

Sackville School Design and Technology Curriculum - Year 12



TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Aut 1	<p>Introduction to Analysis (short story collection)</p> <p>An introduction to A level and A level product design. Particularly the theory element of the course because of the overall size of the content and the depth of study needed to do well. Small practical projects are linked in with this to build upon subject knowledge and to improve skills and good practise in the workshop.</p>	<ul style="list-style-type: none"> Introduces students to a wide variety of texts and short stories allowing students to start to build a personal response to a text. Introduces key language and literary techniques that will be identified in texts throughout Key Stage 3. Introduces students to the key themes of power and conflict that will be built upon in Key Stage 3. 	<ul style="list-style-type: none"> Establishes the key analytical skills that will be developed throughout Key Stage 3. Provides a clear structure for students to use when writing analytical paragraphs, that will be built upon across Key Stage 3. Introduces students to features of whole-text structure: exposition, rising action, climax, resolution. Introduces students to genre conventions, preparing them for future KS3 units 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Respond to information from a text with a clear idea of their own Identify and comment on the difference between implicit and explicit information given in a text. Comment on the effect of a writer's language choices Identify the features of whole-text structure 	
Aut 2	<p>To continue with the theory, bringing in testing and knowledge based work to allow students to have a much clearer understanding of what is expected. PLC's used by students to re-enforce their</p>				

	<p>progress and subject knowledge. Small projects are also continued but will stop once the coursework starts (this half term) The coursework is also introduced before christmas to allow students enough time to fully immerse themselves in their project and to fully take advantage of the amount of time they have to complete the work.</p>				
Spr 1	<p>A continuation of theory and coursework (by this stage all the research should be completed and they should be working on their design ideas).</p>				
Spr 2	<p>A continuation of theory and coursework (by this stage they should be developing their ideas). More emphasis on</p>				

	testing on the build up to progression exams in the summer term				
Sum 1	<p>A continuation of theory and coursework (by this stage they should be developing their chosen idea ready to start making in September). More emphasis on testing on the build up to progression exams in the summer term</p>	<p>Writing a Design specification based on their NEA research from the summer term.</p> <p>Designing products which will fulfil this specification using methods learnt in Y11. A thorough evaluation of each design is completed.</p>	<p>A culmination of their research so far allows for a clear but broad design focus</p> <p>Puts skills taught in Y11 into practice and recaps key techniques that may come upon the exam (drawing styles and user-centred design)</p> <p>Evaluation allows for a product more tightly aligned with the design brief opening up higher marks to a wider range of students</p>	<p>Requires students to refresh themselves of the work completed before the summer break and move forward into the design stage taking into account all major points from their research.</p> <p>Students need a clear idea of what they will be making before they move on to test key techniques. Using visual and written methods allows them to explore their ideas and communicate in a varied manner.</p> <p>Evaluating each design at this stage allows for more targeted testing and modelling - they can clearly see which ideas would be best to take forward and fulfil the design specification with</p>	<p>Students will be able to: Write a detailed Design Specification based on their research and justify each point with reference to their client's wants and needs or any other data gathered.</p> <p>Complete 8 - 16 different designs in a range of styles to fulfil their Design Specification. These should be varied in appearance and solve the 'problem' identified early on in the research phase.</p>
Sum 2	<p>Exam preparation and coursework. All students need to be ready to start making their final product on their return in september.</p>	<p>Testing techniques and materials they could use in their product for suitability in the fulfilment of their Design Specification</p> <p>Creating a Manufacturer's Specification complete with cutting list with dimensions and materials, scale drawing of pattern lay, and final design, care information and full equipment list.</p>	<p>Testing small elements of the product (such as joins, seams and materials) allows students to problem-solve and troubleshoot any issues before making their prototype product.</p> <p>Making small-scale models to test proportions and ideas in 3D.</p> <p>Manufacturers' Specification is a culmination of their testing and development and shows their final</p>	<p>Testing sections allow changes to be made in a time-friendly manner, with consideration and justification as to their impact on the Design Specification</p> <p>Modelling ideas allows students to see the product as a whole and consider final aesthetic, functional and aesthetic details such as joins, finishes and strength. This also allows them to plan their time for the</p>	<p>Students will be able to:</p> <p>Test the suitability of their designs and material choices in the fulfilment of the Design Specification.</p> <p>Problem solve and</p>

			<p>decisions clearly on 1 page. In industry, this would allow for third-party manufacture</p>	<p>prototype realistically.</p> <p>After completing development work the manufacturer's Specification allows students to be clear on what they will need to make their prototype and allow for purchase / organisation of materials and equipment</p>	<p>make modifications, developing their ideas in 2D and 3D</p> <p>Select appropriate materials and components with research into their working and physical properties</p> <p>Produce a detailed Manufacturers Specification which could enable third-party manufacture</p>
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Links to L4L Curriculum and Gatsby Benchmarks:

[Gatsby Benchmark](#)