WHAT ARE THE BIG AIMS OF YEAR 7 D&T?

- For pupils to understand that D&T activity is driven by the needs wants and values of people
- For pupils to appreciate that what we do in D&T has an impact on people and the environment and this can be positive and negative
- Pupils can generate and communicate non stereotypical designs
- Pupils understand that materials possess properties that determine their suitability or otherwise for an application
- Pupils are able to select and use a range of appropriate tools and equipment
- To foster pupils critical skills of their own work and that of professional designers and organisations

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?

- Pupils are able to analyse a given scenario and identify what problems/opportunities may arise
- They are able to formulate a design brief and specification that can serve as a framework for designing
- Design ideas are evaluated against the specification and user needs
- Prototypes are made using appropriate tools and processes
- Prototypes are objectively tested and evaluated against the specification, user comments are considered and suggestions for improvements are made

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Material properties and classification
- Safe working practices for all D&T areas
- Calculating area and cost of materials
- Names and uses of tools and equipment

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Identifying and clearly defining problems
- Writing design briefs and justified specifications
- Generating and annotating ideas
- Evaluating ideas using criteria
- Selecting and safely using a range of specialist tools and equipment
- Testing and evaluating prototypes

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

D&T is mainly concerned with making. Designing is the same as drawing.

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

Design briefs should be written with a problem being addressed. Specifications will be assessed on how appropriate points are and the level of explanation around the justification. Design ideas and annotation are assessed in respect of the extent to which they meet the design specification. Pupils' ability to operate machines safely is assessed on a 1:1 basis. Evaluative work is assessed in the light of original intentions and suggestions for workable modifications to products.