

DT is taught on a carousel which rotates every term. This is a fortnightly lesson therefore we have approx 6 lessons per rotation.

Subject group	Faculty	D&T
	Subject	Graphics / Product Design

Year 7		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	MONSTER / ALIEN USB				MONSTER / ALIEN USB																			
	Subject Knowledge introduced / developed / revised	Introduced Health and safety in a DT room, analysing a brief and looking at constraints and considerations, analysing an existing product, designing your own unique product in line with a specification, using CAD to develop an idea and evaluating the final outcome.				Introduced: use of Sculpttris to look at a form of CAD so that students can understand the role that CAD can play in the design world.																			
	skills developed / extended / used	Developed: Designing USB alien - being creative and unique. Analysis of existing products to understand all the elements that need to be considered using ACCESS FM,				Developed: modelling skills using CAD and physical modelling in clay to create outcome. Evaluation at all stages of the making process.																			
	Opportunities to develop 'respectful attitudes' / Inclusion and Diversity	Peer evaluation of design ideas; sharing tools, waiting turn for help, helping others, use of class experts to support teacher and help peers				Sharing tools, waiting turn for help, helping others, use of class experts to support teacher and help peers, peer evaluation and self reflection																			
	Links to 'Destinations and Employability'	Developing skills for employment - problem solving and evaluating, working in groups, considering and listening to others opinions. Links to specific jobs such as Graphic and Product Design.				Developing skills for employment - problem solving and evaluating, working in groups, considering and listening to others opinions. Links to specific jobs such as Graphic and Product Design.																			
	Enrichment Opportunities offered or developed	After school catch up to ensure finished product. Problem solving, working together				After school catch up to ensure finished product. Problem solving, working together																			

Subject group	Faculty	D& T
	Subject	Graphic / Product Design

Year 8		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Architecture and the Built Environment				Architecture and the Built Environment																			
	Subject Knowledge introduced / developed / revised	Introduced: Architectural History and how the past informs the present. Taking inspiration from natural forms, responding to a brief. Revised: Health and Safety in a DT room/code of conduct, creating design ideas.				Developed: Design idea. Introduced: Perspective drawing skills. Working to scale in Sketch Up (CAD) Developed: evaluating																			
	skills developed / extended / used	Developed/extended: design and annotation skills, introduced : Taking inspiration from natural forms and designing (skill used in 3D Design A level).				Introduced : perspective drawing skills, CAD skills using Sketch Up.																			
	Opportunities to develop 'respectful attitudes' / Inclusion and Diversity	Peer evaluation of design ideas; sharing equipment, helping others, use of class experts to support teacher and help peers				Peer evaluation of design ideas; waiting turn for help, helping others, use of class experts to support teacher and help peers																			
	Links to 'Destinations and Employability'	Developing skills for employment - problem solving and evaluating, considering and listening to others opinions. Links to specific jobs such as architects, interior designers, product designer, Graphic Designer, landscape architect.				Developing skills for employment - problem solving and evaluating, considering and listening to others opinions. Links to specific jobs such as architects, interior designers, product designer, Graphic Designer, landscape architect.																			
	Enrichment Opportunities offered or developed	After school catch up to ensure finished product. Problem solving, working together				After school catch up to ensure finished product. Problem solving, working together, taking finished product home and putting somewhere for it to be used																			

