

Curriculum maps with Christian and school ethos links.

Subject: DT

Key Stage 3: Years 7, 8 and 9

Students will complete 1 term of Design and Technology each year as part of a rotation.

Introduction to the KS3 Interactive Hodder Dynamic Scheme of Work. Mapped to the Eduqas GCSE Product Design Specification.

| Topics and Links | Year 7 | Year 8 | Year 9 |
|-----------------------------------|---|---|--|
| | <p>Introduction to the workshop and safe working practices.</p> <p>Pop-up Book – working with paper and boards</p> <p>Telephone Holder – working with polymers</p> | <p>Recall safe working practices in the workshop</p> <p>Trinket box – working with woods</p> <p>Bag alarm – working with electronic systems</p> | <p>Recall safe working practices in the workshop</p> <p>Moving toy – learning about systems</p> <p>Vase creation</p> |
| Sexey's Seven core values. | <p>Courage: To accept challenge and become confident when working independently in a new practical environment. To persevere when things are difficult and to ask for help when needed. To accept the challenge and not be concerned if your first attempts are not successful.</p> <p>Forgiveness: Work cooperatively with other students and be prepared to forgive peers when mistakes are made. The ability to accept that the outcomes can be less than the expectation but you have the ability to make allowances for your work and that of others</p> <p>Honesty: To always tell the truth and to own up to mistakes rather than blaming others. Recognise achievement and identify realistic targets for improvement when evaluating self and peers.</p> <p>Kindness: Helping peer's when they are struggling. In practical sessions this may include sharing equipment and helping to clear up. When completing peer evaluation, feedback which, understands the effort that has been applied, and can acknowledge that.</p> <p>Respect: Treating others as we would want to be treated ourselves. Behaving appropriately in the workshop so as not to disrupt or endanger other students. Respecting equipment and the work area so that it is left clean and tidy for the next group of students and make sure materials are not wasted. Recognise that other students design choice may be different to our own and listen to their reasons (ethical, religious, cultural, environmental)</p> <p>Empathy: Supporting other students at your workbench. To understand how another student may be feeling when they are frustrated and struggling to complete a task or when everything seems to be going wrong. Understanding how their designs can reflect certain genres that they have studied and they are trying to reflect. Basing the designs on the needs and wants of others.</p> <p>Resilience: To keep trying and complete tasks even though they may seem daunting or new. To be prepared to 'have a go '. If the result is not quite what we wanted, be prepared to have another go. Students in year 7 will have a wide variety of primary DT experience and some will have no previous experience. To accept their own fallibilities and to work through that to an arranged deadline.</p> | | |

Curriculum maps with Christian and school ethos links.

Subject: GCSE Product Design

Year 10.

| Topics and Links | Autumn Term | Spring Term | Summer Term |
|--|--|--|---|
| | Design and the modern world. Mechanisms Exploration into CAD CAM | Smart materials Materials Electronics Coding exercise Mechanics Outcome | Selection of Question 6 specialist materials option. Non powered acoustic enhancement |
| Links with Christian beliefs and Sexey's 7 ethos and spiritual development opportunities | <p>Understanding how designing can affect The end user. Look at the needs and wants of potential customers. Choice of production process can affect the world-</p> <p>Empathy</p> <p>Instilling a love of designing that enables students to create solutions themselves and others in the future. Through practical work students can demonstrate courage, resilience, honesty kindness, honesty, respect and empathy as outlined below.</p> | <p>Courage and Resilience – completing FPTs for the first time can be daunting for many students.</p> <p>Through practical work students can demonstrate courage, resilience, honesty, kindness, honesty, respect and empathy as outlined below.</p> | <p>Respect for resources and the environmental impact of producing and transporting products, packaging and recycling. Empathy- Consider the effects of the world economy and the globalisation of markets.</p> <p>Respect personal choice and empathy- when considering moral, ethical, social and cultural making choices. Understand how products contributes to various religious and spiritual events and celebrations.</p> <p>Through practical work students can demonstrate courage, resilience, honesty, kindness, honesty, respect and empathy as outlined below.</p> |
| Sexey's Seven core values. | <p>Courage: To accept challenge and become confident when working independently in a practical environment. To persevere when things are difficult and to ask for help when needed.</p> <p>Forgiveness: Work cooperatively with other students and be prepared to forgive peers and yourself when mistakes are made.</p> <p>Honesty: To always tell the truth and to own up to mistakes rather than blaming others. Recognise achievement and identify realistic targets for improvement when evaluating self and peers. The ability to view objectively the work required and ability to work to a deadline.</p> <p>Kindness: Helping your peers when they are struggling. In practical sessions this may include helping to clear up when a student in your kitchen area is struggling to finish on time. Peer assessment /Feedback given constructively and assistance in mind.</p> | | |

