

Meden School Curriculum Planning							
Subject	GCSE D&T	Year Group	11	Sequence No.	NEA 2	Topic	Producing a Design Brief & Specification

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!'
<input type="checkbox"/> Students will have prior experience of design briefs and design specifications from KS3 and this knowledge should be retrieved. <input type="checkbox"/> Students will understand that products are designed to meet certain criteria. Model/use questioning to draw out such understanding, (e.g.: What would the criteria have been that this two-person tent was designed to meet?) <input type="checkbox"/> In the previous section work was done to identify the clients needs/want etc. This must be central to this element and so should be retrieved here to ensure students make use of it.	<input type="checkbox"/> Know that a design brief is a statement that outline the nature of the product that will be designed and made and how it links with both the contextual challenge and the needs/wants of the client. Be able to write their own Design Brief that matches these criteria. <input type="checkbox"/> Know that a Design Specification will be a comprehensive list of the criteria that the design work should satisfy with each of these criteria being justified, (i.e. there is an explanation of why each of the criteria is in the list and how it links back to the research carried out and the needs/wants of the client). Be able to write a specification that matches these requirements. <input type="checkbox"/> Know that a designer will consider alterations to a brief and modifying the brief as required. That this would be done for a variety of reasons and always in consultation with the client. (e.g. the client has selected or requested a design that will exceed the budget and so after talks with the client changes to the budgetary elements of the brief/spec may need to be made.)	<input type="checkbox"/> Consider the term 'justification' as it is used in relation to the specification criteria. Consider contexts outside of D&T where individuals/organisations might seek to give 'justification' for their actions. Consider whether their justifications are valid. Ask students to identify a real-world situation where an individual/organisation sought to justify their actions but the students do not consider the justification to be valid (use SHAPE). Ask students to identify two of their own actions where others questioned their actions – one where they believe they were justified, (and why) and one where, on reflection, they believe their actions were potentially 'unjustified', (use SHAPE).