Design & Technology KS5 Scheme of Work	**Group**: Year 13	**No of weeks**: ≥16				

Learning Intentions/outcomes	Activities	Resources including ICT	Extension Activities	Assessment for learning opportunities	Cross Curricular Links (SMSCD, with other subjects)
To understand the Assessment Criteria for this unit and how the individual sections need to be completed.	The unit will be explained as to what is incorporated and what is expected from them within the time frame. A suitable power point of a previous student can be used as an example.	Power point of previous example.	Student can read through the example power point in more detail on their own.	Staff assessment during the lesson.	Reflecting on course content. Assessment of existing folder.
Detailed and perceptive understanding of the context which is then used to determine the objectives of the design and manufacture activity. (Criterion1)	Students will brain storm areas of potential problems from around the school and the pre-school on site. Splitting down into subjects will help them focus and taking them through potential issues in your own room will get them started.	A3 paper	Guide them into other areas they won't have considered.	Staff assessment during the lesson.	Reflecting on the problem areas that could be solved. Self - assessing which problem is most suitable
Detailed and perceptive understanding of the context which is then used to determine the objectives of the design and manufacture activity. (Criterion1)	Group question and answer as to some of the issues that they have found. Write up of the brain storm onto power point including the introduction and conclusion which states which problem they would like to solve and why. Each issue needs to be explained as to what the problem is.	Computers / Laptops.	N/A	Student Q&A during the lesson with feedback from others.	Reflecting on the problem areas that could be solved. Self - assessing which problem is most suitable
Detailed and perceptive understanding of the context which is then used to determine the objectives of the design and manufacture activity. (Criterion1)	Write up of the brain storm onto power point including the introduction and conclusion which states which problem they would like to solve and why. Each issue needs to be explained as to what the problem is.	Computers / Laptops.	N/A	Staff assessment during the lesson.	Reflecting on the problem areas that could be solved. Self - assessing which problem is most suitable
Detailed and perceptive understanding of the context which is then used to determine the objectives of the design and manufacture activity. (Criterion1)	Decide upon a suitable client who is closely linked to the problem identified. Permission needs to be sought that the client will be available over the year and an interview slot arranged. Students to work on relevant and pertinent questions to ask.	Computers / Laptops.	Guide them into other question areas that could be useful.	Peer assessment on questions to be asked in the interview.	Peer assessment of work.
Detailed and perceptive understanding of the context which is then used to determine the objectives of the design and manufacture activity. (Criterion1)	Writing up of the interview, highlighting the problems that need to be solved.	Computers / Laptops.	Peer assess each other's work to ensure that the depth of knowledge is present.	WWW/EBI on the initial problem analysis. (Criterion1)	Reflecting on interview with client. Peer assessment of work.
Detailed and perceptive understanding of the context which is then used to determine the objectives of the design and manufacture activity. (Criterion1)	Go through a good example of a context and objectives sheet to highlight strengths. Students to write up their own detailed and perceptive context and objectives.	Computers / Laptops. Power point examples of previous examples.	Peer assess each other's work to ensure that the depth of knowledge is present.	Peer assess each other's work to ensure that the depth of knowledge is present.	Reflecting on information gathered to come up with an imaginative problem. Peer assessment of work.
A detailed and realistic plan of action to meet stated objectives. (Criterion 2)	Go through examples of ones that have good and bad marks for this section to highlight that it has to be personnel to their project and not generic. Students to write up their plan of actions.	Computers / Laptops. Power point examples of previous submissions.	N/A	Staff assessment during the lesson.	Reflecting on previous example. Ensure they have a problem that caters for all.
A detailed and realistic plan of action to meet stated objectives. (Criterion 2)	Students to write up their plan of actions.	Computers / Laptops. Power point examples of previous submissions.	Guide them into other areas they won't have considered.	Staff assessment during the lesson.	Ensure they have a problem that caters for all.
Uses an extensive range of appropriate investigative techniques, including practical activities. (Criterion 2)	Environment: a detailed analysis of the area their product is going to be used with any limitations involved. Sheets will require photographs and cover; sizes, storage, transportation, users, contents, etc.	Computers / Laptops. Access to the environment, cameras.	N/A	Peer assess each other's work to ensure that the depth of knowledge is present.	Designing for all, safety of using object in location. Peer assessment of work.

