



Design Technology Department Curriculum and Assessment Map

N.B. Unit taught on rotation

Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Unit – Design for Society	Market push pull Design for society	Inclusive design Impairment lesson	Design modification Target audience	Product analysis Specification	Design ideas Design development	Prototyping Modelling	Practical working Modelling	Product testing Evaluation
Fundamental Knowledge	Understanding of business strategy Technology Push Market Pull Being able to define / explain concept of product push and market pull. Understand that not all products are designed for mass market. Be able to identify groups of people who have specific needs Through inclusive design.	User-centred design – designing products to suit specific needs, wants and values. Consider the influence of a range of situations / lifestyle factors and consumer choices when designing products	Work confidently within a range of relevant contexts, such as the home, health, leisure, culture. Decide which design criteria clash and determine which should take priority	Analyse the work of past and present professionals and others to develop and broaden their understanding. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs of the intended user.	Combine ideas from several sources. Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses. Develop and communicate design ideas using appropriate communication methods – drawing methods annotated sketches.	Follow procedures for health and safety and understand the process of risk assessment Produce 3D models to develop and communicate ideas Follow an iterative designing process. Prototyping – test and refining design	Select from and use specialist tools, techniques, processes, equipment, and machinery precisely Select from and use a wider, more complex range of materials, components considering their working / aesthetic properties	Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups

Learning Checkpoint Tasks	LC1 – Identify key features of Market push pull.	LC1 - Demonstrate knowledge and understanding of inclusive design - with an example.	LC1 – Know the difference between essential and desirable features within a product	LC – Demonstrate knowledge of user need	LC2 – Can interpret 2 dimensional drawings into 3 dimensional drawings	LC2 – Be able to describe safe working practices		RDME Assessment -
Common Assessment Task	Analysis of existing products – Identification of function / materials / intended user and their needs		Decision making. Priority of form / function / ergonomics / aesthetics		Developing design ideas which are intrinsically appropriate and justified.		Critical evaluation. Identification of design flaws. Recommendations for modifications.	
Interleaved Knowledge	Understanding that design / product development rarely emerges from a single point. That effective design is founded of / from a balance of several factors – cost – functionality – aesthetics.		Knowledge of technologies Ability to draw on knowledge from previous experience. Utilise concepts and apply them to current context.		Integrate design thinking skills with practical skills. Application of maths – calculation of quantities for example. Scheduling and prioritising practical processes. Resilience - problem solving and the ability to adapt.			Consider how alternative materials / production processes could affect outcome