**Year: 10**
**Subject: Design & Technology: IGCSE Resistant Materials**

| Term | Week | Focus | Summary | Learning Outcomes | Parental Support | Indenpandant Learning |
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| 1A | 1 | For the very first time the Class is welcomed introduced to their IGCSE course, expectations, syllabus objectives and time lines. Good study habits is stressed, interest and commitment to the course for 18 months. Making full use of chrome books for both the theory and the coursework design topics. | Text book Design & Realisation is used for Theory/Core Subject; Class discussion on **Design and Designing** Pages 2-36 ***Start the exercise on page 36*** | Understanding the importance of Design & Designing in our lives and how we are affected and influence by the ever changing world of design products. | Start thinking and planning for a Design Situation/Problem leading to a clear Design Brief. Parents can be involve as students seek their design views. Parents Can also be a client/user. | Learners also research into aspects of Design & Designing, changes through time, design solutions, design and communication. Chrome Books. |
| | 2 | Theory Continues. | Text book Design & Realisation Pages 2-36 **Design and designing** continue ***Exercise 1*** | Learning the importance of ergonomics and aesthetics and how designs is affected. How society is affected. Drawing materials and equipment? | Do a write up of the design situation/problem/brief and discuss with parents getting their ideas as well | Learners continue with research adding to design knowledge. |
| | 3 | Theory continues and Coursework starting. | Text book Design & Realisation | . Learning about the different styles and | Students Communicate with parents on design | Each portion of questions is also independent work and |

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| | | | Pages 2-36 Class discussion<br>**Design and designing** continue<br>***Exercise 1***<br>**Coursework expectations introduce. Design framework is introduced, pages 6 – 12**<br>**A Design Situation/Problem leading to a clear Design Brief is type up.** | functions of designs and how lines, colour, texture and finishes contribute to Aesthetics. | expectations. Parents can contribute towards solving a design situation/problem that exist in the home. | link to research using chrome books<br>Research and write up a design situation/problem that exist in their environment. |
| | 4 | Theory continues new chapter **Materials**<br>Coursework continues as well. | Text book Design & Realisation class discussion.<br>**Materials** pages 37-80<br>***Exercise 2***<br>**Coursework sheets to be drawn up with 10 mm margins and the left hand side at 40mm.**<br>**Start the initial work on the Situation/Problem/ Design Brief and a Mood board.** | Study the working knowledge of various materials such as their Properties and working Characteristics in Metal, Wood, Plastics and Manufactured Boards | Students can draw on parent experience of working with materials. | |

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| | 5 | Continues with Theory on the study of Materials. Coursework beginnings. | Text book Design & Realisation **Materials** continue Pages 37-80 ***Exercise 2*** **Coursework Complete Situation/Problem/ And a Design Brief and a Mood board. Study and write up a design analyse on the chosen design topic.** | Advantages and disadvantages of using various materials, testing and safe use. The importance of a design brief and an analysis. What does a Mood board do for a design. | | |
| | 6 | Continue with theory and coursework | Text book Design & Realisation **Materials** continue Pages 37-80. If completed start the chapter working with materials pages 81 - 138<br><br>**Coursework Situation/Problem/ Design Brief leading to a full Investigation after completing the analyse of the brief** | Continue learning about the workings, properties and characteristics of materials. Ex, Identifying and analysing common plastics. | Parent views on their preference when choosing a material for the design product to be made from. | |
| | 7 | Theory and coursework continues. | Text book Design & Realisation | Learning process continues with the pressure to recycle and | | |