Respect: Treating others as we would want to be treated ourselves. Behaving appropriately in the work shop and CAD room so as not to disrupt or endanger other students. Respecting equipment and the work area so that it is left clean and tidy for the next group of students.

Empathy: Supporting other students in your group. To understand how another student may be feeling when they are struggling to complete a task or when everything seems to be going wrong.

Resilience: To keep trying and complete tasks even though they may seem daunting or new. We learn from our mistakes. Students in KS4 are challenged to complete high skilled practical work which they may find takes a while to master. They must be prepared to practice many times and not give up.

Curriculum maps with Christian and school ethos links.

Subject: GCSE Product Design

Year 11.

| Topics and Links | Autumn Term | Spring Term | Summer Term |
|--|--|--|---|
| | Non-Exam Assessment | Non-Exam Assessment | Revision |
| <p>Links with Christian beliefs and Sexey's 7 ethos and spiritual development opportunities</p> | <p>Understanding how designing can affect The end user. Look at the needs and wants of potential customers. Choice of production process can affect the world- Empathy, Respect and Kindness.</p> <p>Instilling a love of designing that enables students to create solutions themselves and others in the future. Through practical work students can demonstrate courage, resilience, honesty kindness, honesty, respect and empathy as outlined below.</p> | <p>Courage and Resilience – completing FPTs for the first time can be daunting for many students.</p> <p>Through practical work students can demonstrate courage, resilience, honesty, kindness, honesty, respect and empathy as outlined below.</p> | <p>Respect for resources and the environmental impact of producing and transporting products, packaging and recycling. Empathy- Consider the effects of the world economy and the globalisation of markets.</p> <p>Respect personal choice and empathy- when considering moral, ethical, social and cultural making choices. Understand how products contributes to various religious and spiritual events and celebrations.</p> <p>Through practical work students can demonstrate courage, resilience, honesty, kindness, honesty, respect and empathy as outlined below.</p> |
| <p>Sexey's Seven core values.</p> | <p>Courage: To accept challenge and become confident when working independently in a practical environment. To persevere when things are difficult and to ask for help when needed.</p> <p>Forgiveness: Work cooperatively with other students and be prepared to forgive peers and yourself when mistakes are made.</p> <p>Honesty: To always tell the truth and to own up to mistakes rather than blaming others. Recognise achievement and identify realistic targets for improvement when evaluating self and peers. The ability to view objectively the work required and ability to work to a deadline.</p> <p>Kindness: Helping your peers when they are struggling. In practical sessions, this may include helping to clear up when a student in the workshop is struggling to finish on time. Peer assessment /Feedback given constructively and assistance in mind.</p> | | |

Respect: Treating others, as we would want to be treated ourselves. Behaving appropriately in the workshop and CAD room so as not to disrupt or endanger other students. Respecting equipment and the work area so that it is left, clean and tidy for the next group of students.

Empathy: Supporting other students in your group. To understand how another student may be feeling when they are struggling to complete a task or when everything seems to be going wrong. Realise that designing comes with a responsibility to make things with the wider product life cycle and the consequences of material and process choices.

Resilience: To keep trying and complete tasks even though they may seem daunting or new. We learn from our mistakes. Students in KS4 are challenged to complete high skilled practical work, which they may find takes a while to master. They must be prepared to practice many times and not give up. Working to deadlines to complete tasks ready for examination can challenge the students and appropriate planning and timekeeping brings its own rigour and need for resilience.