

Secondary ITE Design and Technology Curriculum Map

2026/27

Design and Technology

Subject Overview

Design and Technology (D&T) is a complex, multidisciplinary subject that brings together substantive, disciplinary and practical knowledge through the fundamental activities of ideating, realising and critiquing. Trainees develop knowledge and understanding across a range of materials, processes, technologies and components, while drawing on knowledge from other disciplines to design, make and evaluate purposeful outcomes.

The D&T ITE curriculum is designed to develop trainees' subject expertise and their ability to translate this knowledge into effective teaching across Key Stages 3–5. Subject Knowledge Development (SKD) sessions provide structured opportunities to develop and extend substantive and practical subject knowledge, while subject pedagogy sessions focus on how D&T knowledge, skills and concepts are taught and learned.

Trainees are supported to identify and address gaps in their subject knowledge and to progressively develop confidence and competence across the different facets of D&T. They are expected to engage actively with their own subject knowledge development, recognising that becoming an effective D&T teacher requires continued learning, practice, reflection and engagement with the subject beyond the taught curriculum.

Adaptive practice is embedded throughout the curriculum. Trainees learn to anticipate and respond to differences in pupils' prior knowledge, understanding, experience, needs and starting points. They develop the ability to adapt explanations, modelling, practical activities, resources, questioning, assessment and sequences of learning while maintaining high expectations for all pupils. In D&T, adaptive practice also requires consideration of the practical and specialist environments in which learning takes place, including the safe and inclusive use of tools, equipment, materials and technologies.

The curriculum is further strengthened through Intensive Training and Practice (ITAP). ITAPs provide focused opportunities for trainees to develop, rehearse and refine specific aspects of D&T teaching before applying them in school. They connect evidence-informed principles with deliberate practice, feedback and reflection, supporting trainees to develop approaches such as modelling, questioning, managing practical learning, assessing understanding and adapting teaching. Learning from ITAPs is revisited through SKD, subject pedagogy, mentoring and school-based practice.

Across the programme, practical, theoretical and disciplinary knowledge are deliberately interwoven. The curriculum progresses from gaining knowledge, to applying knowledge, and ultimately to refining professional practice. Through university-based learning, SKD, subject pedagogy, ITAPs, micro-teaching, mentor engagement and school-based practice, trainees progressively develop the knowledge, skills and professional judgement required to become reflective, confident and evidence-informed D&T teachers who can secure strong pupil progress, maintain high expectations and contribute positively to their school communities.

Curriculum Themes

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The D&T curriculum is organised around a number of interconnected themes which are revisited and developed throughout the programme:

1. Subject Knowledge and Expertise

Trainees develop the substantive, disciplinary and practical knowledge required to teach D&T across Key Stages 3–5. This includes knowledge of materials, processes, components, technologies, designing and making, as well as the wider concepts and principles underpinning the subject.

SKD sessions respond to identified subject knowledge needs and provide opportunities for trainees to develop, practise and extend their knowledge and practical skills.

2. Designing, Making and Evaluating

The disciplinary processes of **ideating, realising and critiquing** provide a central thread through the curriculum. Trainees develop their understanding of how designers and technologists work and how these processes can be translated into meaningful learning experiences for pupils.

3. Subject Pedagogy

Trainees develop knowledge of how D&T is taught and learned. This includes modelling, explanation, demonstration, questioning, practical pedagogy, assessment, curriculum sequencing and approaches that support pupils to develop both conceptual understanding and practical competence.

4. Progression and Curriculum Design

Trainees develop an understanding of how pupils' knowledge and skills progress across D&T. They consider prior knowledge, threshold concepts, curriculum sequencing and the relationship between KS3 provision and examination specifications at KS4 and KS5.

5. Adaptive Practice and Inclusion

Adaptive practice is developed throughout the curriculum. Trainees learn to identify barriers to learning and make appropriate adaptations to teaching, resources, explanations, modelling, practical tasks and assessment while maintaining appropriate challenge and high expectations.

6. Practical Learning and Specialist Environments

Trainees develop the knowledge and professional judgement required to manage practical learning effectively and safely. This includes the organisation of specialist spaces, tools, equipment and materials, alongside strategies for supporting pupils to work independently and responsibly.

