

		Block 1	Block 2	Block 3	Block 4
<b>Year 7</b>	<b>Topic:</b>	<b>Workshop Safety/Animal desk Tidy</b>			
	<b>Assessment and other key info (beyond book work):</b>	Students will be assessed on their workshop safety and key skills that they have developed over the first three weeks of their introduction to the workshops. Students will develop a folder of work for both classwork and homework design tasks. By the end of this session students should be confident about working both with power and hand tools and developed key understanding about what makes good presentation skills. Students will take an assessment based on key skills and knowledge organiser information.	Students will be assessed on their workshop safety and key skills that they have developed over the first three weeks of their introduction to the workshops. Students will develop a folder of work for both classwork and homework design tasks. By the end of this session students should be confident about working both with power and hand tools and developed key understanding about what makes good presentation skills. Students will take an assessment based on key skills and knowledge organiser information.	Students will be assessed on their workshop safety and key skills that they have developed over the first three weeks of their introduction to the workshops. Students will develop a folder of work for both classwork and homework design tasks. By the end of this session students should be confident about working both with power and hand tools and developed key understanding about what makes good presentation skills. Students will take an assessment based on key skills and knowledge organiser information.	Students will be assessed on their workshop safety and key skills that they have developed over the first three weeks of their introduction to the workshops. Students will develop a folder of work for both classwork and homework design tasks. By the end of this session students should be confident about working both with power and hand tools and developed key understanding about what makes good presentation skills. Students will take an assessment based on key skills and knowledge organiser information.
<b>Year 8</b>	<b>Topic:</b>	<b>Clock Project/CNC Plaque</b>	<b>Clock Project/CNC Plaque</b>	<b>Clock Project/CNC Plaque</b>	<b>Clock Project/CNC Plaque</b>
	<b>Assessment and other key info (beyond book work):</b>	Students will be developing a design for a creative clock design. Building on the knowledge that they have learnt in Year 7 students will develop key skills in using acrylic and MDF materials. Following this assignment students will develop key skills in using CAD CAM equipment to design and make a name plaque.	Students will be developing a design for a creative clock design. Building on the knowledge that they have learnt in Year 7 students will develop key skills in using acrylic and MDF materials. Following this assignment students will develop key skills in using CAD CAM equipment to design and make a name plaque.	Students will be developing a design for a creative clock design. Building on the knowledge that they have learnt in Year 7 students will develop key skills in using acrylic and MDF materials. Following this assignment students will develop key skills in using CAD CAM equipment to design and make a name plaque.	Students will be developing a design for a creative clock design. Building on the knowledge that they have learnt in Year 7 students will develop key skills in using acrylic and MDF materials. Following this assignment students will develop key skills in using CAD CAM equipment to design and make a name plaque.
	<b>Topic:</b>	<b>Halving Joints/Trophy assignment</b>	<b>Trophy Assignment/ Knowledge skills for OCR Course</b>	<b>Bookend Assignment/Knowledge skills for OCR Course</b>	<b>Train Assignment/Knowledge skills for OCR Course</b>

Year 9	Assessment and other key info (beyond book work):	Introduction to workshop practice and developing skills based on joining materials together. Halving joints will be a key joint used on projects over this year.	Development of design folder and presentation skills. In the workshops students will develop in Pine and acrylic their final design.	Building on their knowledge gained on the halving joint task started at the start of the year students will develop a book end assignment. Students have the ability to use CAD or other materials and techniques to develop a creative final outcome.	Using all the skills developed in their design folders students will start designing a creative train design. The practical element of this task will be developed in Year 10.
Year 10	Topic:	Drawing and Presentation Skills/Knowledge skills for OCR Course	Storage Construction Assignment/Knowledge skills for OCR Course	Knowledge skills for OCR Course	Developing response to set OCR Context/Knowledge skills for OCR Course
	Assessment and other key info (beyond book work):	Students will develop their drawing and presentation skills in preparation for their final design assignment set at the end of Year 10. Students will cover isometric, one point perspective, 2 point perspective and orthographic projection.	Short construction assignment bringing materials together to create a small storage unit. Students will develop their measuring and accuracy skills. As part of their project they will their understanding of joints including making a dovetail joint. They will develop a design on the laser cutter and cutting this on acrylic and fixing to the small storage unit. Alongside this assignment students will continue to develop their knowledge and understanding for the summer examination in Year 11.	Moving Toy Assignment develops their understanding about levers, linkages and bevel gears. This is a short term assignment to be completed and evaluated by June 1st. Students will continue to develop their knowledge and understanding for the summer examination in Year 11. Preparation for OCR practical assignment starting with their context on June 1st.	Contextual challenges will be released by OCR on 1 June in the year prior to which the learner wishes to be awarded the qualification. OCR will release three open-ended and real-world challenges at this time that are open for students to interpret and respond to as they see fit. These challenges are not defined by the materials or processes used to make a prototype, students are also not required to connect the challenge directly to their in-depth learning for the written examination. A contextual challenge will need to be selected by the students, offering an authentic starting point to explore and consider in relation to their subject interests and the problems and the opportunities they identify within the context(s).
	Topic:	OCR Exam Response	OCR Exam Response	Preparation for Summer Examination	Summer Examination

<p><b>Year 11</b></p>	<p><b>Assessment and other key info (beyond book work):</b></p>	<p>This component offers the opportunity for students to demonstrate understanding of and skills in iterative designing, in particular:</p> <ul style="list-style-type: none"> <li>• the interrelated nature of the processes used to identify needs and requirements (explore)</li> <li>• creating solutions to meet those needs (create)</li> <li>• evaluating whether the needs have been met (evaluate).</li> </ul> <p>As an outcome of their challenge, learners will produce a chronological portfolio and one final prototype(s). It is through the iterative processes of designing that learners draw on their wider knowledge and understanding of Design and Technology principles. Contextual challenges will be released on 1 June each year.</p>	<p>Students at this point should have researched and developed a range of ideas for their contextual challenge and developed a final design. They will now move from the design studios into the workshops to develop prototypes and then a final outcome. Once the final outcome has been completed they will then test and evaluate their final design ready for the submission for marking. This assignment accounts for 50% of their final GCSE grade. Students at the point will also be preparing for their mock examination using revision guides and online support materials.</p>	<p>Using mock materials students are preparing for their Summer examination. Principles of Design and Technology* (01) 100 marks 2 hours Written paper 50%</p>	<p>Students in their summer examination</p>