



Curriculum Update 2020-21
Design Technology Department

On returning to school in September 2020, we embarked on a full Gap Analysis for all year groups to ascertain the breadth and depth of gaps resulting from the National Lockdown in the previous academic year.

We spent the first four weeks of the academic year assessing checking knowledge, skills and understanding for our subject. These skills and knowledge would be essential for future learning.

Gap Analysis

	Gaps identified	Recovery plan from October 2020
Year 7	In brief, Students were tested on their ability to read a ruler and to use it to measure both on paper and in practical sessions. Also their general knowledge of the subject.	Students will be taught CAD software and as a result their understanding of measurement will improve. In the workshop this will be reinforced through practical demonstration using rulers and other equipment. Their understanding of materials and components will be improved through teacher input.
Year 8		Students are learning theory of woods and recycling. They are also designing their ideas on paper and through card 3D modelling. Practical skills are lacking and need most support. The modelling involves measuring and drawing and so will the actual making. Knowledge will grow with continued reinforcement.

Year 9	In brief, students were tested on their ability to read a ruler and to use it to measure both on paper and in practical sessions. Also their general knowledge of the subject.	Students are learning theory on mechanisms to enable them to understand how to make an idea work. Practical skills need encouragement as the making of the automaton needs accuracy of measurement to work properly. Pupils are being physically taught tools, materials and machinery. Knowledge will grow with continued reinforcement.
Year 10	In brief, students are receiving theory appropriate to the immediate task. They receive multiple choice questions to test understanding. Pupils will be in the workshop carrying out short FTPs to enhance knowledge and practical skills and provide an indication of subject knowledge and practical capability to date. They will make bigger projects in different materials.	Students have attempted larger projects to hone and further develop their skills in practical. Some have been encouraged to take their work to a higher level. Those continuing to need support are getting that through practical 1-2-1 tuition.
Year 11	Students were late starting due to a lockdown during Year 10. Pupils are receiving input to get them going on their projects. A fuller detailed explanation is available on the previous review.	Each student had a 1-2-1 to get started. They have all guide sheets and generic advice under exam board rules.

From October until December 2020, we taught an adapted curriculum so that we could fill the gaps identified in the full gap analysis. The recovery plans that were put in place for short-term, medium-term and long-term planning, starting with the most urgent gaps in short term planning. The plans put in place aimed to

January 2020

From January 2020, the school is again closed to most children as a result of another National Lockdown. Although we are delivering all lessons live to children at home via the remote learning systems, we have made the following adaptations to planned curriculum to ensure that the lessons are translatable for those at home.

	Adaptations to taught curriculum	Rationale
Year 7	No major changes have been made; students are completing online learning tasks to address subject knowledge as planned. Through TEAMS they can see practical explanations of needs by the teacher as though they are in the room. Resources that would be in class such as 3D grids have been provided on line.	With the move to on line learning students cannot receive workshop tuition at present but the intention is that they will return in time to complete the project. It is therefore important that they are 'up to speed'.
Year 8	No major changes have been made; students are completing online learning tasks to address subject knowledge as planned. Through TEAMS they can see practical explanations of needs by the teacher as though they are in the room. Resources that would be in class such as Techsoft 2D have been replaced by using an online CAD program that the school purchased called e-learning . They are doing extensive online CAD work. Card modelling was carried out before lock down	With a move to online learning students cannot make the physical example and so the next best thing is to CAD model some of their ideas. It is a vital skill that will most definitely have a place in their future Year 9 lessons.
Year 9	No major changes have been made; pupils are completing online learning tasks to address subject knowledge as planned. Through TEAMS they can see practical explanations of needs by the teacher as though they are in the room. Pupils are designing ideas at home in anticipation of them returning to school in time to make the product. Part of the practical has been streamlined to take account of the loss of workshop time. Card modelling is going to be completed before half-term. 'focusonelearning' a software program was purchased and pupils can access it from home. This enables them to study further MECHANISMS and see animations.	It is hoped that many of these students will select RM in their options. It is therefore important to keep them engaged and hope that they can return in time to make their designs. It also provides them with the opportunity to explore using web based support material and be more independent learners.

Year 10	<p>have now progressed from wood-based projects to a metals project. They have been supplied with 'focusonelearning' software to enable them (under guidance) to complete research in types of metal which would otherwise be taught in class. They have been tested on knowledge via online tests. They are using new software to maintain CAD drawing skills. Pupils have been instructed via live link lessons as though they were in class.</p>	<p>The overall objective is to keep them motivated with the expectation that they will make a metal desk light on their return to school. To keep them focussed on theory and designing in readiness for the GCSE major project work.</p>
Year 11	<p>Since lockdown in 2021 pupils have been engaged in online learning. Through TEAMS they have received the necessary guidance to help them continue with their coursework.</p>	<p>This is essential for their continued success and development. They have had group input and 1-2-1 CHATS via teams. Pupils have submitted work on line. They are going to be getting further theory work to assist in grading. I am hopeful they may be back in time to finalise the product practically but at this stage it is unclear what is going to happen.</p>