7. Assessment and Evidence of Learning

Trainees develop their ability to assess both practical and theoretical learning in D&T. They consider how questioning, observation, formative assessment, feedback and summative assessment can provide evidence of pupil understanding and inform subsequent teaching.

8. Professional Practice and Reflective Development

Trainees connect university-based learning with school experience through mentoring, micro-teaching, ITAPs, observations and deliberate practice. Reflection and feedback are used to refine teaching and support progression towards increasing independence.

Key Readings and Evidence Base

Core Subject and Pedagogical Reading

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- Hardy, A. & Davies, S. (Eds.) (2026). *Learning to Teach Design and Technology in the Secondary School: A Companion to School Experience* (5th ed.). Abingdon: Routledge.
- Gill, D., Irving-Bell, D., McLain, M. & Wooff, D. (Eds.) (2023). *The Bloomsbury Handbook of Technology Education*. London: Bloomsbury Academic.
- Anderson, P. & Howells, J. (2020). *Exploring Design and Technology for Key Stage 3*. London: Hodder Education.
- McLain, M. & Finnigan, S. (2026). 'Key pedagogies in design and technology'. In A. Hardy & S. Davies (Eds.), *Learning to Teach Design and Technology in the Secondary School: A Companion to School Experience* (5th ed.). Abingdon: Routledge.
- Ofsted (2011). *Meeting Technological Challenges: School Design and Technology Provision*.

National Curriculum and Subject Specifications

Trainees should engage with the relevant national curriculum and examination specifications to understand subject expectations and progression across educational phases.

- Department for Education (2014). *National Curriculum in England: Design and Technology Programmes of Study: Key Stages 1–3*.
- Department for Education (2015). *Food Preparation and Nutrition GCSE Subject Content*.
- Department for Education (2015). *Design and Technology GCSE Subject Content*.
- Department for Education (2015). *Design and Technology GCE AS and A Level Subject Content*.

Historical and previous versions of the D&T National Curriculum programmes of study may also be used to support understanding of the development of the subject and curriculum progression.

Subject Association and Professional Engagement

The subject association for Design and Technology is The Design and Technology Association (DATA).

Trainees are encouraged to engage with the subject association, its professional resources, research, publications and professional development opportunities. Membership and engagement can support continued subject knowledge development and connection with the wider D&T professional community.

Video and Digital Resources

- Memorial University (2021). *Interview an Expert: Streamed Live from the Students of Technology Education*. Memorial University's Faculty of Education.

The resource provides opportunities for trainees to engage with perspectives from technology education and consider the wider purposes and practices of the subject.

Historical and Foundational D&T Literature

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Historical literature provides an important foundation for understanding the development of D&T, particularly ideas relating to design, progression, children's thinking, values and designerly practice.

- Baynes, K. (1992). *Children Designing: Progression and Development in Design and Technology at Key Stages 1 and 2*. Learning Design: Occasional Paper No. 1.
- Baynes, K. (1996). *How Children Choose: Children's Encounters with Design*. Learning Design: Occasional Paper No. 2.
- Baynes, K. (1994). *Designerly Play*. Learning Design: Occasional Paper No. 3.
- Layton, D. (1992). *Values and Design and Technology*. Design Curriculum Matters: Occasional Paper No. 2.

These texts can be used selectively to support discussions around the nature of designing, progression, values and the development of D&T as a school subject.

Research, Conferences and Professional Events

Trainees are encouraged to engage with current D&T research and professional debate. The Pupils' Attitudes Towards Technology (PATT) conference provides an important international forum for research and scholarship in technology education.

Previous conferences include PATT 40, hosted in Liverpool, and PATT 42 in Montreal. Current and future conference opportunities should be added to the curriculum map as appropriate.

Other relevant professional and educational events may include:

- British Science Week
- STEM education conferences and events
- Bett UK
- Design and Technology Association events
- University and school partnership events
- Relevant D&T research conferences and seminars

Events should be reviewed annually so that the curriculum map reflects current opportunities.

