

Curriculum core purpose. Intent	Year: 9 Design & Technology Product Design	
<p>How does this curriculum fit into the OBHS Curriculum Specification? <i>In year 9, students have opted for this subject and the rigour and challenge develops rapidly so that they are experiencing GCSE challenge by the last half term of their half year course. Students use CAD/CAM as a designing and manufacturing tool in parity with more traditional methods, they make a wooden plant stand and cast using concrete, then design and make a pewter casting mould using CAD/CAM, finally as a consolidation project, make a wooden box with a CAD/CAM lid. These making projects have been developed to specifically to engage students as well as develop understanding of the processes used by professional designers.</i></p> <p>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. <i>Students build on the learning from Year 7 and 8 with the introduction of a new material, concrete, and develop skills with Techsoft by applying it to two different design problems. 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, metal, polymers and concrete) that reflect the GCSE requirements 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>How does this curriculum respond to local and national agendas (e.g. SMSC and BV). <i>Students study sustainable design and designing and marketing products to different target markets.</i></p>		
Content-Knowledge and Skills.	Subject specific pedagogy	Resources and support
<p>Succinctly summarise the subject content and skills which students will study. <i>Hand tools with timber, application of maths to plan dimensions and joints of a plant stand, development of perspective drawing skills, casting using concrete (sustainability and 6Rs) further timbers theory. Casting with pewter and CAD/CAM using the laser cutter and Techsoft vector drawing software, metals theory. Application of timbers and joints knowledge to the making of a box with mathematical modelling to plan dimensions plus the design and manufacture of a CAD/CAM lid for a client/target market (reflecting GCSE NEA requirements)</i></p>	<p>Describe the subject-specific pedagogical approaches which are used. <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 and reference to GCSE exam and NEA criteria. Reinforcement and embedding health and safety throughout. Encouragement of independence and cascading of knowledge and good practice in practical lessons.</i></p>	<p>How is the curriculum resourced to make sure it is personalised to the needs of learners? <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>
Feedback, assessment and progress.	Habits	
<p>How are students assessed? How does this demonstrate progress? <i>Assessed using the four categories of Investigation, designing, making and evaluation. At least one grade on G4S across the year and across PD in the half year course; building the big picture of attainment. Criteria is based on GCSE and enables students to work at GCSE level. End of unit tests using GCSE exam questions towards the end of the course.</i></p> <p>How do children receive feedback on their learning? <i>Assessment criteria and comments in books. Verbal feedback.</i></p> <p>How is feedback used to inform planning/ SoL? <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>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.</p> <p>Creativity – <i>the awareness of design in the world, Improvement in drawing skills as a means of communication. Development of CAD/CAM and practical skills.</i></p> <p>Resilience – <i>problem solving, ability to correct and improve own work.</i></p> <p>Collaboration – <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>Independence- <i>producing practical work independently, improving work to meet given criteria.</i></p> <p>Ambition- <i>ability to want to produce high quality work and use evaluation to set personal targets.</i></p>	

OBHS Curriculum Specification

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’