**Curriculum Mapping 2022-23**  **Subject:**  **Design Technology Curriculum Leader RBr (Updated 04/09/2022) RED needs more thought...**

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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Spiral****Curriculum** | **Vertically integrated across Key Stages – Each KS** |
| **Skills** | **Benchmark Project** allows us to collect a RAG score on each NC skill. This can then be used for effecting T&L (DT intro project)**Design and Make Projects:**Handy Hook, Boat Race Projects – Researching, Designing, H&S, Tools and Equipment and Finishing Processes**Food:**Focused Practical Tasks (FPTs) include 8 basic recipes | **Benchmark Project** allows us to collect a RAG score on each NC skill. This can then be used for effecting T&L (Ergo Handle Project)**Design and Make Projects:**Jitterbug, Bird Box, and a collection of optional Projects – Researching, Designing, H&S, Tools and Equipment and Finishing Processes**Food:**Focused Practical Tasks (FPTs) include 3 basic recipes (Special occasion recipes) | **Benchmark Project** allows us to collect a score. This can then be used for effecting T&L (GCSE Unit 3 Materials)**FPT Projects:**Blended Plastic Key Ring, Metal Dog Tag, Wood Joint Box, Card House Model – *These are taught as FPTs only to allow for increased subject knowledge study.***Food:**Focused Practical Tasks (FPTs) include 3 basic recipes (Special occasion recipes) | **GCSE Design Technology:***Skills practice focuses on those required for NEA:* **Drawing:** Technical and design drawing practice over a range of one-off drawing exercises – builds confidence and expectations for NEA**Making:** TAF Lamp Project – pupils practice assembly of a product with a range of parts and skills in a similar scale and quality required for NEA. This builds confidence in practical skills | *All effort on NEA which is the culmination of all designing and making practice since Year7 which has built in complexity, skill and independence to enable confident making.***NEA (None Examined Assessment) :**Worth 50% of final grade. Started in Yr10 we work to complete by February Half Term**Exam Skills:** Exam practice in lesson starters, PPE preparation and Exam practice and Revision done after the NEA is complete. |
| **Knowledge & Understanding** **Key Topics per half Term**  | **National Curriculum:** Our HW and Design and Make Projects allow pupils to explore the NC Subjects Content and Learning Objectives. **Design Technology Lessons:** Basic Projects introduce pupils to the board range of design, make and analysis activities with focus on understanding the process. **Food:** Principles of Health and Nutrition SOW is followed**HW:** Topics cover Key DT words and, knowledge and process and well as basic material names | **National Curriculum:** Our HW and Design and Make Projects allow pupils to explore the NC Subjects Content and Learning Objectives. **Design Technology Lessons:** More complexProjects listed above allow opportunity to cover the broad range of the design process activities**Food:** Cultural awareness and designing for users' needs in the understanding and specifications of 3 practical's**HW:** Topics build in complexity and continue to look at material and other DT key topics such as the 6R’s | **Exam Content:**Unit 3 and 5 (and if time 6) are delivered via our excellent resources and activities. This builds on HW set in Yr7 & 8 and means GCSE basic Knowledge of Materials is already embedded pre - GCSE start in Yr10. As a transition year each Unit Section is followed by a practical FPT to enrich T&L and embed learning.  | *Unit 3 and 5 and maybe 6 have already been delivered to all pupils – this gives the required times for remaining units and NEA***Exam Content:** Units 1,2,4,7 delivered using excellent resources and theory lessons to be enriched with practical demos, activities, videos and handling collections.  | **Exam Content:** Units delivered...Exam practice and the recall and study/revision of the exam content will take the form of exam question starters, PPE exams and exam practice and revision lesson.By this point pupils have learnt and practices questions for all units. They will have many resources at their disposal to support the exam including: Folders with all Exam Content with pupils' notes, Lesson practice questions, Revision guide, Access to all digital resources with TEAMS, 2x practice PPEs and data acquired since the start of Yr9 will allow for **PLCs developed for each pupil to focus revision efforts** |
| **Common Assessment of Progress and Performance** **(CAPP)** **Evidence:** [03 KS3 DT Data 2022 to 2023.xlsx](https://cdarwinbromley.sharepoint.com/%3Ax%3A/s/CDSDesignTech/ES9-B3CARTtCoqYJhDiPi34Bgb2n6GHfgN-HsxKNNHji5Q?e=aDGJYi) & [02 KS4 DT Data 2023.xlsx](https://cdarwinbromley.sharepoint.com/%3Ax%3A/s/CDSDesignTech/ESoXIvejSrJKi3coVE-OwSEBNZdIBIdTDUrJEchz__ZTVA?e=UMRL5u) | **Threshold:** taken from most recently marked project (Which is marked with Threshold number and Effort score)**Effort:** taken from most recently marked project**HW:** Marking Grid shows running Average score | **Threshold:** taken from most recently marked project (Which is marked with Threshold number and Effort score)**Effort:** taken from most recently marked project**HW:** Marking Grid shows running Average score | **Threshold:** taken from most recently marked project (Which is marked with Threshold number and Effort score)**Effort:** taken from most recently marked project**HW:** Marking Grid shows running Average score | **CPG:** Informed by Unit HW and Lesson Activity Scores**MLG:** Calculated from NEA and Exam Predictions from latest data | **CPG:** Informed by NEA progress and Most recent Exam score**MLG:** Calculated from NEA and Exam Predictions from latest data |
| **Wider Curriculum including extracurricular opportunities;****SMSC, Careers & Employability, Literacy, Numeracy****Evidence:** [CDS Design Technology Literacy Policy](https://cdarwinbromley-my.sharepoint.com/personal/rbaker24_305_o365_cdarwin_com/_layouts/15/Doc.aspx?sourcedoc=%7B953258E4-A1DC-4F7E-AE8B-EF1AF5DD7D02%7D&file=DT%20Literacy%20Policy%20DT%20RBr%202022.docx&action=default&mobileredirect=true&DefaultItemOpen=1) & | **SMSC:** DT topics and projects lend themselves to T&L involving all aspects of SMSC**Careers & Employability:** Introducing pupils to the subjects allows for all variety of future opportunities to be discussed and highlighted. (Folder front statements)**Literacy:** Our Recall style, Subject Knowledge HW allows pupils to improve key DT literacy skills**Numeracy:** Projects involve many opportunities to build numeracy skills | **SMSC:** DT topics and projects lend themselves to T&L involving all aspects of SMSC**Careers & Employability:** Introducing pupils to the subjects allows for all variety of future opportunities to be discussed and highlighted. (Folder front statements)**Literacy:** Our Recall style, Subject Knowledge HW allows pupils to improve key DT literacy skills**Numeracy:** Projects involve many opportunities to build numeracy skills | **SMSC:** Topics mainly materials based and so a large focus on the environment and sustainability**Careers & Employability:** Opportunities throughout to link all learning to jobs**Literacy:** Note taking and dual coding used to highlight key terms and develop language for exam style questions in lesson and HW questions**Numeracy:** Projects involve many opportunities to build numeracy skills within the FPTs**Extra Support:** We support an open-door policy to pupils coming back at lunch or after school to use computers for HW | **SMSC:** Topics covered through remaining units cover a wide range of SMSC**Careers & Employability:** Opportunities throughout to link all learning to jobs**Literacy:** Note taking and dual coding used to highlight key terms and develop language for exam style questions in lesson and HW questionsPPE and Exam question lesson starters also focus on constructing detailed answers**Numeracy: TAF Lamp Project** involves opportunities to build numeracy skills**Extra Support:** We support an open-door policy to pupils coming back at lunch or after school to catch-up and have support with the NEA | **SMSC:** Pupils cover these issues within their NEA project looking at the Social, Moral and Environmental impact of their design proposals and are asked to consider this through development and to justify their final solution**Careers & Employability:** Opportunities throughout to link all learning to jobs. Pupil destinations discussed throughout as we always have a large amount of them entering trades, apprenterships and aspiring to design and architecture degrees**Literacy:** PPE and Exam question lesson starters also focus on constructing detailed answers. Exam practice and revision lessons will continue focus on key terms**Numeracy: NEA** involves opportunities to build numeracy skills |
| **Attitudes & Attributes****Growth Mindset,****Independent Learning**  | -There is no such thing as a mistake!-Being brave and confident with tools, materials and equipment while knowing how to keep themselves and others safe!-Designers are generous and empathetic (Society and Environment)-The act of designing is in itself Growth Mindset and this should be explicitly taught.  | -There is no such thing as a mistake!-Being brave and confident with tools, materials and equipment while knowing how to keep themselves and others safe!-Designers are generous and empathetic (Society and Environment)-The act of designing is in itself Growth Mindset and this should be explicitly taught. | Pupils are building on Year 7 & 8 and preparing for GCSE. We teach the skills required for the delivery and embedding of Skills and Knowledge. I.e.Active listening, Note taking, Dual coding, Extended/Detailed answer writing, Revision and Independent Study. | Resilient, Independent learners able to tackle the Design and Make practice, technical drawing and Exam practice they do it with confidence and high aspirationsWe put lots of emphasis on designing being about thinking of others and the environment and we are generous and thoughtful citizens | Resilient, Independent learners able to tackle the NEA and Exam with confidence and high aspirationsFinishing the NEA and Revision require a positive T&L environment and a Growth Mindset! |

