

**D&T Curriculum Overview Table KS4**  
**(There are no KS4 Y10 D&T groups going forwards)**

End Point	Key knowledge	Key skills	Key Vocabulary	Reading and Oracy	Numeracy	Common misconceptions / Rationale
NEA released 1st June, exam board set task. Students working independently on their own project. Through the various stages Revision of skills and knowledge and application of these into exam board set task **NEA work will be continued in year 11	Investigate the context Identify the user Identify the problems Carry out a range of research specific to their design context Produce a design brief and Identify and investigate design possibilities Follow the design process independently.	Using a range of design strategies Use a range of research techniques (primary and secondary) Analyse existing products (critical analysis skills Evaluation of information and create design brief and specification Problem solving and experimentation Digital skills and communication techniques Self-management: organisation & meeting deadlines Resilience	Circular economy Context Critique Design optimisation Design solution Digital design Disruptive technology Disassembly Ecological footprint Enterprise Fixation Innovation Iterative design Just-in-time (JIT) Lean manufacturing Need Ongoing dialogue Practical activities Primary user Prototype Real-time evidence Requirement Sketch modelling Social footprint Solution Stakeholder Systems thinking Technical textiles Upcycling User-centred design	Contextual Understanding: Relating texts to their historical, social, or cultural contexts. Vocabulary Development: Expanding knowledge of subject-specific terminology. Summarization: Condensing the main points of a text into a concise summary. Interpretation of Data: Understanding and interpreting data and graphs. Speaking Skills Articulation: Speaking clearly and confidently. Presentation Skills: Effectively presenting information or arguments. Discussion and Debate: Engaging in thoughtful discussions and debates on various topics. Persuasion: Convincing others of a point of view or argument.	Area calculations Volumetric Calculations Waste calculations Tessellation	NEA is worth 50% of the overall qualification grade. Each year the exam board set the task and students need to respond by identifying their own problem, user and design brief from the given context. Students work at their own pace and manage their own time while following the iterative design cycle. This half term is focused on completing the initial research into the design context and researching the problem and user needs. As this is an iterative process it is likely to be revisited during the project. The initial research is started as soon as possible and the research will continue at the start of yr11 before moving onto the designing and product realisation phases.