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Uses an extensive range of appropriate investigative techniques, including practical activities. (Criterion 2)	Contents: An investigation into the contents the project will have to store or interact with. Conclusions will need to have sizes.	Computers / Laptops. Access to the environment, cameras.	N/A	WWW/EBI on the plan of action. (Criterion 2)	Safety implications in usage of product.
Uses an extensive range of appropriate investigative techniques, including practical activities. (Criterion 2)	Contents: An investigation into the contents the project will have to store or interact with. Conclusions will need to have sizes.	Computers / Laptops. Access to the environment, cameras.	N/A	Staff assessment during the lesson.	Safety implications in usage of product.
Uses an extensive range of appropriate investigative techniques, including practical activities. (Criterion 2)	Ergonomics /Anthropometrics: students are to investigate in detail all ergonomic and anthropometric detail surrounding their clients, users and problem. Conclusion needs to have sizes to be incorporated into any design work.	Computers / Laptops. Anthropometrics book by S Pheasant.	N/A	Peer assess each other's work to ensure that the depth of knowledge is present.	Investigating the product to ensure it's accessible for all sizes and abilities.
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Uses an extensive range of appropriate investigative techniques, including practical activities. (Criterion 2)	Product Analysis 1: Using ACCESS FM students to analyse a product that could be used to solve their problem. Need to conclude with the aspects that they can utilise themselves.	Computers / Laptops. 6th form ACCESS FM sheet on shared area.	N/A	Peer assess each other's work to ensure that the depth of knowledge is present.	Reflecting on a design. Peer assessment of work.
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Uses an extensive range of appropriate investigative techniques, including practical activities. (Criterion 2)	Product Analysis 2: Using ACCESS FM students to analyse a product that could be used to solve their problem. Need to conclude with the aspects that they can utilise themselves.	Computers / Laptops. 6th form ACCESS FM sheet on shared area.	N/A	WWW/EBI on the Ergonomics / Anthropometrics section. (Criterion 2)	Reflecting on a design.
Uses an extensive range of appropriate investigative techniques, including practical activities. (Criterion 2)	Product Analysis 2: Using ACCESS FM students to analyse a product that could be used to solve their problem. Need to conclude with the aspects that they can utilise themselves.	Computers / Laptops. 6th form ACCESS FM sheet on shared area.	N/A	Staff assessment during the lesson.	Reflecting on a design.
A comprehensive, well-reasoned and explained design specification taking into account the research information gathered. (Criterion 2)	Students to create a list of suitable Specification points using the ACCESS FM sheet to ensure all areas are covered.	Computers / Laptops. 6th form ACCESS FM sheet on shared area.	N/A	Peer assess each other's work to ensure that the depth of knowledge is present.	Reflecting on research gathered. Designing for all, safety of using object in location. Peer assessment of work.
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Comprehensive and imaginative range of feasible ideas. (Criterion 3,6)	Students to draw, render and tone 4 ideas that follow the specification (Note: don't make them too complex to begin with). Annotation required.	A3 paper, HB pencil, eraser.	N/A	Peer assess each other's work to ensure that the depth of knowledge is present.	Imaginative designing Skills learnt in Art
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Sophisticated and elegant solution achieved by exploring different proportions, materials and their functions, methods of production and construction. (Criterion 3)	Practical Investigation; Investigations into areas that are directly related to the designs. Examples of suitable areas can be found here – Areas. This should follow the same layout as science experiments use; Introduction, method, photographs of the investigation, results and conclusions.	Computers / Laptops. Any materials, tools or equipment within the department.	N/A	Staff assessment during the lesson.	Risk assessment in using hand tools and machinery. Links to Science.
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Sophisticated and elegant solution achieved by exploring different proportions, materials and their functions, methods of production and construction. (Criterion 3)	Functions of materials; an explanation is required when any material is used. What are the characteristics that make that material the most suitable and better than other similar choices?	Computers / Laptops. Any materials, tools or equipment within the department.	N/A	Staff assessment during the lesson.	Choice of materials can involve sustainability
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Sophisticated and elegant solution achieved by exploring different proportions, materials and their functions, methods of production and construction. (Criterion 3)	Methods of production; an explanation into which major processes have been used and why that process was the most suitable?	Computers / Laptops. Any materials, tools or equipment within the department.	N/A	WWW/EBI on development to date. (Criterion 3)	Choice of processes can involve environmental damage.