**Evidence:** This document contains links taking you to key documents, data or visual evidence of pupil work – see below. am working on building an exemplar resource that, through digital links will all DT documents and T&L in lessons to be linked to this exemplar resource

**Intent –** Implementation – Impact

Intent - The ambitions and plans that are in place up to the point of delivery

Implementation – the means for how these are delivered and assessed

Impact – the achievements of students as evidence by work produced, attitudes to learning, participation in extra curricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school

**Design Technology Documents and Links:**

[National Curriculum - Design and technology key stages 3 and 4 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239089/SECONDARY_national_curriculum_-_Design_and_technology.pdf)

CDS Design Technology [SEF](https://cdarwinbromley-my.sharepoint.com/personal/rbaker24_305_o365_cdarwin_com/_layouts/15/Doc.aspx?sourcedoc=%7BB5A68253-2159-4D69-A89C-BA108B0C4905%7D&file=New%20DT%20SEF%20June%202022.docx&action=default&mobileredirect=true&DefaultItemOpen=1)

[CDS Design Technology DDP](https://cdarwinbromley-my.sharepoint.com/personal/rbaker24_305_o365_cdarwin_com/_layouts/15/Doc.aspx?sourcedoc=%7BD3CA62E2-9E23-40DF-87D9-13F397612488%7D&file=NEW%20DT%20DDP%202022%20RBr.docx&action=default&mobileredirect=true&DefaultItemOpen=1)

[DT Exemplar](https://cdarwinbromley.sharepoint.com/sites/CDSDesignTech/_layouts/15/Doc.aspx?sourcedoc=%7BE2088D5A-03A8-4804-A47F-C4C7750F48F3%7D&file=Presentation.pptx&action=edit&mobileredirect=true)