Subject group	Faculty	D&T
	Subject	Graphics/Product Design

Year 9		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Movie Poster				Movie Poster																			
	Subject Knowledge introduced / developed / revised	Introduced: The brief is to design a movie poster for a new film / festival (student choice) of a chosen genre. It must be designed for a specific target audience. Revised: Health and Safety in a DT room/code of conduct. Developed: Access FM, design work, product analysis.				Introduced: Adobe Photoshop. Developed: Evaluating skills.																			
	skills developed / extended / used	Developed/extended: Design skills, using specific typography and understanding how different typography styles can effect the overall impression of the poster, colour , composition, imagery. Introduced: Mass production techniques such as Offset Lithography, UV varnishing, Hot foil Blocking, Die cutting.				Introduced: Adobe Photoshop skills such as editing images, removing backgrounds, blending, using layers, editing colour and tone. Developed: Evaluating skills.																			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Peer evaluation of design ideas; sharing tools, waiting turn for help, helping others, use of class experts to support teacher and help peers				Peer evaluation of design ideas; sharing tools, waiting turn for help, helping others, use of class experts to support teacher and help peers																			
	Links to 'Destinations and Employability'	Developing skills for employment - problem solving and evaluating, working in groups, considering and listening to others opinions. Links to specific jobs such as Graphic Designers, illustrators, product design, typography designers, advertsing, branding, digital design, marketing.				Developing skills for employment - problem solving and evaluating, working in groups, considering and listening to others opinions. Links to specific jobs such as Graphic Designers, illustrators, product design, typography designers, advertsing, branding, digital design, marketing.																			
	Enrichment Opportunities offered or developed	After school catch up to ensure finished product. Problem solving, working together				After school catch up to ensure finished product. Problem solving, working together, taking finished product home.																			

Subject group	Faculty	D&T
	Subject	GCSE D&T (paper and board)

Year 10		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Design and Technology in our world				Design and Technology in our world				Electronic Systems				Material Areas				Material Areas				NEA Focsed Area and Exam			
	Subject knowledge introduced / developed / revised	Market pull, technology push, consumer choice, product lifecycle, global production and its effects on culture and people, moral and ethical factors, sustainability (6Rs), Fairtrade, carbon footprint, ecological footprint				Market pull, technology push, consumer choice, product lifecycle, global production and its effects on culture and people, moral and ethical factors, sustainability (6Rs), Fairtrade, carbon footprint, ecological footprint				Graphical conventions for communicating concepts, systems approach, principles of a control system, importance of feedback, methods or providing feedback, control devices, analogue and digital sensors. Also looking at how energy is generated and stored. Considering appropriate sources to make products and power systems.				Intrdouced: Material Focus on Papers and boards, sources, origins, physical and working properties and their ecological and social footprint. The impact of forces and stresses on papers and boards and commerical finishing techniques and processes. All delievered through a project with Tapp'd (local drinks company)				Introduced: The way in which the selection of materials or components is influenced by a range of factors such as functional, aesthetic, environmental, availability, cost, social, cultural and ethical. All delievered through a project with Tapp'd (local drinks company)				Unknown until the contextual challenge is released on 1st June. 3 challenges to review.			
	skills developed / extended / used	Researching the types of paper and board that is suitable for different types of packaging, looking at the Product Life Cycle and Life Cycle Assessment of Perfume/After shave bottles and boxes. Research the types of consumer rights and legislation and the ethical and moral side of global prduction. Will naturally begin to cover Section B of exam paper of focused area of study : Papers and Boards.				Drawing skills developed by hand and then further explored using CAD (photoshop) Students to consider the difference between a final outcome that is by hand and one that is completed digitally - Also consider the 6Rs during the manufacture from a mass produced to one off prototype in the classroom - consider the appropriate logos that need to feature on the packaging as well as a design that fits the brief that has been set. Think about the need for prototyping.				Use of microcontrollers, creating a solar panelled torch. Will also cover renewable energy through this unit and how energy is generated and stored.				In depth knowledge of section B of the exam paper (Papers and Boards). Research skills, design skills, material selection, responding to a brief, making a final outcome and evaluating. The brief outline is going to be "Reasearch, Design, make and test an accompanying product in the form of food packaging (snack), logo and Point of sale Display for Tapp'd. It should follow their branding and underpin their values.				Follow the general structure of D&T: Research, Design, Make and Test and evaluate.							
	Opportunities to develop 'respectful attitudes / Inclusion and Diversity	Take inspiration from products around us that have been successfully designed, listen to fellow students ideas and opinions, share resoucrs, don't be wasteful. Think about products and how they need to be socially, morally and culturally correct and not offend anyone.								Take inspiration from products around us that have been successfully designed, listen to fellow students ideas and opinions, share resoucrs, don't be wasteful. Think about products and how they need to be socially, morally and culturally correct and not offend anyone.				Take inspiration from products around us that have been successfully designed, listen to fellow students ideas and opinions, share resoucrs, don't be wasteful. Think about products and how they need to be socially, morally and culturally correct and not offend anyone.				Take inspiration from products around us that have been successfully designed, listen to fellow students ideas and opinions, share resoucrs, don't be wasteful. Think about products and how they need to be socially, morally and culturally correct and not offend anyone.							
	Links to 'Destinations and Employability'	Scheme of work includes insights into jobs/careers. Use of icold videos to show careers. Link to apprenticeships				Harry Potter trip to Warner Brother studio to see DT in action as this covers so many careers linked to our subject. It is always very inspirational to students.				Scheme of work includes insights into jobs/careers. Use of icold videos to show careers. Link to apprenticeships				I have asked an ex pupil to come in to speak to the students as he is know a Graphic Designer for Tapp'd and he can give them the project details and give the project real context.											
	Enrichment Opportunities offered or developed	After school catch ups to help maintain progress								Harry Potter trip. After school catch ups to help maintain progress				After school catch ups to help maintain progress								After school catch ups to help maintain progress			

