

# Moor House School & College Curriculum

## Map Design Technology

<i>KS3 DT</i>			
Autumn Term			
Year Group	YEAR 7 Project 1 Project 2	YEAR 8 Project 1 Project 2	YEAR 9 Project 1 Project 2
Knowledge	Show curiosity about objects and question why things happen. Engage in open-ended activities, thinking of ideas and find ways to solve problems, find new ways to do things and test their ideas. Use senses to explore the world around them. Planning, making decisions about how to approach a task, solve a problem and reach a goal. Checking how well their activities are going and changing strategies as needed and review how well the approach worked.		
Skills	Must be able to use a ruler for measuring, drawing and making. Should be able to use a pencil and ruler to draw straight lines, curves and complex shapes. Should be able to communicate ideas verbally and written. Should be good at problem solving and be organised.	Must be able to use a ruler for measuring, drawing and making. Should be able to use a pencil and ruler to draw straight lines, curves and complex shapes. Should be able to communicate ideas verbally and written. Should be good at problem solving and be organised. Generate ideas based on simple design criteria and their own experiences, explaining what they could make.	Must be able to use a ruler for measuring, drawing and making. Should be able to use a pencil and ruler to draw straight lines, curves and complex shapes. Should be able to communicate ideas verbally and written. Some jobs particularly require problem solving skills and creative thinking to recognise problems and their causes, to identify a range of possible solutions and then assess and decide the best way forward.
Vocabulary	Cut, fold, join, wall, tower, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder	Shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,	Shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,
Spring Term			
Year Group			
Knowledge	Show curiosity about objects and question why things happen. Engage in open-ended activities, thinking of ideas and find ways to solve problems, find new ways to do things and test their ideas. Use senses to explore the world around them. Planning, making decisions about how to approach a task, solve a problem and reach a goal. Checking how well their activities are going and changing strategies as needed and review how well the approach worked.		
Skills	To know how to make freestanding structures stronger, stable. To use technical vocabulary relevant to the project.	To know how to make freestanding structures stronger, stiffer and stable. To use technical vocabulary relevant to the project.	To know how to make freestanding structures stronger, stiffer and stable. To use technical vocabulary relevant to the project.

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Summer Term			
Year Group			
Knowledge			
Skills	Design appealing products for a particular user based on simple design criteria. Develop and communicate these ideas through discussions, drawings and mock ups where relevant.	Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through own experiences. Develop and communicate these ideas through discussions, drawings and mock ups where relevant.	Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through own experiences. Develop and communicate these ideas through discussions, drawings and mock ups where relevant. Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
Vocabulary	Cut, fold, join, wall, tower, weak, strong, base, top, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder	Shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,	Shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,

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<i>KS4 DT</i>			
Autumn Term			
Year Group	YEAR 10 Project 1	YEAR 11 Project 1	
Knowledge	Show curiosity about objects and question why things happen. Engage in open-ended activities, thinking of ideas and find ways to solve problems, find new ways to do things and test their ideas. Use senses to explore the world around them. Planning, making decisions about how to approach a task, solve a problem and reach a goal. Checking how well their activities are going and changing strategies as needed and review how well the approach worked.		
Skills	<p>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and a specific user. Use annotations sketches, tinkercad, prototypes, final product sketches to communicate and develop ideas.</p> <p>Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Use annotated sketches and appropriate information and communication technology, to develop and communicate ideas.</p> <p>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Generate innovative ideas through research including surveys, interviews, questionnaires and discussion</p>	<p>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and a specific user. Use annotations sketches, tinkercad, prototypes, final product sketches to communicate and develop ideas.</p> <p>Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Use annotated sketches and appropriate information and communication technology, to develop and communicate ideas.</p> <p>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Generate innovative ideas through research including surveys, interviews, questionnaires and</p>	

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	<p>with peers to develop a design brief and criteria for a design specification. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. and, where appropriate, computer-aided design.</p>	<p>discussion with peers to develop a design brief and criteria for a design specification. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. and, where appropriate, computer-aided design.</p>	
Vocabulary	<p>Planning, investigating design, evaluate, make, user, purpose, ideas, product and function.</p> <p>Evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch and evaluations.</p> <p>Design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype.</p>	<p>Planning, investigating design, evaluate, make, user, purpose, ideas, product and function.</p> <p>Evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch and evaluations.</p> <p>Design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype.</p>	
<b>Spring Term</b>			
<b>Year Group</b>			
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	research, evaluate, design criteria, annotate, evaluate, mock-up, prototype.	innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype.	
<b>Summer Term</b>			
<b>Year Group</b>			
<b>Knowledge</b>			
<b>Skills</b>	<p>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and a specific user. Use annotations sketches, tinkercad, prototypes, final product sketches to communicate and develop ideas.</p> <p>Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Use annotated sketches and appropriate information and communication technology, to develop and communicate ideas.</p> <p>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Generate innovative ideas through research including surveys, interviews, questionnaires and discussion with peers to develop a design brief and criteria for a design specification.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p>	<p>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and a specific user. Use annotations sketches, tinkercad, prototypes, final product sketches to communicate and develop ideas.</p> <p>Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Use annotated sketches and appropriate information and communication technology, to develop and communicate ideas.</p> <p>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Generate innovative ideas through research including surveys, interviews, questionnaires and discussion with peers to develop a design brief and criteria for a design specification.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p>	

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