

Design and Technology

Overview of the year:		Ways to consolidate and extend your learning in Design and Technology:		
During this academic year students will learn and understand the basic properties of various materials. By the end of the year students should have developed and gained confidence when working with tools, machinery, and equipment. This will feed into their GCSE. Students will develop their knowledge on the Arts and crafts movement.		Students to familiarizing themselves with architecture in London and what design movements are. TV programs such as Grand Designs, How it's Made can provide an insight into the world of design, engineering and manufacture. Visits to the V&A museum, Design Museum and London Transport Museum will enhance what they are learning in lessons. Visiting the William Morris Gallery in Walthamstow.		
Half Term	Unit title	Knowledge	Skills	Assessment
1	Architectural lighting (Project 1)	What paper and card materials are available, their properties and possible uses. What a sustainable product is? Understand how cultural, social, and economic issues can affect design.	Ability to identify various paper and card materials and be able to apply specific examples to a practical outcome. To comprehend what design fixation is and evidence this when designing. Use of basic hand tools when using paper and card. Accurate marking, measuring, and cutting of material.	Knowledge based assessment on paper and card-based materials. Practical assessment of completed product.
2	Architectural lighting (continued) Steady Hand game (Project 2)	Continued project for Architectural light. What electronics systems are available, their properties and possible uses.	Continued skills for Architectural light. Ability to identify various electronics systems and be able to apply specific examples to a practical outcome. Use of basic hand tools. Evidencing accuracy when soldering and placing components in the circuit correctly.	Continued assessment for Architectural light. Knowledge based assessment on electronics systems. Practical assessment of completed product.
3	Steady Hand game (continued)	Continued project for steady hand game.	Continued skills for steady hand game.	Continued assessment for steady hand game.
4	Trinket box (Project 3)	What wood-based materials are available, their properties and possible uses. Study of William Morris.	Ability to identify various wood-based material and be able to apply specific examples to a practical outcome. Use of basic hand tools and some machinery. Accurate marking, measuring, cutting, and abrading of material. Evaluate and analyse to work of others.	Knowledge based assessment on wooden based materials. Including knowledge on the Arts and crafts movement (William Morris) and design movements. Practical assessment of completed product.

Design and Technology

5	<p>Trinket box (continued)</p> <p>Dragons den product and marketing (Project 4)</p>	<p>Continued project for trinket box.</p> <p>What metal-based materials are available, their properties and possible uses.</p>	<p>Continued skills for trinket box.</p> <p>Ability to identify various metal-based material and be able to apply specific examples to a practical outcome. Use of basic hand tools and some machinery. Accurate marking, measuring, cutting, and abrading of material. Ability to identify a need for a product and be able to deliver concepts. Students will be able to identify teamwork and management.</p>	<p>Continued assessment for trinket box.</p> <p>Knowledge based assessment on metal-based materials. Practical assessment of completed product.</p>
6	<p>Dragons den product and marketing (continued)</p>	<p>Continued project for Dragons den.</p>	<p>Continued skills for Dragons den project.</p>	<p>End of year assessment on years knowledge.</p>