ITE Curriculum Intent

This ITE curriculum is designed to ensure that all trainees develop the substantive, disciplinary and practical knowledge required to teach Design and Technology effectively across Key Stages 3–5. It aligns explicitly with the Initial Teacher Training and Education Content Framework (ITTECF) and provides systematic opportunities to develop the knowledge, skills and professional behaviours required for effective teaching.

The curriculum is deliberately sequenced to begin with induction to the purpose, nature and national curriculum expectations of D&T before progressing into evidence-informed pedagogy, modelling, assessment, adaptive teaching and curriculum design. Trainees revisit threshold concepts, the core processes of ideating, realising and critiquing, and specialist knowledge areas through a coherent and iterative model that increases in complexity over time.

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SKD, subject pedagogy and ITAPs work together as complementary elements of the curriculum. SKD develops trainees' subject knowledge; subject pedagogy develops their understanding of how that knowledge is taught and learned; and ITAP provides focused opportunities to rehearse and refine specific teaching practices. These experiences are then connected with mentoring, micro-teaching, observation, feedback and school-based practice.

Adaptive practice is integrated throughout this sequence. Trainees progressively develop the professional judgement required to recognise pupils' starting points, respond to differences in need and understanding, adapt teaching appropriately and maintain high expectations. This is particularly important in D&T, where learning combines theoretical, conceptual and practical knowledge within specialist environments.

The curriculum therefore supports trainees to move from gaining knowledge, to applying knowledge, to refining professional practice. By the end of the programme, trainees should be increasingly confident in planning and teaching coherent sequences of learning, developing progression, managing practical environments, assessing learning, adapting teaching and using evidence-informed approaches to support pupil progress.

The overall intent is to develop reflective, confident, inclusive and evidence-informed Design and Technology teachers who understand the distinctive nature of the subject, can translate their subject expertise into effective pedagogy, and can contribute positively to the development of pupils, departments and wider school communities.

Curriculum map sequence may be subject to change throughout the programme where this is considered necessary to respond to trainee needs, school experience, curriculum developments or programme requirements. Provisional dates and timings are recorded separately within the SOAP. Standard session times are 1–4pm, inclusive of lunch and breaks.

	Title and Objectives	Essential Reading and Student Activity (pre or post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
7 th Septem ber AM Session 1	The values and purpose of Design and Technology LO Explore the D&T PGCE curriculum and investigate D&T teacher philosophies, using educational research to inform and justify a personal teaching philosophy.	Professional Identity and Practice What does it mean to become a Design and Technology teacher? These resources provide opportunities to consider the purpose of D&T, teacher identity, subject expertise and the relationship between professional experience and classroom practice. Watch / Listen D&T Association – In conversation with Dr Alison Hardy Watch / listen here	Activity and Questions Trainees explore the distinctive nature and purpose of D&T and consider the knowledge and expertise required to become an effective D&T teacher. Using their own experiences and professional knowledge, trainees discuss:	Q1, Q3, Q10	Learn that: S1:3, S1:4, S1:6, S1:7; S3:1, S3:7 Learn how: S1:a, S1:c, S1:e; S3:a, S3:c, S3:d, S3:i; S8:a, S8:b, S8:c, S8:d,

