

Year group 10	Subject: Personal Hygiene
AQA Syllabus	Students need to be able to use different strategies when researching design opportunities for a given context. They should be able to use detailed research to write design briefs and design specifications so that they can set up their own projects. These skills are tested in the written paper and the N.E.A.
Rationale	Students have selected this KS4 Design course and we use this project to set out routines and foster quiet design work, collaboration, research and drawing skills. It reinforces the independent, self-motivated and self-guided abilities needed, rather than making safer projects from plans, as they have in KS3. Students work on A3 paper and computers for research and modelling. We would like students to be engaged and feel that that they have made a good DT choice.
Vocabulary:	Keywords - context, opportunities, mind map, ergonomics, principles, primary/secondary, focus group, brief / specification, safety, comfort, ease of use, performance, aesthetics.
Cultural Capital:	The benefit of independent thought and action during this design course.
Key assessments- name the assessments	Assessment grid of tasks to show achievement and progress across the module. Topic Test - Primary and Secondary Research. Design Ideas sheets are peer assessed for effectiveness.
What do children know/ can do now (EDSM)	Students will know how GCSE work should be completed and presented. They will be able to answer GCSE questions successfully on aspects of research and writing briefs and specifications. Students will learn about the iterative nature of product design, gaining research and modelling skills that will help them during the N.E.A. later in the course.