

Meden School Curriculum Planning							
Subject	GCSE D&T	Year Group	10	Sequence No.	NEA 1	Topic	Identifying & Investigating Design Possibilities

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p><input type="checkbox"/> Students will know/understand that many (most) products have been designed to meet a need or fill a gap in the market. Identify products with which they are familiar and the needs/gaps the were designed to fulfil/fill.</p> <p><input type="checkbox"/> Students will understand the concept of a client from other context. Identify these and make the link to a designers client.</p> <p><input type="checkbox"/> Students will know that products are designed to fit with people. Identify a selection of products and draw out their ergonomic features and why they are important.</p>	<p><input type="checkbox"/> Know the wording and meaning of the 'contextual challenge' set by the board for this academic year and selected by the department.</p> <p><input type="checkbox"/> Know that a 'design opportunity' is a description of a product that could be designed and made that in some way links with the contextual challenge. Students should be able to identify and analyse a wide range (15+) different design opportunities.</p> <p><input type="checkbox"/> Know what market research and 'product analysis' is and that a good product analysis will inform our own future design work. Students should then analyse six existing products, two of which could be famous/well know and four others that are in more general use. A list of factors learnt that could inform future design work should be made.</p> <p><input type="checkbox"/> Know that designers work for a client and that the designer would work with the client to identify their exact requirements. Students should then identify a client and carry out interviews with the client resulting in a list of factors learnt that could inform future design work.</p> <p><input type="checkbox"/> Know what human factors such as ergonomics and anthropometric data are. Where appropriate students should identify the required ergonomic features for their design opportunity and the relevant anthropometric data resulting in list of factors learnt that could inform future design work.</p> <p><input type="checkbox"/> Know what social, environmental and economic challenges might influence their designing and making. Students should then explain how economic considerations need to be factored in to design activity. Students should also</p>	<p><input type="checkbox"/> Ensure students don't just think of products they would like but also consider products that would be important in supporting the lives of specialist groups, (eg elderly, those with disabilities etc).</p> <p><input type="checkbox"/> Consider the impact of designers often discounting the top upper and lower 5th percentiles on these individual and how as designers they could reduce this impact whilst remaining competitive.</p>

<p><input type="checkbox"/> From the Core knowledge studied earlier in the year (and from wider knowledge and studies in Geography etc) students will have an understanding of issues relating to sustainability. This knowledge will help inform this stage.</p>	<p>explain what environmental issues they will consider in order to minimise the negative impacts of their design and make activity on society. After these activities a list of factors learnt that could inform future design work should be made.</p> <p><input type="checkbox"/> Students will have a theme (from their client) for their design work. Students should know, and be able to identify a good selection (15+) of images related to this theme that have the potential to inspire future design activity.</p>	<p><input type="checkbox"/> Understand how actions that impact on the environment often disproportionately harm the poorest of society. See examples of this and consider the designers responsibilities.</p>
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