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		• D&T Association – In conversation with Goldsmiths University: PGCE D&T Watch / listen here • D&T Association – In conversation with Mario de Freitas: Teachers in Residence Watch / listen here The national curriculum for subject Ofsted (2011). Meeting technological challenges: school design and technology provision. Ofsted's survey of D&T provision identified the importance of teachers' subject knowledge and training, alongside the need for schools to develop pupils' knowledge and skills and respond to technological developments. The report provides useful historical context for the continued development of D&T teacher expertise. Meeting technological challenges: school design and technology provision - GOV.UK Directed study: Academic writing; each week write a short task to support the first assignment.	• What makes D&T distinctive as a school subject? • What does effective D&T teaching require beyond technical subject knowledge? • How might your subject knowledge, experiences and values shape your identity as a D&T teacher? • What is your emerging philosophy of D&T education? • How will you continue to develop your subject expertise throughout your career?		S8:e, S8:f, S8:g, S8:n
11 th September AM Session 2	The national curriculum for Design and Technology KS3, KS4 LO Explore the D&T National Curriculum, complete a baseline subject audit, and establish placement files.	Focus: National Curriculum, curriculum progression and subject knowledge. Learning Outcomes • Explore the D&T National Curriculum and KS4 expectations. • Consider progression in D&T knowledge and skills from KS3–KS5. • Complete a baseline subject knowledge audit to identify individual SKD priorities. • Establish placement files and professional development priorities. Pre-session reading • National Curriculum – Design and Technology KS1–3 • GCSE Design and Technology subject content – DfE • Hardy, A. & Davies, S. (Eds.) (2026). <i>Learning to Teach Design and Technology in the Secondary School</i> (5th ed.). Routledge.	Activity and Questions Trainees explore the D&T curriculum and examine how knowledge, skills and understanding develop across KS3–KS5. They complete a baseline subject knowledge audit and identify priorities for SKD. • What knowledge, skills and understanding should pupils develop through D&T? • How does D&T knowledge and progression develop from KS3 to KS5? • What does this mean for effective curriculum planning and teaching? • What are your current subject knowledge strengths and areas for development? • How will your SKD priorities support your development as a D&T teacher?	Q1, Q8, Q10	Learn that: S3:1, S3:2, S3:3, S3:7 Learn how: S1:a, S1:b, S1:c; S3:a, S3:b, S3:c, S3:e, S3:g, S3:h, S3:i, S3:j, S3:k, S3:p, S3:q, S3:s, S3:t, S3:u; S8:g
11 th September PM	Designing together 1 (theoretical and evidence informed workshop linked to formal elements).	<i>Designing Together 1 (theoretical and evidence-informed workshop)</i> Focus: The role of designing in Design and Technology.	Activity and Questions		ITTECF – Learn that: S3:1, S3:2, S3:3,

	LO Understand learning outcomes and their role in planning D&T lessons, recognising formal elements as fundamental to D&T education and identify common misconceptions about drawing. ***Guest speaker***	<i>Learning Outcomes</i> - Understand designing as a core disciplinary practice in D&T. - Identify key knowledge, skills and misconceptions related to designing. - Explore approaches to teaching designing progressively at KS3. - Consider how teachers can support pupils to generate, communicate, develop and evaluate design ideas. <i>Reading</i> - Woodward, P. (2021). 'Designing in Design and Technology'. In Hardy, A. (Ed.), <i>Learning to Teach Design and Technology in the Secondary School</i> (4th ed.), pp. 35–54. - Gill, D. et al. (2023). <i>The Bloomsbury Handbook of Technology Education</i>.	Trainees deconstruct examples of D&T designing activities and explore how teachers can explicitly teach, model and scaffold design thinking. They consider progression, misconceptions and adaptive approaches when planning KS3 learning. - What does it mean to design in D&T? - What should Year 7 pupils know and be able to do as designers? - How can teachers make design thinking explicit? - How can designing be taught as an iterative process? - How can designing be scaffolded without limiting creativity or independence? - What common misconceptions might pupils have about designing?		S3:4, S3:7; S4:3, S4:8; S5:1, S5:7 ITTECF – Learn how: S3:a, S3:b, S3:c, S3:f, S3:g, S3:h, S3:i; S4:f, S4:g, S4:i, S4:m, S4:n; S5:a, S5:b, S5:c, S5:g, S5:i, S5:k
18th September AM Session 3	Planning 1 LO Develop inclusive lesson planning strategies through the construction and deconstruction of pedagogy, planning and progression within a D&T design lesson.	Planning a D&T designing lesson Session Objective: Develop inclusive lesson-planning strategies through the construction and deconstruction of pedagogy, planning and progression within a D&T designing lesson. Trainees Will: - Explore how designing can be explicitly taught and modelled at KS3. - Consider progression in pupils' design knowledge and skills. - Identify common misconceptions and barriers to design thinking. - Develop strategies for questioning, scaffolding and modelling. - Consider how planning can support different starting points and maintain appropriate challenge. Pre-Session Reading:	Trainees examine how users, needs, wants, values, existing products and wider contexts inform design decisions. They develop strategies for connecting contextual research meaningfully to designing and making. - How does context influence what and why we design? - How can pupils use research and evidence to inform design decisions? - How can teachers prevent contextual research becoming disconnected from designing and making? - How can design contexts support meaningful and inclusive D&T learning? - How can pupils be encouraged to explain and justify their design decisions?	Q3, Q2, Q5	Learn that: S2:3, S2:10; S3:2, S3:7 Learn how: S2:b, S2:f, S2:j, S2:k; S3:a, S3:f, S3:g, S3:h; S3:i, S3:j, S3:t, S3:u

