

Design & Technology Curriculum Map 2024-2025

Our specialisms at GCSE and A Level: THREE-DIMENSIONAL DESIGN (Product and Architecture), Food Technology, and Graphic Communication (shared with Art). We also cover Textiles, Plastic and Metals within 3D Design.

In Design & Technology at Salvatorian, we want students to engage in an iterative process of **generating, designing, making and evaluating**. These are the core goals of the Design and Technology curriculum we provide. We aim to have students work in a range of domestic and local contexts through projects, which could include: home, health, leisure and culture, and industrial contexts, such as engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion. Students will be introduced to and work with a range of materials and processes, to achieve personal desired outcomes, including: Drawing for purpose, emerging technologies (CAD, CAM), textiles, metals, polymers, timbers & electronics. We aim to provide a broad offer in our Design & Technology curriculum, teaching cumulative knowledge and skills via projects during the Key Stage 3 years. Projects are taught using the same 4 sequenced principles: **generating, designing, making and evaluating**. These are built upon each term, developing in rigour & challenge, culminating each project to instil the iterative processes. Once students are in Key Stage 4, we want them to possess the **knowledge, skills and ambition** to take ownership of Non-Examination Assignments independently; designing and making their own ideas with **confidence, conviction, and assuredness**.

Term	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Year 7	Wooden Boat project: Generate & Design. - Brief, Specification & Ideas. - Evaluating the work of other designers. - Technical Knowledge. - Designing our own ideas.	Assessment 1: Theory test	Wooden Boat Project: Make & Evaluate. - Students will spend the second half of their project making their designs in a series of workshops, lessons and practical lessons. - Students will finish each project by evaluating their design and product.	Assessment 2: Project graded	Key Tags: Acrylics & CAD project: Generate & Design. - Brief, Specification & Ideas. - Evaluating the work of other designers. - Technical Knowledge. - Designing our own ideas.	Key Tags: Acrylics & CAD project: Make & Evaluate. Students will spend the second half of their project making their designs in a series of workshops, lessons and practical lessons. Students will finish each project by evaluating their design and product.	Assessment 3: Project grade	Food technology: foundation competencies, and breakfast items	Food technology: foundation competencies, and breakfast items. Conclude with a personalised cooked breakfast.

Year 8	Graphic Design: Cereal branding Learning the principles of graphic design and illustration. Learning how to use basic tools on illustrator.		Graphic Design: Cereal Box designs Developing the use of illustrator to realise personal intentions in order to meet the brief. Pupils finish with all aspects of a cereal box designed on illustrator.		.Food technology: Revisit foundation competencies and extend with more rigorous dishes, including desserts and main meals.	Food technology Revisit foundation competencies and extend with more rigorous dishes, including desserts and main meals. Conclude with a choice out of two dishes to prepare and cook and personalise.		Wooden Car project: Revisit wood working skills, with more focus on developing hand tools and making.	Finger puppets project: Demonstrate a sound knowledge of textiles, by designing and sewing finger puppets to meet the brief for the great Ormond street hospital.
Year 9	Food technology: Develop competencies and practice more advanced skills, in preparation for GCSE.		Food technology: . Develop competencies and practice more advanced skills, in preparation for GCSE. Demonstrate higher level research into food preparation and theory.. Conclude with a choice out of two dishes to prepare, cook and personalise.		Art Deco Box: Exploring Art Deco patterns and learning advanced woodworking skills and joints to create an Art Deco box that meets the brief.	Art Deco Box: Exploring Art Deco patterns and learning advanced woodworking skills and joints to create an Art Deco box that meets the brief.		Bauhaus Architecture: Evaluate and Design. • Brief, Specification & Ideas. • Brutalist architecture and modern architecture as brief, • Evaluating the work of other designers. • Technical Knowledge. • Designing our own ideas. Portfolio of designs in CAD Autodesk or alternative.	Bauhaus Architecture: Make. Students will spend the second half of their project making their designs in a series of workshops, lessons and practical lessons. Students will learn about 3D printing and advanced design development practices.

