



Core content and specialist knowledge:
Revise and practice exam papers in preparation for your final exam in DT.

FINAL GCSE EXAM

EXAM REVISION

AO3: Evaluate & Test:
Gain feedback throughout your project, and test your final product – have you met your brief?

AO2: Realise Design ideas:
Manufacture your product using skills and processes used throughout your DT journey.

AO2: Generate & Develop Design Ideas:
Develop your sketches and communicate ideas. Developing them using modelling techniques

AO1: Specification & Brief:
Clarify the needs and wants of the project writing your own brief & specification

AO1: Research & investigation
Follow on from your summer task to further understand the context. Client interviews, product, site analysis and designer research.

NEA COURSEWORK

YEAR 11

Initial Concept Sketches:
What ideas do you have already? Can you visualize them?

Design:
Designing for a client. How do we ensure the product functions for this particular need?

Materials:
What materials will be appropriate for your product? What materials are sustainable?

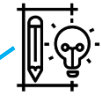
Testing / Modelling:
Use various testing and modelling methods to develop your product

Make:
Use a wide range of tools and processes to produce your final product. You decide!



Design:
Reference key design movements and trends to develop a stylish functional product.

Materials / Make:
Use materials you have not combined before such as concrete, acrylic, textile and timber to develop a unique stylized product.



Investigate the design possibilities:
What is the design context? What research can you carry out to gather ideas?

DESIGNER PRODUCT

Learners use their materials specialism to design, make and evaluate a product of their own choice

GCSE NEA CONTEXTS

CLIENT BASED DESIGN

Focus on designing for the needs of a specific individuals needs

Make:
Use a wide range of skills, materials and processes to develop a range of prototypes relating to the initial design brief/client wishes.

Design:
Focus your idea on a design context, generate own design brief and identify a real-world client.



Make:
Develop your design through iterative processes and modelling, testing & evaluating before making a final product.

Design:
Using removal techniques to develop an organic shaped product based on nature & biomimicry.

Make:
Addition processes & joining systems. Using skills to develop high quality craftsmanship products.

Design:
Practicing Isometric Projection and rendering skills. Orthographic projection.

Materials:
Working with a range of DT materials to generate a range of mini makes. Working properties and recognizing materials.

YEAR 10

ITERATIVE DESIGN

RECYCLED PRODUCTS

Learners are given old products and asked to re-purpose and create a new product

MINIATURE MAKES

Generating a range of small mini projects, culminating in learners choosing their specific material area

KS4

Design brief:
What is the clients need? How can we solve this issue creatively?

Client context:
What is the design problem? How do they currently solve it? What needs to be developed further?

Design:
Isometric projection, CAD development

Testing / Modelling:
Will my product work? What can I do to improve it?

Make:
Can you make an accurate product using machines and tools independently?

Evaluate:
What skills have you developed? Test your product and consider how you would improve it.

YEAR 9

DESIGN SOLUTION

Evaluate:
At each stage of making, how can you improve your product? Would you change anything?

Make:
Develop independence in CAD using 2D design software to make complex design ideas. Manufacture a range of items that link to the design brief and client

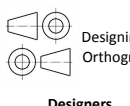
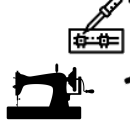
Design:
Designing for a user and client. What is an isometric projection? Develop design ideas using CAD and other design systems.

Materials:
Working with timber, boards, acrylics and textile to develop a sensory garden item.

Skills development

After choosing options in year 9, focus your studies in GCSE DT in years 10-11, through exciting, real life projects. Deepen your understanding of DT in the world around us whilst developing products that help various needs and users.

- Key skills**
- Generating products that solve real world issues
 - Independence in generating and completion of design projects



Designers
What famous designers work has had a world wide impact? How do design trends impact us?

DESIGNER APPRECIATION

Evaluate:
What makes a good picture frame? How can you improve your skills?

Make:
Generation of a range of poppies using textiles, polymers, paper and board and potentially woods

Design:
Designing for users, generation of a whole school sculpture for Y7 poppies

Materials:
Working with acrylics timber and textile, cutting and finishing techniques.

Design: CAD
What is computer aided design? Learn to use the basics of 2D software to design products- generation of acrylic components

Make:
Manufacture of storage systems that uses CAD, textile, acrylics, timbers

Evaluate:
How has CAD / CAM helped you make a product? How can my manufacturing be improved?

CULTURAL DESIGN

YEAR 8

Work in more depth on projects, honing your practical skills (across all materials disciplines), improving your resilience & problem solving whilst developing independence in the workshop.

- Key skills**
- Generating own design brief
 - Writing a specification
 - Production planning
 - Iterative design

POPPY Project (textiles, polymers and paper)

Introduction to the workshop:
Health and Safety

Baseline Assessment:
What do you already know about DT?

YEAR 7

Experience a wide range of fun and exciting projects that teach you valuable skills in the workshop, understanding different materials and how they work.

- Key skills**
- Understanding project needs from a design brief
 - Designing products based upon a specification
 - Evaluating and developing design ideas

KS3