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| | | | **Materials** exercise 2 continues<br>Pages 37-40. If completed start the chapter working with materials pages 81 - 138<br><br>**Continue with Investigation into all aspects of the situation and design brief.** | the importance of the use of materials and the protection of are environment. | | |
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| Term | Week | Focus | Summary | Learning Outcomes | Parental Support | Indenpendant Learning |
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| **1B** | 1 | Theory and coursework design topics continues.<br>Class discussion first on the new chapter and topic.<br>All Course work stored on Chrome Books and printed at a later date. | Text book<br>Design & Realisation<br>**Working with Materials**<br>***exercise 3 continue***<br>***Pages 81-140***<br><br>Continues with Investigation into materials, shape, joints, manufacture, ergonomics, aesthetics, environment, | Student build their knowledge from the investigation into the various topics they need to have information on in order to make very good design decisions as the design process unfolds and written specification has to be drawn up<br>Each piece of research must relate to the client needs/student | Investigation/research can include the parents when looking at shape/ergonomics/aesthetics | |

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| | | | maintenances, size, function, etc. | | | |
| | 2 | Ongoing, coursework and theory work. | **Continue exercise 3 Working with materials Pages 81-140 starting questions on page 138 Coursework** Continues with Investigation into materials, shape, joints, manufacture, ergonomics, aesthetics, environment, maintenances, size, function, etc. | Working with materials build a student's knowledge of the correct tools needed for certain materials, health & safety, correct standards and procedures. Permanent and temporary fixings. Coursework/Investigation using the internet as the students builds up evidence. | | |
| | 3 | Ongoing theory and coursework | Text book Design & Realisation **Working with Materials *exercise 3 continue Pages 81-140*** Coursework Continues with Investigation into materials, shape, joints, manufacture, ergonomics, aesthetics, environment, maintenances, size, function, etc. | How do we work with materials? What is there strengths/characteristics? What tools is required? What problems will I encounter? How can I work with various materials? What Adhesives could I use? What Joints will I use? What fixings can I use? What finishes can I use? This knowledge is key to | | |

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| | | | | the practical in the workshop. | | |
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| | 4 | Continue working on the theory and coursework. Investigation/Research. | **Theory working with materials**<br>**Ex 3 pages 81 –140**<br>**Coursework**<br>Continue the investigation into the analysis into all the concerns and whys of the project.<br>Materials, shape, joints, manufacture, ergonomics, aesthetics, environment, maintenances, size, function, etc. | Student knowledge is growing and applying the research to their design situation and solving of the design brief. Making decisions.<br>How do we work with materials? What is there strengths/characteristics? What tools is required? What problems will I encounter? How can I work with various materials? What Adhesives could I use? What Joints will I use? What fixings can I use? What finishes can I use? This knowledge is key to the practical in the workshop | Keeping parents inform on their progress. | |
| | 5 | Theory should be finalizing, ex, 3 working with materials.<br>From here on into term 2, the Coursework becomes | **Coursework continues.**<br>Investigation into the analysis.<br>Page 9 D&T Realisation Text book | Investigation will give each student the knowledge/information on choices to be made in bringing the design together and the expectations of the specification. | | All course work investigation on chrome books. |

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| | | the main focus of the student.<br>Investigation leading to a clear specification. | Continues with Investigation into materials, shape, joints, manufacture, ergonomics, aesthetics, environment, maintenances, size, function, etc.<br>From the investigation, Lets progress and work on the design specification points.<br>Drawing up a specification on expectations for the design Ideas. | How do we work with materials? What is there strengths/characteristics? What tools is required? What problems will I encounter? How can I work with various materials? What Adhesives could I use? What Joints will I use? What fixings can I use? What finishes can I use? This knowledge is key to the practical in the workshop | | |
| | 6 | Coursework continues Investigation/Specification and design ideas. | Investigation into the analysis.<br>Page 9 investigation/specification<br>Continues with Investigation into: cost, materials, safety, shape, joints, manufacture, ergonomics, aesthetics, environment, Reliability, finish, maintenances, size, function, etc.<br>From the investigation, work on the specification | The Investigation/Research into each factor/topic/knowledge enhances their ability to make good design decisions and formed the basis for their evaluations. | Students can discuss the findings from their investigation and both parent and student can reach a conclusion on the specification which is critical. | |

