

At **KS3**, and beyond, the intent of the Design & Technology department is to nurture pupils to develop the skills and knowledge that allow them to become independent learners and discerning consumers. Through the design process pupils develop their creativity, thinking skills, practical abilities and a sense of pride in their own work, in an iterative way. They grow in confidence, working individually and as members of a team, being able to appreciate the technological advancements that have contributed to the way of life they experience today in modern Britain, studying designers, both current and in the past. They also gain an insight into the classification and properties of materials and the sustainability issues that are faced by the planet, our use of the resources we harvest from it and the social, moral, cultural and ethical issues associated with designing and manufacturing for a range of users in a contemporary society

At **KS4**, pupils build upon their basic knowledge of materials and gain a deeper insight into the manufacturing processes involved in the journey from raw material to finished product. They study a common core of technical principles that include sustainability and the ecological and social footprint associated with responsible design. Finite and non-finite resources are researched as well as the technological advances that are being continually developed and incorporated into the products of which we, as consumers, take advantage. Pupils gain awareness and learn from wider influences including historical, social, cultural, environmental and economic factors. Pupils have the opportunity to work creatively when designing and making and apply technical and practical expertise. Pupils experience the use of advanced software packages and CAD/CAM and understand that the equipment they use is a school-based version of industrial manufacturing techniques. In Yr11, pupils demonstrate their knowledge of the design process by carrying out a Non-Exam Assessment within their chosen material area and produce a concise portfolio and working prototype within a contextual challenge set by AQA.

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessments (KPI's)
9 Module 1	<p>Impact of culture capital on merchandise-ugly dolls/monsters</p>			

Concept of designing with the environment in mind, using examples from a range of familiar products, re-thought in keeping with the Six Rs principles

Exploring a product's life cycle and the 'cradle to the grave' concept

Practical skills building

How to work a range of textile techniques and skills

Follow instructions to create accurate samples of techniques

How to go beyond the instructions and combine and add to the basics

Technology in society -

Fashion

How technology has influenced fashion throughout history leading to current trends

Making

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	
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	client feedback and testing to suggest improvements.	Material management and the economical use of material. Work with specialist tools and equipment with precision. Use specialist techniques and processes. Design and develop prototypes in response to client needs and wants.	a functioning and high-quality prototype. The need to carry out market research on a finished prototype to gauge opinions on suitability. The need to test a prototype fully with the client and others. The need to evaluate the prototype and suggest improvements.	KPI 11.7: Section F: Analysing & evaluating
11 Term 3	The internally moderated mark for their NEA.			Success with exam style questions during theory revision sessions.