Newport Girls' High School

Y7-11 Learning Overview

Subject:	Design Technology	Lead Teacher:	R Williams	Year:	7

Curriculum organisation

Students are taught in mixed groups of **23** for **one** hour per week. They are not grouped by ability.

Overview of Topics & Key Information					**How** will your child be learning?
Term	**Unit(s) of Work**	**Key Enquiry Questions**	**Key Content/ Terminology**	**Skills developed**	• Whole class discussion • Pair work • Practical activities • Problem-solving tasks • Watching short video clips • Research tasks • Individual focus Practical Tasks and activities (building blocks) • Investigation and Research activities. • Demonstration activities • Health and Safety discussions • Use of whole school Rosenshine's principles of instruction- strategies for student autonomy with student led projects and design work, effective and meaningful feedback to increase progress.
Autumn Term	Health and safety Manufacturing skills Baseline assessment of skills Technical drawing and design skills Graphic design project	• What are the differences between different drawing techniques and why are they used? • How will you work through the design process and identify a client/ end user group? • What primary/ secondary research is appropriate considering the context? • How can we analyse the work of others? • What role does imagery play in packaging and branding? • How does packaging and branding influence consumer choices?	• Health and Safety • Safely in a workshop environment. • Single point perspective • Two point perspective • Isometric • Rendering • Design Brief • 2d Development Nets • Interlocking systems and close mechanisms. • Purpose of Packaging • Branding / Advertising • Target Market	• Key health and safety understanding • Use of tools and equipment • Presentation techniques and graphical communication • Engineering drawing styles • Research into existing products	
Spring Term	Graphic design project Materials and their properties Industrial production	• How can we present our designs to be informative and create interest? • How can the principles of layout and composition enhance packaging and branding? • What manufacturing processes are suitable to create a commercially viable product?	• Design Brief • Research Analysis • Research and investigation • Design Ideas • Annotation techniques • Modelling	• Assessing quality within a practical • Problem solving • Understanding the user • Presentation techniques and graphical communication	
Summer Term	Manufacturing skills Food and nutrition	• What is quality and how can we assess that in our own work? • What is tolerance? • Why is Quality Control important? • What is the Eatwell Guide? • What are our nutritional needs and why are they important? • Why is temperature control important? • Where do bacteria come from?	• Tools and processes • Food Groups • Nutrition • Health and Safety in the kitchen • Cross Contamination and Hygiene • Food preparation, cooking and handling Skills	• Key practical skills and health and safety knowledge • Evaluating key food groups and their benefits • Analysing macronutrients and micronutrients • Recognising key health and safety considerations when preparing food.	

Equipment needed for lessons	How will learning and progress be assessed?
• Standard school stationery • Exercise book • Calculator? • Coloured pencils	• End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self assessment • Homework tasks (often research or project based) • Retrieval practice activities • Baseline assessment 1st 2 weeks in September • Final outcomes assessment with targets for development.

Extension & Enrichment opportunities	What can you do to support your child?
• In-class extension tasks that are appropriate to activity and thought provoking for early finishers that progress more quickly than peers. • Coaching opportunities during lesson. These often lead to ambassadors for the subject in later years.	• Support with practical homework activities and organisation.

Inclusion	Inclusion within Design Technology
• Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this.	• Within projects students learn about a range of designers with a full range of backgrounds. • Students are supported practically by the teacher or TA if a student requires this. • Equipment I adapted where necessary to accommodate the needs of the students with SEND. • Where necessary students are given frequent one to one tutorials and demonstrations to revisit previous techniques and processes taught to support their understanding. • Students are encouraged during designing to think about their own experiences and how these interact with the material/ project they encounter. • Dyslexic students are provided with knowledge organisers for each topic in order to have reference to key terminology and definitions. • Use of visual and audio cues to support processing of written text. • Keywords/ subject specific vocabulary displayed on walls to aid memory. • All teachers employ inclusive pedagogy so not just what they teach but how they teach is inclusive through a variety of delivery techniques (step-by step guides, mind-maps, multiple choice questions, placemats/ written task instructions) and assessment design which contributes to the achievement of all pupils (use of model examples, scaffolder responses)

If you have any questions about this Learning Overview, please contact the named Teacher above.