Year 10	<u>Foundation studies:</u> <u>De Stijl Desk Tidy Project</u> Students will be introduced to a set of new materials and aim to boost their designing and making skills. Students study various forms drawing for communication, Sculpture 3D modelling, CAD, CAM and making skills. Competence on a laser cutter is essential.	Assessment 1	<u>Foundation studies:</u> <u>Laser Lantern Project</u> Students will be introduced to a set of new materials and aim to boost their designing and making skills. Students study various forms drawing for communication, Sculpture 3D modelling, CAD, CAM and making skills. Competence on a laser cutter is essential.	Assessment 2	<u>"Land Marks" Mock project:</u> <u>Parquetry table project</u> Students will demonstrate evidence of each assessment objective within their portfolio as they design and make their own personalised table inspired by parquetry and mixed woods.	<u>"Land Marks" Mock project:</u> <u>Parquetry table project</u> Students will demonstrate evidence of each assessment objective within their portfolio as they design and make their own personalised table inspired by parquetry and mixed woods.	Assessment 3	<u>Personal study project Component 1: Exploring and developing</u> This entire term is dedicated to independent personal project work. Students begin to research and develop ideas for their personal project. They must holistically show their ability to meet each of the four assessment objectives. Students will receive 1 holistic midterm grade based on their "working at" level in their project. They will end the term with a 10 hour timed period to produce a final response to their project.
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Year 11	<u>Personal study project Component 1: Refining and responding</u> This entire term is dedicated to independent personal project work. Students begin to refine their ideas in more detail as they work to produce a final response or set of responses. They must holistically show their ability to meet each of the four assessment objectives. Students will receive 1 holistic midterm grade based on their "working at" level in their project. They will end the term with a 10 hour timed period to produce a final response to their project.	Mock Exam 2	<u>ESA Component two: Exploring and experimenting</u> Students are given a selection of unseen starting points on the 2 nd of January by AQA. They choose ONE are expected to build a project around the theme without specific teacher feedback. They will explore various sources both modern and historical, while experimenting in a range of materials appropriate to their own intentions. They must <u>holistically</u> show their ability to meet each of the four assessment objectives. Key to the success of projects is independence and ownership. Students must respond with their own ideas, thoughts and iterations (excluding focus group feedback).	Mock Exam 3	<u>ESA Component two: Refining and responding</u> Students begin to refine their ideas in more detail as they work to produce a final response or set of responses. They must holistically show their ability to meet each of the four assessment objectives. They will end the term with a 10 hour timed period to produce a final response.	Once their 10 hours is completed in May, students are unable to add to or change any of their work in their ESA. They may only make improvements to their personal project up to the point of internal deadlines.

	AUT 1		AUT 2		SPR 1	SPR 2		SUM 1	SUM2
Year 12 3D Design	Foundation Project in the core elements. A series of mini projects and workshops based on skills, designers, Wood Working Focus.		Foundation Project in the core elements. A series of mini projects and workshops based on skills, designers, Laser cutting and Plastics focus.		Foundation Project in the core elements. A series of mini projects and workshops based on skills, designers, Modelling and Architecture Focus. Enrichment Trip:	Personal study/Portfolio: 60% Component 1 Students build their own portfolio around a chosen theme of their choice. The portfolio will be accompanied by a personal study essay between 1000-3000 words.		Personal study/Portfolio: 60% Component 1 Students build their own portfolio around a chosen theme of their choice. The portfolio will be accompanied by a personal study	Personal study/Portfolio: 60% Component 1 Students build their own portfolio around a chosen theme of their choice. The portfolio will be accompanied by a personal study

				Students will take a trip to numerous galleries and design museums in Central London to explore themes relevant to their topic. Mock exam to end foundation project: 10 hours		essay between 1000-3000 words.	essay between 1000-3000 words.
Year 13 3D Design	Personal study/Portfolio: 60% Component 1 Students build their own portfolio around a chosen theme of their choice. The portfolio will be accompanied by a personal study essay between 1000-3000 words.		Personal study/Portfolio: 60% Component 1 Students build their own portfolio around a chosen theme of their choice. The portfolio will be accompanied by a personal study essay between 1000-3000 words.	Externally set assignment: 40% Component 2 Students are given the choice of themes by the exam board. They will explore this theme in project until May, ending with a 15-hour timed period (3 Days in department) to produce personal outcomes.	Externally set assignment: 40% Component 2 Students are given the choice of themes by the exam board. They will explore this theme in project until May, ending with a 15-hour timed period (3 Days in department) to produce personal outcomes.		