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| | | | setting the exact limits and constraints for the designer which will form the design factors for the design ideas. The drawing of ideas can be started as the specification is finalized. Drawings in a method of their choice. | | | |
| | 7 | Coursework continues Specification/ideas | All students work on their specification points giving thought to choices been made, availability of materials living on a small Island in middle of the South Atlantic Ocean. Cost been a major factor! Drawing methods for ideas left to the individual student, | Specification points will form the foundation/basis for their evaluation and students will learn the balance in reaching design conclusions/points the essence of good design before creating ideas. | Parents thoughts especially on how a design will affect the home environment. | |

| Term | Week | Focus | Summary | Learning Outcomes | Parental Support | Indenpendant Learning |
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| **2A** | 1 | Coursework: design ideas and evaluations/Textbook page 10 stage 4 | Students draw up ideas using good drawing methods in either OBLIQUE, PERSPECTIVE or ISOMETRIC in full colour, with | Drawing ideas and evaluating them is a critical phase of learning as they make full use of the specification and their research knowledge they have making good design decisions in a full evaluation of each idea! | | Students independently make use of chrome books in typing up evaluations. Researching fixings, |

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| | | | annotations and possible fixings | | | colours and other accessories needed. |
| | 2 | Coursework: design ideas and evaluations/textbook page 10 stage 4 **Students will be at different stages of the design planning** | Students draw up ideas using good drawing methods in either OBLIQUE, PERSPECTIVE or ISOMETRIC in full colour, with annotations and possible fixings. Each idea to be evaluated against their specification | Students continue to learn to make clear design decisions, complete with an evaluation of each idea. Colour coding | | Students independently make use of chrome books in typing up evaluations. Researching fixings, colours and other accessories needed. |
| | 3 | Coursework: design ideas/development | Continue to finalize ideas. Draw up a development of their chosen design to the specification. Students to Include decisions on materials, size, ergonomics and aesthetics, colour and shape. | Students continue to learn to make clear design decisions, complete with an evaluation of each idea. Colour coding with each student taking full responsibility for the decisions made. | | Students independently make use of chrome books in typing up evaluations. Researching fixings Students, colours and other accessories needed. |
| | 4 | Coursework: design ideas/development/modelling **Students will be at different stages of the design planning as each progress individually. Some will be the** | Continue to finalize ideas. Draw up a development of their chosen design to the specification. Students to Include decisions on | Design process, Sketching skills, Isometric/oblique drawing methods for all ideas Annotations, evaluation writing. | | |

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| | | **leaders/top performing students in design!** | materials, size, ergonomics and aesthetics, colour and shape. | | | |
| | 5 | Coursework: design ideas/development/modelling **Students will be at different stages of the design planning. Some of the students will be nearing the completion of the design process. Some will be the leaders/top performing students in design!** | Produce a final design solution/development complete with annotations and a final evaluation link to specification points which is very important. As a final development must meet most of the specification points. Students to Include decisions on materials, size, ergonomics and aesthetics, colour and shape. Trial a card model/pro type of the development exploring the strengths and weakness. | | | |
| | 6 | Coursework: design ideas/modelling/planning for production/working drawings **Students will be at different stages of the design planning. Some of** | Produce a final design solution/development complete with annotations and a final evaluation link to specification points | Drawing knowledge/drawing skills of the planning for production and the different stages will leave each student in no doubt about the project | | |

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| | | **the students will be nearing the completion of the design process.** | which is very important. As a final development must meet most of the specification points. Students to Include decisions on materials, size, ergonomics and Trialling a card model/pro type of the development exploring the strengths and weakness. | responsibilities. The task of making will fully hit them. | | |
| | 7 | Coursework: modelling/planning for production/working drawings **Students will be at different stages of the design planning. Once again some of the students will be nearing the completion of the design process.** | Finalizing designs with an exploded view, Orthographic drawings, which is the front view, plan and side view of the final solution A cutting list, parts list, fixings how it will be joined together. | Drawing knowledge of the planning for production and the different stages will leave each student in no doubt about the project responsibilities. | | |
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| Term | Week | Focus | Summary | Learning Outcomes | Parental Support | Indenpendant Learning |
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| **2B** | 1 | Start of the Making in the workshop. Practical work starts with first two/four | Using the full range of marking out tools, Try Square, Rule. | Marking out skills, measuring out bringing their maths skills to the | | Marking out skills Following their design plans for production. |

