

Design Technology 2021 Spring Term 'lockdown projects'

TITLE	WHERE IS IT COVERED IN THE NEW OVERVIEW?
DESIGN TECHNOLOGY	
<p>The National Curriculum:</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Students should work in a range of domestic and local contexts; for example, the home, health, leisure and culture. Students should work in a range of industrial contexts; for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion.</p> <p>Students should select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties and be using specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.</p> <p>Be able to identify and solve their own design problems and understand how to reformulate problems given to them.</p> <p>Understand how more advanced electrical and electronic systems can be powered and used in their products; for example, circuits with heat, light, sound and movement as inputs and outputs.</p> <p>Students should test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.</p>	<p>*Please note that our Design Technology curriculum has been modified during the lockdown period. As a team, we have done our best to create an exciting and broad curriculum that can be delivered via Teams without the practical need of a workshop.</p> <p>Year 7 Product Design – The photo frame project; Students design and manufacture their own photo frame using recycled or reusable items from around the home. In this project students will focus on improving their page presentation and design skills. They will learn about the recycling process and how to think creatively when reusing or repurposing materials. Students also learn about the structural integrity of corrugation and how to add strength to products.</p> <p>Year 8 Graphics – The jubbly project; Students create a new corporate identity and packaging for jubbly ice lollies. In this projects students focus on their page presentation, understanding of target markets and creative rebranding of a company identity. Students look into packaging nets and specific packaging legalities. Students are shown how to improve their design skills and how to create unique graphics.</p> <p>Year 9 GCSE 3D Design – The small storage box project; Students design their own bespoke small storage box. This will be manufactured in our workshop when school reopens to all students. Overall page presentation is developed throughout and annotation is improved using subject specific terminology. Students learn to write their own design specification and begin to take their design thoughts on a more personalised journey.</p> <p>Year 10 GCSE 3D Design – Final portfolio 'seasonal products'; Students are tasked with creating their own portfolio using the initial design concept of 'seasonal products.' This portfolio is worth 60% of their overall GCSE grade. Students must consider what the concept of 'seasonal products' means to them and explore a path of creative thoughts leading them to the design and manufacture of a product. Students are invited to live 1-2-1 teacher/student feedback sessions via Teams.</p> <p>Year 11 GCSE 3D Design – Final portfolio 'products inspired by nature'; Students are tasked with completing their own portfolio using the initial design concept of 'products inspired by nature.' Students should be ready for manufacture, but should take this time to improve all areas of the design process to date, using their project overview trackers. Students are invited to live 1-2-1 teacher/student feedback sessions via Teams. This portfolio is worth 100% of the overall GCSE grade and will therefore be the sole evidence used for crediting their ability.</p>