KS3 Product Design Curriculum Overview

Intent	Statement of Intent	Students will be learning a range of theory, design and practical lessons in product design. They will have the opportunity to do independent research, explore ideas through testing and acquiring new skills in the workshop. Through year 7 to 9 pupils learning of a range of materials, designing, processes, tools and machinery will be scaffolded to allow the building blocks of creativity and safe working practice. This will allow for; observation, critical thinking, the developing opinions, testing ideas, following a brief and creating a high-end final outcome for each year group.					
	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
Implementation (Year 7)	Year Overview	Year 7 - Pencil Holder Project - Provides a general introduction to D+T; timber, Health and safety, and preparing for the workshop. The project introduces pupils to the design system and the theory lessons support decision making. The main focuses are for pupils to research, investigate, design, develop, make and evaluate. Pupils each have a wooden letter pencil holder that they have design and made.					
	SOW	**Year 7: Letter Pencil Holder**					
	Assessment Type & Unit Focus	**Content and skills:** 1. Recall and apply keywords throughout project 2. Build an awareness of H+S and apply to the classroom and workshop environment. 3. Develop knowledge of products and materials through research, investigating, analysing and evaluating throughout project. Thus, applying knowledge to make informed choices for them and others (focus - client). 4. Develop their theoretical knowledge through notes and annotation; pupils using key terminology and keywords throughout. 5. Develop design ideas and final design based on research as a whole. 6. Create a template from final design and transfer onto material. 7. Become competent in a range of hand tools such as steel rule, making gauge, vice, Tenon saw, coping saw and files. Pupils will also learn the belt sander, disc sander and pillar drill and will sign the pupil record sheet. 8. Develop the creative, technical and practical expertise needed develop and complete the product confidently. 9. Evaluate end product 10. Take a test to recall knowledge from project. 11. All pupils will participate in School motto 'thinking of the other person', when doing 'housekeeping'.			**Assessement points:** 1. Product Analysis 2. Health and Safety in the workshop 3. Initial concepts and Final concept 4. Final Product **Types of assessement:** Teacher Pupil Peer Verbal Feedback		
Implementation (Year 8)	Year Overview	Year 8 – Clock/Mirror Project- An introduction into a new range of techniques and equipment that would be used for polymers. Alongside developing an understanding of wood joints and constructions. Pupil become more independent with personal research and solving problems. Pupils have a choice to design a clock or mirror based on chosen design era.					
	SOW	**Year 8: Clocks/Mirror**					
	Assessment Type & Unit Focus	**Content and skills:** 1. Recall and apply keywords throughout project 2 Build an awareness of H+S and apply to the classroom and workshop environment. 3. Develop knowledge of products and materials through research, investigating, analysing and evaluating throughout project. Thus, applying knowledge to make informed choices for them and others (focus client). 4. Develop theoretical knowledge through notes and annotation; pupils using key terminology and keywords throughout. 5. Develop design ideas and final design based on research as a whole. 6. Create a prototype from final design and evaluate. 7. Become competent in a range of machines and processes: hot wire strip heater, oven and dowel joint 8. Develop the creative, technical and practical expertise needed to develop and complete the product confidently. 10. Evaluate end product 11. Pupils take a recall knowledge test. 12. All pupils will participate in LPA motto 'thinking of the 'other person', when doing housekeeping.			**Assessement points:** 1. Specification 2. Chosen Designer 3. Initial concepts and Final concept 4. Final Product **Types of assessement:** Teacher Pupil Peer Verbal Feedback		

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	Timeline	**Term 1 - 7 Weeks**	**Term 2 - 7 Weeks**	**Term 3 - 7 Weeks**	**Term 4 - 6 Weeks**	**Term 5 - 5 Weeks**	**Term 6 - 6 Weeks**
Implementation (Year 9)	**Year Overview**	Year 9 – Passive Project - The project will focus on sustainable materials and finishes, personal research, exploring and developing ideas, testing ideas and prototype. Pupils will learn about two design eras and apply this aesthetic to their initial design concepts, final concept and the passive amplifier.					
	SOW	**Year 9: Passive amplifier**					
	Assessment Type & Unit Focus	**Content and skills:** 1. Recall and apply keywords throughout the project. To use this language when verbally describing. 2. Continue to build an awareness of H+S and apply to the classroom and workshop environment. 3. Develop knowledge of products and materials through research, investigating, analysing and evaluating throughout project. Thus, applying knowledge to make informed choices for them and others (focus client). 4. Recap on cross curriculum knowledge and, through testing, gather findings on sound being projected. 5. Develop an awareness on sustainability and recycling. 6. Develop their theoretical knowledge through notes and annotation; pupils using key terminology and keywords throughout. 7. Develop design concept and final concept based on research as a whole. 8. Create a model based on final design 9. Evaluate the model 10. Recap and become competent and independent in a range of hand tools and machines. 11. Develop the creative, technical and practical expertise needed to develop and complete the product confidently 12. Testing and quality checks throughout project. 13. Understanding theoretical and, through practice, which surface treatment to use. All pupils will participate in LPA moto 'thinking of the 'other person', when doing 'housekeeping'.			**Assessement points:** 1. Independent Research 2. Chosen Era 3. Initial concepts and Final concept 4. Final Product **Types of assessement:** Teacher Pupil Peer Verbal Feedback		
	Topic Texts	Year 7: Materials; Timber Year 8: Materials; Polymers Year 9: Treatment and Finishes					
Impact	**Year Tracking**	Year 7	RP1 - Nov RP2 - Feb RP3 - Jun	Year 8	RP1 - Nov RP2 - Feb RP3 - Jun	Year 9	RP1 - Nov RP2 - Jan RP3 - Jun
	Literacy and Numeracy links	Reading, Writing, Communication, Maths Opportunities •Writing: definition, research, investigation, task analysis, specification, record keeping, notes and annotation, assessment and feedback, exam style questions, evaluating throughout and evaluation •Communication: planning practical's; designing products; using Standard English confidently in a range of formal and informal contexts, including classroom discussion; key words •Maths: measuring, grid paper, template, marking gauge and distance when using equipment. Literacy Key Skills: •Topic text and questions to test comprehension •Extension spelling test •Reading tasks •Reading instructions •Evaluating					
	How It Is Used / Skills Set Developed / Outcomes	Research skills and analysis skills - research of project theme and analysis of product, materials, techniques, designer and era Creativity - creating ideas, testing theories and material. Designing, develop designs and prototypes. Independent skills - independent exploration of ideas and choice within themes. Techniques and process - developing knowledge of how to use new tools and machinery safety and for the correct use. Develop a final outcome - to explore the projects brief and meets the needs through producing a final outcome					
	Links to Higher Education	Students would have gained transferable skills useful for studying one of our creative GCSE subjects. Students will also be able to use these transferable skills gained at KS3 within cross curriculum subjects as well as the other GCSE options. The skills gained at KS3 and developed would allow pupils to undertake a creative university course or any future work based in design.					
	Careers in the Curriculum	Studying a degree such as Product Design at university can enable career links and path ways into; Architecture, Engineering, CAD technician, Clothing/textile technologist, Colour technologist, Car designer, Material technologist, Exhibition designer, Furniture designer, Interior and spatial designer, product manager and Product designer.					