

<b>Curriculum core purpose. Intent</b>	<b>Year: 7 Design &amp; Technology Product Design</b>	
<p><b>How does this curriculum fit into the OBHS Curriculum Specification?</b> <i>The use of 21<sup>st</sup> C technology is central to this curriculum and is planned as a first step towards the requirements of GCSE. Students should be using CAD/CAM as a designing and manufacturing tool in parity with more traditional methods. There is a variety of learning styles with making projects chosen specifically to engage students as well as develop understanding of the wider world of design, for example investigating Alessi design and the cultural design in Indian, Mexico and Australia.</i></p> <p><b>How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning.</b> <i>Students develop confidence in the workshop and with analytical and evaluative tasks from the outset. Prior learning is minimal and generally relies on experience at home, however the embedding of H&amp;S is an important focus at the start of the year. The units of work are organised so each has a different focus; investigation, designing, making and evaluation although they cover all or most of these across the year using the different materials (timbers, polymers and Textiles) that reflect the GCSE foci. The repetition of tasks is kept to the minimum with the emphasis being on new learning or applying previous learning to a new circumstance or material.</i></p> <p><b>How does this curriculum respond to local and national agendas (e.g. SMSC and BV).</b> <i>Students study the design in different cultures in Textiles and develop an awareness of sustainable design.</i></p>		
<b>Content-Knowledge and Skills.</b>	<b>Subject specific pedagogy</b>	<b>Resources and support</b>
<p><b>Succinctly summarise the subject content and skills which students will study.</b> <i>Textiles: CAD/CAM use of Photoshop and the sublimation printer; making using the sewing machine and hand sewing (life skills) and fibres and fabrics theory. Product Design: hand tools with timber, application of maths to plan dimensions, isometric drawing and timbers theory. Hand tools with polymers (acrylic), use of components, quality control and polymers theory, investigation of Alessi.</i></p>	<p><b>Describe the subject-specific pedagogical approaches which are used.</b>  <i>Peer and self assessment against specifications or given criteria.  Use of structured/staged designing and visual stimuli in order to encourage development and varied design ideas.  Use of the correct terminology from the outset.  Reinforcement and embedding health and safety throughout.  Encouragement of independence and cascading of knowledge and good practice in practical lessons. Use of quality materials to underpin a high quality focus and so students make products they are proud of and will take home.</i></p>	<p><b>How is the curriculum resourced to make sure it is personalised to the needs of learners?</b>  <i>Resources have been developed by the teacher and are continuously being reviewed and developed.  Worksheets, sentence starters and visual stimuli.  Demonstrations and seating plans support workshop learning.</i></p>
<b>Feedback, assessment and progress.</b>	<b>Habits</b>	
<p><b>How are students assessed? How does this demonstrate progress?</b>  <i>Assessed using the four categories of Investigation, designing, making and evaluation. At least one grade on G4S across the year and across Textiles and PD; building the big picture of attainment.</i></p> <p><b>How do children receive feedback on their learning?</b>  <i>Assessment criteria and comments in books. Verbal feedback.</i></p> <p><b>How is feedback used to inform planning/ SoL?</b>  <i>From giving feedback in books and using DIRT to address misconceptions/make corrections. In practical lessons using verbal feedback and pacing the lesson based on class progress or in some cases the progress of groups of students at different stages.</i></p>	<p><b>Here you might consider the minimum skills you would want students to have developed through the learning tasks and pedagogy in your subject lessons over the course of this year.</b></p> <p><b>Creativity</b> – <i>the awareness of design in the world and of famous designers. Improvement in drawing skills as a means of communication. Development of Photoshop skills.</i></p> <p><b>Resilience</b> – <i>problem solving, ability to correct and improve own work.</i></p> <p><b>Collaboration</b> – <i>ability to work as a group, contribute to discussions in class, assist and offer advice and feedback to peers. Cascade knowledge to peers.</i></p> <p><b>Independence</b>- <i>producing practical work independently, improving work to meet given criteria.</i></p> <p><b>Ambition</b>- <i>ability to want to produce high quality work and use evaluation to set personal targets.</i></p>	

## OBHS Curriculum Specification

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Specification	Criteria	How will we know?	How is this delivered
Have high success rates	Qualification	Progress data	Quality first teaching
Efficient	Cost effective	Sustainable	Control parameters
Diverse and rich	Breadth and depth	Experiential	Mixed delivery and content. Enriched with learning outside of the classroom
Fit for the 21c	Competencies framework	Habits of Minds, functional and life skills,	Thematic and specialist curricula delivery
Engaging and responsive to individuals	Personalised	Entitlement of access	Pathways and active choice
Prepare students with the skills for their next step	Relevant and reflective of the needs of local community	Progression into education and employment	‘Tapestry curriculum’