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| | | students starting in the workshop T3<br>PPE important.<br>**Every week before moving into the workshop the teacher must do a recap and check at what stage each student is in the making.** | Marking Out the material as the first two students complete planning for production they will go into the workshop Photo Evidence includes the start of sequence of skills. | fore. A lot of practical maths skills.<br>Accuracy of measurements.<br>**Health & safety using Medium density Fibre board (MDF)**<br>**Keeping work area dust free using hoover at intervals and when required.**<br>**Wearing of a dust respirator.** | | All skills will be independent learning |
| | 2 | Practical work/skills Building a design project. PPE Important!<br>**Students will be at different stages of the making process** | Ongoing skills.<br>Marking out, cutting out, Plane all edges Using the full range of marking out tools, Try Square, Rule, and Photo Evidence includes sequence of skills. | Marking out skills, measuring out bringing their maths skills to the fore. A lot of practical maths skills.<br>Accuracy of measurements<br>**Health & safety using Medium density Fibre board (MDF)**<br>**Keeping work area dust free using hoover at intervals and when required.**<br>**Wearing of a dust respirator.** | | |

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| | 3 | Practical work/skills Building a design project. | Cutting Out, Plane all edges Photo Evidence includes sequence of skills. | Marking out skills, measuring out bringing their maths skills to the fore. A lot of practical maths skills. Accuracy of measurements **Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | | |
| | 4 | Practical work/skills Building a design project **Students will be at different stages of the making process** | Marking Out, Cutting Out, Plane all edges Cutting Out, Plane all edges Photo Evidence includes sequence of skills. | Marking out skills, measuring out bringing their maths skills to the fore. A lot of practical maths skills. **Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | | |

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| | | | | Accuracy of measurements | | |
| | 5 | Practical work/skills Building a design project | Marking out, Cutting Out, Plane all edges Photo Evidence includes sequence of skills. | Marking out skills, measuring out bringing their maths skills to the fore. A lot of practical maths skills. Accuracy of measurements **Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | | |
| | 6 | Practical work/skills Building a design project | Marking out, Cutting Out, Plane all edges Photo Evidence includes sequence of skills. | Marking out skills, measuring out bringing their maths skills to the fore. A lot of practical maths skills. Accuracy of measurements **Health & safety using Medium density Fibre board (MDF)** | | |

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| | | | | **Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | | |
| | 7 | Practical work/skills Building a design project. **Students will be at different stages of the making process** | Marking out Cutting Out, Plane all edges Photo Evidence includes sequence of skills. | Marking out skills, measuring out bringing their maths skills to the fore. A lot of practical maths skills. Accuracy of measurements **Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | | |
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| Term | Week | Focus | Summary | Learning Outcomes | Parental Support | Indenpendant Learning |
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| **3A** | 1 | Continue building their IGCSE Project Practical work/skills **Students will be at different stages of the making process Supporting each other as well. Every week before moving into the workshop the teacher must do a recap and check at what stage each student is in the making.** | Plane edges, Squaring and keeping to the lines and the design plan Marking out for the Dowell fixings Photo Evidence includes sequence of skills. **Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | Using the various planes smoothing, jointer and jack plane. Marking out tools Using electric equipment safely such as the Pillar Drill, Electric Drill, Disc sanding machine, Belt Sander, Jig Saw, Band saw a real learning experience for each student. | | |
| | 2 | Continue building their IGCSE Project Practical work/skills | Cutting out, Drilling for Dowell joints/fixings, checking measurements against the orthographic and parts list/exploded view Photo Evidence includes sequence of skills. **Health & safety using Medium density Fibre board (MDF)** | Using the various planes smoothing, jointer and jack plane. Marking out tools Using electric equipment safely such as the Pillar Drill, Electric Drill, Disc sanding machine, Belt Sander, Jig Saw, Band saw a real learning experience for each student. | Parents kept up to date as each student progress, especially if the parents is the client/user. Students can continue to explore with parents. | After a demo all practical skills is hard work and also independent in the making as far as possible throughout the half term. |