Subject group	Faculty	D&T
	Subject	GCSE D&T (paper and boards)

Year 11		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	NEA				NEA				NEA															
	Subject Knowledge introduced / developed / revised	Generating and developing design Ideas				Generating and developing design ideas				Manufacturing prototype and evaluation				Principle of mechanical devices, analysis of everyday mechanical devices and how they function, input, process, output. Different requirements of mechanical systems. Smart materials. Revision				Revision				Revision and final examination			
	skills developed / extended / used	Design skills developed, the iterative process established, development of the designs and evaluating as you progress.				Design skills developed, the iterative process established, development of the designs and evaluating as you progress.				CAD/CAM skills developed for final outcome.				Calculations involving mechanical systems. Analysis of the function of mechanical products that have pulley systems, gear systems, levers and linkages, rack and pinion, cams											
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Individual coursework but requires peer input and recommendations as part of design process.				Individual coursework but requires peer input and recommendations as part of design process.				Individual coursework but requires peer input and recommendations as part of evaluation process.				Take inspiration from products around us that have been successfully designed, listen to fellow students ideas and opinions, share resources, don't be wasteful. Think about products and how they need to be socially,											
	Links to 'Destinations and Employability'	Harry Potter trip to Warner Brother studio to see DT in action as this covers so many careers linked to our subject. Is always very inspirational to students.				Scheme of work includes insights into jobs/careers. Use of icold videos to show careers. Link to apprenticeships				Scheme of work includes insights into jobs/careers. Use of icold videos to show careers. Link to apprenticeships				Scheme of work includes insights into jobs/careers. Use of icold videos to show careers. Link to apprenticeships				Scheme of work includes insights into jobs/careers. Use of icold videos to show careers. Link to apprenticeships							
	Enrichment Opportunities offered or developed	After school catch ups to help maintain progress				After school catch ups to help maintain progress				After school catch ups to help maintain progress				After school catch ups to help maintain progress				After school catch ups / revision to help maintain progress				After school catch ups / revision to help maintain progress			

