

Subject: DT		Year Group: 9
<p>Term 1 Key Focus/Topic(s):</p> <p>Linkage arm</p> <ul style="list-style-type: none"> Developing use of 2D Design Understanding keywords for mechanical devices Modelling <p>Moisture Sensor</p> <ul style="list-style-type: none"> Understanding a systems approach to designing Soldering safely (sign off on passport) Understanding a basic circuit Naming components 	<p>Term 2 Key Focus/Topic(s):</p> <p>Product for the elderly</p> <ul style="list-style-type: none"> Designing for a specific target market Understanding the needs of the elderly Product analysis Styrofoam modelling Photography and presentation of work Free-hand sketching Design development 	<p>Term 3 Key Focus/Topic(s):</p> <p>Mini NEA 1</p> <ul style="list-style-type: none"> Understanding section A & B of the NEA Using section A & B to initiate designs both 2D (sketches) and 3D (card models) Understanding section C, initial range of ideas Communication of ideas
<p>Term 1 Assessment Opportunities :</p> <ul style="list-style-type: none"> Testing the moisture sensor Signed off H&S passports for solder irons. Weekly SMHW (Show My Homework) quizzes End of topic test 	<p>Term 2 Assessment Opportunities:</p> <p>Product for the elderly</p> <ul style="list-style-type: none"> Designing for a specific target market Understanding the needs of the elderly Product analysis Styrofoam modelling Photography and presentation of work Free-hand sketching Design development 	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> Weekly SMHW (Show My Homework) quizzes End of topic test
<p>Term 4 Key Focus/Topic(s):</p> <p>Mini NEA 2</p> <ul style="list-style-type: none"> Building on Mini NEA 1 Working to the needs of a specific client Developing understanding of Section C Introduction to Section D, card modelling 	<p>Term 5 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> Harry Beck redesigning the school map Understanding a past designer Working in the style of a past designer Re-designing the school map Using a range of design strategies to develop ideas Testing the design 	<p>Term 6 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> Reverse buggy Developing understanding of a systems approach to designing Islamic tile Understanding people and culture when designing Further development of 2D Design skills
<p>Term 4 Assessment Opportunities :</p> <ul style="list-style-type: none"> Grading of Mini NEA Weekly SMHW (Show My Homework) quizzes & tests End of topic test 	<p>Term 5 Assessment Opportunities</p> <ul style="list-style-type: none"> Grading the re-designed map Weekly SMHW (Show My Homework) quizzes & tests End of topic test 	<p>Term 6 Assessment Opportunities</p> <ul style="list-style-type: none"> Grading Islamic tile Weekly SMHW (Show My Homework) quizzes & tests

Rationale:

The aim for Year 9 is for it to flow into the GCSE course. The SMHW (Show My Homework) quizzes and all resources are suitable for Year 10 and 11. The students will be introduced to keywords and the course builds on skills learnt in Year 7 and 8. The course also provides the opportunity to complete 2 mini NEAs (non-examination assessment) prior to the students choosing their options for GCSE, therefore, giving them a thorough understanding of what is involved in taking GCSE DT.

Evaluation:

Achievement can be judged through review of test and examination scores, gap analysis, comparison of topic tests, quality assurance processes etc. End-of-project tests will be used for assessing knowledge including PEEL (Point Evidence Explain Link) style questions– analysis of this will then inform intervention in lessons in form of starters to recap knowledge. Show my homework quizzes are used to get students used to exam board specific. Moodle is used to track students' grades – this then is exported and used for all audits and data analysis. Feedback for tasks and how to be Platinum is organised on Moodle. At the end of each year we discuss with students what they enjoyed and EBI. All resources are shared on Moodle. Everyone in the department can see each other's grades for comparison and reflection.