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| | | | **Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | | | |
| | 3 | Continue building their IGCSE Project Practical work/skills | Cutting out, Drilling for Dowell joints/fixings, checking measurements against the orthographic and parts list/exploded view Photo Evidence includes sequence of skills. **Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | Using the various planes smoothing, jointer and jack plane. Marking out tools Using electric equipment safely such as the Pillar Drill, Electric Drill, Disc sanding machine, Belt Sander, Jig Saw, Band saw a real learning experience for each student. | | |
| | 4 | Continue building their IGCSE Project Practical work/skills | Cutting out, Drilling for Dowell joints/fixings, checking measurements against | Using the various planes smoothing, jointer and jack plane. Marking out tools | Parents kept up to date as each student progress, especially if the parents is the client/user. Students | |

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| | | **Students will be at different stages of the making process Supporting each other as well.** | the orthographic and parts list/exploded view Photo Evidence includes sequence of skills.<br><br>**Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | Using electric equipment safely such as the Pillar Drill, Electric Drill, Disc sanding machine, Belt Sander, Jig Saw, Band saw a real learning experience for each student. | can continue to explore with parents. | |
| | 5 | Continue building their IGCSE Project Practical work/skills Revision P32 Design | Cutting out, Drilling for Dowell joints/fixings, checking measurements against the orthographic and parts list/exploded view Photo Evidence includes sequence of skills.<br><br>**Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using** | Using the various planes smoothing, jointer and jack plane. Marking out tools Using electric equipment safely such as the Pillar Drill, Electric Drill, Disc sanding machine, Belt Sander, Jig Saw, Band saw a real learning experience for each student. | | |

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| | | | **hoover at intervals and when required. Wearing of a dust respirator.** | | | |
| | 6 | Continue building their IGCSE Project Practical work/skills Revision P12 Resistant Materials **Students will be at different stages of the making process Supporting each other as well.** | Cutting out, Drilling for Dowell joints/fixings, checking measurements against the orthographic and parts list/exploded view Photo Evidence includes sequence of skills.<br><br>**Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | Using the various planes smoothing, jointer and jack plane. Marking out tools Using electric equipment safely such as the Pillar Drill, Electric Drill, Disc sanding machine, Belt Sander, Jig Saw, Band saw a real learning experience for each student. | Parents kept up to date as each student progress, especially if the parents is the client/user. Students can continue to explore with parents. | |
| | 7 | Continue building their IGCSE Project Practical work/skills Revision P12 Resistant Materials | Cutting out, Drilling for Dowell joints/fixings, checking measurements against the orthographic and parts list/exploded view | Using the various planes smoothing, jointer and jack plane. Marking out tools Using electric equipment safely such | | |

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| | | | Photo Evidence includes sequence of skills.<br><br>**Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | as the Pillar Drill, Electric Drill, Disc sanding machine, Belt Sander, Jig Saw, Band saw a real learning experience for each student. | | |
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| Term | Week | Focus | Summary | Learning Outcomes | Parental Support | Indenpendant Learning |
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| **3B** | 1 | Continue building their IGCSE Project Practical work/skills Revision P12 Resistant Materials **Students will be at different stages of the making process Supporting each other as well.** | Cutting out, Drilling for Dowell joints/fixings, checking measurements against the orthographic and parts list/exploded view Photo Evidence includes sequence of skills.<br><br>Assembling the unit, squaring and | Using the various tools correctly: Marking Out Tools, squaring each part of the unit, cutting dowels to correct length, working in sequence, lettering each part, Gluing with PVA glue correctly in sequence.<br>Seeing the IGCSE Unit come together, an | | The more Independent in their learning each student works with the various skills they gain more marks. |

