type: none"> ● select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
<p>End of module Test & Reflection</p> <p><i>Lesson 14-15</i></p>	<ul style="list-style-type: none"> ★ Assessment: End of module test (Knowledge) ★ Review and reflection of marks ★ Links to careers and other subjects ★ Reflect on Learning Journey and DT mapping & progressions ★ Reflect on fundamental researching, designing, making and evaluation skills that will be consistently used through their DT Learning Journey. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Core Theory <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → English and Maths <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Knowledge recall through exam style questions 	

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Year 9 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Tier 2/3 Vocabulary every lesson - meanings and etymology ❖ Use of texts to support reading/research ❖ Group presentations - Oracy ❖ Use of cold calling oracy in lesson questioning 	<ul style="list-style-type: none"> ● SMSC: Sustainability ● Values taught through moral choices when designing products ● Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers 	<ul style="list-style-type: none"> ● The role of a Designer ● How skills learnt in DT are transferable to other subjects and career paths (Eg Problem Solving) 	<ul style="list-style-type: none"> ● Looking at the work of others included in GCSE content. 	<ul style="list-style-type: none"> ● Using research and exploration, such as the study of different cultures, to identify and understand user needs
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Investigation, design and evaluation Biomimicry lamps (30 Marks) ❖ Manufacturing of Prototype Model (30 Marks) ❖ End of Module Theory Test (30 marks) 			<ul style="list-style-type: none"> ● Research ● Moodboard ● CAD 	<ul style="list-style-type: none"> ● Research ● Moodboard ● Timbers and Polymers ● Design and Design development
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum <i>(including KS2)</i>
<p><i>Intro to project Lesson 1</i></p>	<ul style="list-style-type: none"> ★ Intro to subject, careers and DT links ★ Sustainability - Meaning in terms of design and 6 Rs ★ Research into prototyping and the benefit ★ Iterative design process ★ Categories of timber (softwoods, hardwoods, manufactured boards), properties & characteristics of timber, sustainability factors of timber, joining techniques for timber, finishes for timber ★ Types of timber joints 	<p>GCSE Link: → 1.1 Investigation of needs and research</p> <p>Wider Curriculum Links: → Links with Art, Geography & Science → Cultural SMSC</p> <p>Sequencing Links: → 6 Rs across all DT now embedded → Understanding how research influences design</p>		<ul style="list-style-type: none"> ● Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists ● Analyse the work of past and present professionals and others to develop and broaden their understanding ● Use biomimicry design to influence and inspire design ideas and development

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<p>Responding to a design brief & Specification</p> <p><i>Lesson 2-4</i></p>	<ul style="list-style-type: none"> ★ Design brief: Biomimicry Lamp ★ Responding to a specification - consider constraints, materials and user needs ★ Developing a mood board based on the specification, brief and previous research 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 2.1 NEA Design and Develop → 7.6.2 Scales of production → 1:12 The categorisation of the types, properties and structure of natural and manufactured timbers → 7.2.5 The physical characteristics of each timber: <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Careers: (Architecture & Design) <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Understanding Specification - links to All DT areas and future progression 	<ul style="list-style-type: none"> ● use research and exploration, to identify and understand user needs ● identify and solve their own design problems and understand how to reformulate problems given to them ● develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations ● use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses develop and communicate design ideas ● using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools ● select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture ● select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties
<p>Drawing Skills</p> <p><i>Lesson 5-6</i></p>	<ul style="list-style-type: none"> ★ Annotated sketches, design justification and development ★ Exploded drawing ★ Generating ideas - ideation ★ Rendering techniques 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 1.17 Communication to present ideas → 7.8.1 Surface finishes and treatments: → NEA: Design & Develop <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Maths (Scale) Art (use of media) → Career: CAD technician, product design <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Basic design skills - drawing, perspective, CAD modelling to build onto more progressive techniques in Y8/9 	
<p>Manufacture</p> <p><i>Lesson 7-10</i></p>	<ul style="list-style-type: none"> ★ Iterative design ★ Apply theme to design outcome ★ Accuracy of corner halving joint ★ Assessment: Final model of Lamp 		
<p>Evaluation</p> <p><i>Lesson 10</i></p>	<ul style="list-style-type: none"> ★ Assessment: Evaluation and annotation against specification ★ Peer and self-assessment ★ Recap skills and knowledge gained so far. ★ Review of design ideas compared to manufacture 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → NEA: Evaluation <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → English (Structure of an evaluation) <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Use of spec to evaluate and adapt design proposals 	<ul style="list-style-type: none"> ● test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups

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<p>Manufacture And Evaluation</p> <p><i>Lesson 11-13</i></p>	<ul style="list-style-type: none"> ★ Finishing of timber ★ Health and safety, use of modelling tools ★ Assessment: Final model of lamp 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → NEA: Manufacture <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Maths (Measurement & Scale) → Career: Model maker <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Introductory making skills to progress onto Y8/9 	<ul style="list-style-type: none"> ● select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
<p>End of module Test & Reflection</p> <p><i>Lesson 14-15</i></p>	<ul style="list-style-type: none"> ★ Assessment: End of module test (Knowledge) ★ Review and reflection of marks ★ Links to careers and other subjects ★ Reflect on Learning Journey and DT mapping & progressions ★ Reflect on fundamental researching, designing, making and evaluation skills that will be consistently used through their DT Learning Journey. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Core Theory <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → English and Maths <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Knowledge recall through exam style questions 	