



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Design & Technology **Year: 7**

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Identity cube that represents themselves.</i>	<i>Take creative risks when making design decisions.</i>	<i>Using mood board to express design inspiration</i>	<i>Development of designs with understanding of the world around them.</i>	<i>Using imagination to generate ideas that respond to the pandemic.</i>	<i>Exploration of the laser cutter and how a product can be manufactured in different ways.</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Packaging symbols for recycling, allergies and contents.</i>	<i>The clarity of images and advertising in relation to suitability of target audience.</i>	<i>Health and Safety risk assessments in the workshop.</i>	<i>FSC source timber and the material choices designers need to make.</i>	<i>Plastics made from finite resource. Moral dilemma of its versatility but negative impact on the environment.</i>	<i>The use of plastic and being a conscious buyer.</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Use research, including the study of different cultures, to identify user needs.</i>	<i>Work with other and value each other opinions.</i>	<i>self-regulation to ensure that students accept responsibility for their behaviour and the safety of others.</i>	<i>Challenges social stereotypes that traditionally males use wood working tools and equipment.</i>	<i>Designing a product that meets the needs and wants of a client and target audience.</i>	<i>Peer and self-evaluation of work and suggestions of how to improve work.</i>



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Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Specification, production and purpose of materials with emphasis on the ethics of sustainable & renewable textiles. Discussions on what positive behaviours we can have as consumers.</i>	<i>Students encouraged to add personalisation to mix with their chosen designer style.</i>	<i>Understanding of design movements in relation to the time, history and global picture which students contrast with today and their own lives consumerism.</i>	<i>Encourage greater innovation of the design to encourage confidence and belief in student's abilities.</i>	<i>Reflecting on personal journey to school and comparisons to others.</i>	<i>Creativity and imagination to produce a viable prototype that solves a problem.</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Analysis of designers and retailers comparing product, manufacturing, costs and code of practice. Emphasis on how we can reduce environmental damage</i>	<i>Students use recycled cotton from garments and low impact undyed calico material from school & home to encourage ethical thinking & promote low environmental impact manufacture.</i>	<i>Develop students understanding of electronics and energy generation including energy saving alternatives; low energy bulbs and new plant energy. Encouraging moral mindset towards energy consumption.</i>	<i>Investigate alternative plastics specifications and the moral implication of balancing profit with environmental cost. Investigate and compare specifications of plastics.</i>	<i>Positive and negative aspects of journey discussed with relation to risks, dangers and impact / effects on people.</i>	<i>Create prototypes with health and wellbeing, cultural, religious and socio-economic contexts of their intended users.</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Students discuss textile designers and choose from a diverse selection of designers from around the world.</i>	<i>Students work in mixed ability tables to encourage peer teaching of stitches. Students peer assess and discuss work in pairs & groups to improve the making of the prototypes.</i>	<i>Students peer assess and discuss sustainable energy and plastic production. Open discussions and peer assess lamp designs.</i>	<i>Students peer assess and discuss improvements for each other's products during making stages.</i>	<i>Taking into consideration different viewpoints on how to solve a problem.</i>	<i>Working collaboratively to develop a solution to a problem that has been identified through research.</i>



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Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Year 9 6Rs- Knowing the life cycle of product and how to dispose of waste products the right way.</i>	<i>Year 9 Sustainable materials- making sustainable material choices over cost affective choices.</i>	<i>Year 9 Automation. Advances in technology and it effect on employment.</i>	<i>Year 9 Polymers- Plastic pollution and finite resource. Is plastic the best choice?</i>	<i>Year 9 Timber based product. Material choice and the wider impact of sourcing materials.</i>	<i>Year 9 Making ethical/sustainable choices and as a consumer.</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Year 9 Design Museum Shop – analysis of The Design Museum shop based in London</i>	<i>Year 9 team work –Delegating tasks within a group and working collaboratively.</i>	<i>Year 9 WEEE Directive (Disposing electrical waste responsibly) Laws</i>	<i>Year 9 Polymer categories: Awareness of the environmental impacts of using thermoplastics and thermosetting plastics.</i>	<i>Disposal of products in an ethical and safe way.</i>	<i>Articulate their thoughts and feelings about their own and other's' work through product analysis.</i>



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