Design and Technology Continuous Curriculum Plan 2025/26

Yr11 predictions	7-11 data pull	Yr9 data pull	7,8,10,11 data pull	7-9 data pull	Yr10 data pull

Continuous curriculum from Years 7-11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Post-16 Study	*Where the GCSE Product Design is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the industry such as A Level Product Design. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.*																																						
YEAR 9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
THE BIG QUESTION / PRECEPT	What features do different groups of people look for in furniture design?																					How to electronics work?																	
Units	**Mini Chair**																					**Lamp - Lighting Project**																	
LEARNING AIMS	**Mini Chair** Materials: Woods, vacuum forming (for seat shell?) Skills: Ergonomic design, combining materials, forming techniques											In this design-focused project, students take inspiration from the iconic Egg Chair to create a scale model of a modern chair. They explore ergonomic design, aesthetics, and the use of mixed materials, including wood and vacuum-formed plastic. The vacuum forming process introduces them to industrial manufacturing techniques, while the woodworking elements reinforce their skills in cutting, shaping, and assembling. This project challenges students to think about user comfort, style, and the influence of famous designers, bridging the gap between art and engineering.											**Lamp Project** Materials: Plastics, wood, electronics Skills: Circuit integration, aesthetic design, mixed materials										The lamp project is a culmination of the skills developed over Key Stage 3, combining plastics, wood, and basic electronics. Students design and build a functional lamp, incorporating a simple circuit with a switch and LED or bulb. This project emphasizes design for manufacture, sustainability, and user needs. Students must consider how to house the electronics safely and attractively, how to join different materials effectively, and how to create a product that is both functional and stylish. It also introduces them to soldering and circuit design, laying the groundwork for future electronics work.					
ASSESSMENT	Teacher assessment: Designing and evaluating.											Teacher assessment: Pupils will be assessed on their practical work.										Teacher assessment: Research, designing,and planning.										Teacher assessment: Pupils will be assessed on their practical work.					
YEAR 8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
THE BIG QUESTION / PRECEPT	Why are softwoods more sustainable?																					How to mechanisms work?																	
Units	**Book Ends**																					**CAM Toy**																	
LEARNING AIMS	**Bookends** Materials: Softwood Tools/Processes: Dowels, pillar drill, comb joints Skills: Joinery, accuracy in drilling, structural design											In the bookends project, students deepen their woodworking skills by using softwood and learning how to create strong, accurate joints using dowels and comb joints. The use of the pillar drill helps them develop confidence in using machinery safely and effectively. This project emphasizes structural integrity and aesthetics, as students must design bookends that are both visually appealing and capable of supporting books. It also introduces them to the concept of quality control.											**CAM Toy** Themes: Biomimicry, mechanisms, systems and control Skills: Understanding cams and followers, movement design, integrating nature-inspired ideas										This creative and engaging project introduces students to mechanisms and movement through the design of a CAM toy. Inspired by biomimicry, students study how animals move and apply these principles to their toy designs. They learn about cams, followers, and rotary motion, and how to translate these into a working mechanical system. This project integrates systems and control concepts, encouraging students to think critically about how different components interact. It also promotes iterative design, as students test and refine their mechanisms to achieve smooth, lifelike motion.					
ASSESSMENT	Teacher assessment: Designing and evaluating.											Teacher assessment: Pupils will be assessed on their practical work.										Teacher assessment: Designing, research, and evaluation.										Teacher assessment: Pupils will be assessed on their practical work.					