Subject group	Faculty	D&T
	Subject	A Level 3 Dimensional Design

Year 12		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Skyline Project (4 weeks) Cliff edge Project until half term				Cliff Edge Project				Southend Tram Shelter (Mock)				Southend Tram Shelter (Mock)				Southend Tram Shelter (Mock)				Personal Project (student choice)			
	Subject Knowledge introduced / developed / revised	Developed: Taking the form of bottles and translating them into a skyline. Work as class to add all bottle buildings into a skyline.				Introduced: Form and funtion. Design a building to sit within / on a cliff edge. Create a range of possible outcomes using maquettes. Students will use a breeze block to create their own individual cliff by chiseling away and seeing how the block takes shape.				Design a new Tram station for southen for the proposed tram system that's going to be built following southend's new City Status. Location is the seafront.												Unknown until selected by students			
	skills developed / extended / used	Recording / observational drawing of bottles. Shape, form, proportion, tone, shade, tint and shadow. CAD using Photoshop to manipulate images				Developed: Technical drawing, isometric, making skills to create a model and create the cliff edge, digital modelling using Sketch Up				Primary research skills developed as they need to visit Southend Seafront and take photos of the site and explore the surroundings. Use this to then design using the ethos of a chosen architect. This will be undertaken as mock following the timeframes that they will experience in year 13, finishing as a practical make for 15hrs at the end of may.												Unknown until selected by students			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	This project requires the class to work collaboratively as each student will use each others bottle design inspired buildings to create their own unique skyline. Sharing resources, taking care of the equipment in school.				Sharing of tools and equipment, listening to other students advice, guidance and opinions, collaborative working.				Sharing of tools and equipment, listening to other students advice, guidance and opinions, collaborative working.				Sharing of tools and equipment, listening to other students advice, guidance and opinions, collaborative working.				Sharing of tools and equipment, listening to other students advice, guidance and opinions, collaborative working.				Sharing of tools and equipment, listening to other students advice, guidance and opinions, collaborative working.			
	Links to 'Destinations and Employability'	Harry Potter trip to Warner Brother studio to see DT in action								Architects, townplanning, interior designers, planners, urban design, landscape architects, regeneration				Architects, townplanning, interior designers, planners, urban design, landscape architects, regeneration				Architects, townplanning, interior designers, planners, urban design, landscape architects, regeneration				Potential trip to New Designers museum, Coal Drops Yard, London based to inspire - maybe guided by their personal projects.			
	Enrichment Opportunities offered or developed	School trip and after school catch up on offer to help progress projects.				School trip and after school catch up on offer to help progress projects.				After school catch up on offer to help progress projects.				After school catch up on offer to help progress projects.				After school catch up on offer to help progress projects.				After school catch up on offer to help progress projects.			

Subject group	Faculty	D&T
	Subject	A level 3 Dimensional Design

Year 13		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Personal Project (student choice)				Personal Project (student choice)				Personal Project (student choice) / Start preparations for real exam 1st feb contextual challenge is released.				Exam prep				Exam Prep / sit final exam 15hr practical.							
	Subject Knowledge introduced / developed / revised	Generating deign ideas and development of design ideas				Development of design ideas and final outcome / manufacturing a prototype				Manufacturing a prototype / evaluate. Begin exam prep - contextual challenge released to students on 1st feb. Dependent on contextual challenge				Dependent on contextual challenge				Dependent on contextual challenge							
	skills developed / extended / used	Extended: Design work skills / technical drawing				Extended : CAD skills using sketch Up/ Photoshop - dependent on students personal project brief				Dependent on contextual challenge				Dependent on contextual challenge				Dependent on contextual challenge							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Sharing of tools and equipment, listening to other students advice, guidance and opinions, collaborative working.				Sharing of tools and equipment, listening to other students advice, guidance and opinions, collaborative working.				Sharing of tools and equipment, listening to other students advice, guidance and opinions.				Sharing of tools and equipment, listening to other students advice, guidance and opinions.				Sharing of tools and equipment, listening to other students advice, guidance and opinions.							
	Links to 'Destinations and Employability'	Harry Potter trip to Warner Brother studio to see DT in action								students are naturally thinking and discussing their next steps and whether they are going to university or work and what potential career they are interested in. This course can lead to any creative industry from Graphic Designer, Illustrator, Senior Graphic Designer, Junior Graphic Designer, Branding and Advertising manager, Typography Designer, Branding and Corporate Identity, Website Designer, Digital Animation, Drafter, Animator, Multimedia Artist, Logo Designer, Layout Designer, Creative/Art Director, Flash Media Designer, Screen Printer, Photo editing/Photoshop Artist, Product Designer, Interior Designer, Architectural Designer															
	Enrichment Opportunities offered or developed	After school catch up on offer to help progress projects.				After school catch up on offer to help progress projects.				After school catch up on offer to help progress projects.				After school catch up on offer to help progress projects.				After school catch up on offer to help progress projects.							