

Meden School Curriculum Planning

<b>Subject</b>	GCSE D&T	<b>Year Group</b>	11	<b>Sequence No.</b>	NEA 3	<b>Topic</b>	Generating design ideas
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Retrieval	Core Knowledge	Student Thinking
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p><input type="checkbox"/> Students have designed on a number of occasions during KS3 D&amp;T. Knowledge and memory of these activities needs to be retrieved to form the basis for understanding the section.</p> <p><input type="checkbox"/> Students have experience of modelling on both 2D Design and CAD from their KS3 D&amp;T studies. This knowledge need to be retrieved in order to support this activity.</p>	<p><input type="checkbox"/> Know that different strategies can be used when designing products including collaboration, user centred design, a systems approach and iterative design.</p> <p><input type="checkbox"/> Know of the importance of avoiding design fixation.</p> <p><input type="checkbox"/> Know that a quality design page will include:</p> <ul style="list-style-type: none"> <li>- 2D and 3D freehand sketching, isometric and perspective</li> <li>- diagrams (possibly exploded diagrams to show constructional detail or assembly.</li> <li>- annotations around the drawings that explain detailed development factual (materials/method of manufacture) or conceptual features of the design.</li> <li>- Images/modelling of the design developed using CAD.</li> </ul> <p><input type="checkbox"/> Be able to apply the above knowledge in order to develop 5 different imaginative, creative and innovative designs that have the potential to meet the client's needs/wants.</p> <p><input type="checkbox"/> Know/be able to judge the successes and shortcomings of a design by assessing each one against the criteria within the specification.</p> <p><input type="checkbox"/> Know/be able to judge the success of a design by collecting client feedback on the idea.</p>	<p><input type="checkbox"/> When focusing on 'user centred design' identify a range of individuals from society who find using common products difficult, (possibly due to age, disability etc). Encourage understanding and empathy by asking students to redesign a selection of products to meet the needs of these individuals.</p>