Sophisticated and elegant solution achieved by exploring different proportions, materials and their functions, methods of production and construction. (Criterion 3)	Ongoing individual development work. Students need to record all development work, no matter how small, including photographs as they progress. The learning intentions to the left and activities above need to be covered in detail within this section. They should also get feedback from their client on a regular basis.	Computers / Laptops. Any materials, tools or equipment within the department.	N/A	Staff assessment during the lesson.	Imaginative designing Inclusive sizing. Risk assessment in using hand tools and machinery.
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Comprehensive and detailed plan for manufacture, with the ability to adapt in the light of changing circumstances. (Criterion 3)	Following the grid layout here; Example layout, the students are to create a step by step plan that one of their peers could use to construct their product. 2D-Designs need to be included into this section on separate pages to the grid.	Computers / Laptops.	N/A	Staff assessment during the lesson.	Risk assessment in the choice of hand tools and machinery.
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High standards of manufacture using appropriate methods, technologies and materials using a wide range of skills that demonstrate a high level of accuracy. (Criterion 4)	Students to construct their final solution to follow on from their development. Quality control checks need to be adhered to and a quality finish applied. They should also get feedback from their client on a regular basis.	Any materials, tools or equipment within the department.	N/A	Staff assessment during the lesson.	Inclusive sizing. Risk assessment in using hand tools and machinery.
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Demonstrates and applies a thorough understanding of industrial practices. (Criterion 4)	Students to document when, where and why they have used any industrial practice during the manufacture of their product. Photographs to be used for evidence.	Computers / Laptops, cameras.	N/A	Peer assess each other's work to ensure that the depth of knowledge is present.	Using industrial practices saves on materials and time. Risk assessment in using hand tools and machinery.
Demonstrates and applies a thorough understanding of industrial practices. (Criterion 4)	Students to document when, where and why they have used any industrial practice during the manufacture of their product. Photographs to be used for evidence.	Computers / Laptops, cameras.	N/A	Staff assessment during the lesson.	Using industrial practices saves on materials and time. Risk assessment in using hand tools and machinery.
A critical analysis of the final outcome. (Criterion 5)	Student needs to evaluate their own final product in relation as to how it was built and how it functions. A detailed analysis back against the specification.	Computers / Laptops, cameras. Original specification.	N/A	Peer assess each other's work to ensure that the depth of knowledge is present.	Reflecting to see if outcome follows the criteria.
A critical analysis of the final outcome. (Criterion 5)	Student needs to evaluate their own final product in relation as to how it was built and how it functions. A detailed analysis back against the specification.	Computers / Laptops, cameras. Original specification	Peer assess each other's work to ensure that the depth of knowledge is present.	Staff assessment during the lesson.	Reflecting to see if outcome follows the criteria. Peer assessment of work.
Comprehensive testing strategies throughout the work including comments of others and consideration of industrial practices, used to make perceptive and critical judgements. (Criterion 5)	The product needs to be used in situation and the client interviewed as to whether it solves the original context.	Computers / Laptops, cameras.	N/A	WWW/EBI on industrial practices used. (Criterion 4)	Reflecting to see if outcome follows the criteria. Does it fulfil the clients needs.
Comprehensive testing strategies throughout the work including comments of others and consideration of industrial practices, used to make perceptive and critical judgements. (Criterion 5)	The product needs to be used in situation and the client interviewed as to whether it solves the original context.	Computers / Laptops, cameras.	Peer assess each other's work to ensure that the depth of knowledge is present.	Staff assessment during the lesson.	Reflecting to see if outcome follows the criteria. Does it fulfil the clients needs.
An excellent understanding of the ways the outcome could be improved or extended. (Criterion 5)	Following the final evaluations by the student, client and peers, final modifications can be highlighted. Pictorial evidence as well as explanation will be required.	Computers / Laptops, cameras.	N/A	Peer assess each other's work to ensure that the depth of knowledge is present.	Reflecting as to how the product can be improved. Correct use of machinery in industry. Peer assessment of work.
An excellent understanding of the ways the outcome could be improved or extended. (Criterion 5)	Following the final evaluations by the student, client and peers, final modifications can be highlighted. Pictorial evidence as well as explanation will be required.	Computers / Laptops, cameras.	Peer assess each other's work to ensure that the depth of knowledge is present.	WWW/EBI on conclusions, evaluations and recommendations. (Criterion 5)	Reflecting as to how the product can be improved. Correct use of machinery in industry. Peer assessment of work.

Competencies Developed / PLTS;

- **I** – Independent thinkers
- **R** – Reflective learners
- **C** – Creative thinkers
- **T** – Team workers
- **S** – Self-managers
- **E** – Effective participants