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| | | | measuring, then gluing each compartment. Taking time to make checks **Health & safety using Medium density Fibre board (MDF)** **Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | amazing outcome with many varied skills and the workshops a hob of activity with everybody busy. | | |
| | 2 | Continue building their IGCSE Project Practical work/skills Revision P12 Resistant Materials | Assembling the unit, squaring and measuring, then gluing each compartment. **Health & safety using Medium density Fibre board (MDF)** **Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | Cutting, drilling, Marking, Using the various tools correctly: Marking Out Tools, squaring each part of the unit, cutting dowels to correct length, working in sequence, lettering each part, Gluing with PVA glue correctly in sequence. Seeing the IGCSE Unit come together, an amazing outcome with many varied skills and the workshops a hob of | | |

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| | | | | activity with everybody busy. | | |
| | 3 | Continue building their IGCSE Project Practical work/skills Revision P12 Resistant Materials **Students will be at different stages of the making process Supporting each other as well.** | Assembling the unit, squaring and measuring, then gluing each compartment. **Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | Using the various tools correctly: Marking Out Tools, squaring each part of the unit, cutting dowels to correct length, working in sequence, lettering each part, Gluing with PVA glue correctly in sequence. Seeing the IGCSE Unit come together, an amazing outcome with many varied skills and the workshops a hob of activity with everybody busy. | | |
| | 4 | Continue building their IGCSE Project Practical work/skills Revision P12 Resistant Materials | Assembling the unit, squaring and measuring, then gluing each compartment. **Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required.** | Using the various tools correctly: Marking Out Tools, squaring each part of the unit, cutting dowels to correct length, working in sequence, lettering each part, Gluing with PVA glue correctly in sequence. Seeing the IGCSE Unit come together, an | | |

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| | | | **Wearing of a dust respirator.** | amazing outcome with many varied skills and the workshops a hob of activity with everybody busy. | | |
| | 5 | Continue building their IGCSE Project<br>Practical work/skills<br>Revision P12<br>Resistant Materials<br>**Revision P12 Design** | Assembling the unit, squaring and measuring, then gluing each compartment.<br>**Health & safety using Medium density Fibre board (MDF)**<br>**Keeping work area dust free using hoover at intervals and when required.**<br>**Wearing of a dust respirator.** | Using the various tools correctly: Marking Out Tools, squaring each part of the unit, cutting dowels to correct length, working in sequence, lettering each part, Gluing with PVA glue correctly in sequence.<br>Seeing the IGCSE Unit come together, an amazing outcome with many varied skills and the workshops a hob of activity with everybody busy.<br>Important to also spend time with the expectations of P12 and do the paper. | | |
| | 6 | Continue building their IGCSE Project<br>Practical work/skills<br>Revision P12<br>Resistant Materials | Assembling the unit, squaring and measuring, then gluing each compartment. | Using the various tools correctly: Marking Out Tools, squaring each part of the unit, cutting dowels to correct | | |

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| | | **Revision P32 Resistant Material** | **Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | length, working in sequence, lettering each part, Gluing with PVA glue correctly in sequence. Seeing the IGCSE Unit come together, an amazing outcome with many varied skills and the workshops a hob of activity with everybody busy. Important to also spend time with the expectations of P12 and do the paper. | | |
| | 7 | Continue building their IGCSE Project Practical work/skills Revision P12 Resistant Materials | Assembling the unit, squaring and measuring, then gluing each compartment. **Health & safety using Medium density Fibre board (MDF) Keeping work area dust free using hoover at intervals and when required. Wearing of a dust respirator.** | Using the various tools correctly: Marking Out Tools, squaring each part of the unit, cutting dowels to correct length, working in sequence, lettering each part, Gluing with PVA glue correctly in sequence. Seeing the IGCSE Unit come together, an amazing outcome with many varied skills and the workshops a hob of | Parent update by students on developments and expectations | Independent work in the workshop |

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| | | | | activity with everybody busy. | | |
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