		Woodward, P. (2021). 'Designing in Design and Technology'. In Hardy, A. (Ed.), <i>Learning to Teach Design and Technology in the Secondary School</i> (4th ed.), pp. 35–54. Rosenshine, B. (2012). 'Principles of Instruction: Research-Based Strategies That All Teachers Should Know'. <i>American Educator</i>, 36(1). Post-Session: Reflect on how planning, pedagogy and adaptive practice can support effective D&T learning.			
18 th September PM	Critical and contextual studies in D&T LO develop pedagogical strategies for translating critical and contextual studies into practical classroom experiences.	Design Contexts and Contextual Research/thinking Session Objective: Develop pedagogical strategies for connecting design contexts, users, needs, values and existing products to practical D&T learning. Trainees Will: • Explore how contextual knowledge informs design decisions. • Consider how research into users, needs, function, materials and sustainability can support designing. • Develop strategies for integrating contextual research into practical D&T projects. • Consider how questioning and critique can help pupils justify and refine design decisions. Reading: Gill, D., Irving-Bell, D., McLain, M. & Wooff, D. (Eds.) (2023). <i>The Bloomsbury Handbook of Technology Education</i>. Link to Practice: Connect design contexts and contextual research to curriculum planning, adaptive practice and pupils' developing disciplinary knowledge.	• How does context influence what and why we design? • How can teachers prevent research becoming disconnected from designing and making? • How can pupils use evidence to justify design decisions? • How can contextual learning support meaningful and inclusive D&T projects?		ITTECF – Learn that: S3:1, S3:2, S3:7; S5:1, S5:7, S5:9 ITTECF – Learn how: S3:a, S3:c, S3:f, S3:g, S3:h, S3:i; S5:a, S5:b, S5:c, S5:g, S5:i, S5:k, S5:l, S5:q
25 th September AM Session 4	ITAP 1 Classroom Management LO start a lesson a calm and controlled manner Obtain silence and pupils attention	ITAP 1 – Classroom Management in D&T Focus: Establishing calm, purposeful and safe D&T learning environments. Learning Outcomes • Establish a calm and controlled start to lessons. • Secure pupils' attention and establish clear routines.	Activity and Questions Trainees explore classroom-management strategies within D&T, considering how routines, relationships, organisation and expectations support safe and purposeful practical learning. They rehearse and receive	Q7, Q5, Q2	Learn that: S7:1, S7:2, S7:3, S7:4, S7:5, S7:8 Learn how: S7:a, S7:f, S7:g, S7:h, S7:i, S7:j

	Respond effectively to disruption during teacher talk	- Respond effectively to low-level disruption during teacher instruction. - Apply routines for practical activities, equipment, resources and transitions. - Consider how behaviour, relationships and health and safety support effective learning in specialist D&T environments. Pre-Session Reading Bennett, T. (2020). <i>Running the Room: The Teacher's Guide to Behaviour</i>. John Catt. - Chapter 5 – The culture of the classroom - Chapter 6 – Establishing useful classroom norms	feedback on establishing a calm lesson start and securing pupils' attention. - How do D&T workshops, studios, kitchens and laboratories influence classroom management? - Which routines are essential for safe and effective practical learning? - How can teachers establish high expectations while maintaining positive relationships? - How can routines support pupils' readiness to learn? - How can behaviour management and health and safety work together in practical D&T? - How can routines be adapted to support different pupils and learning needs? Placement/mentor activity: Discuss the school's behaviour policy, D&T routines, organisation of resources and equipment, transitions, common disruptions and health and safety procedures with the mentor. Identify one routine to observe and one to practise during placement.		
25 th Septem ber PM	ITAP 1 Effective classroom management in D&T				ITTECF – Learn that: S1:1, S1:2, S1:3; S2:1, S2:2; S7:1, S7:2, S7:3, S7:4, S7:5, S7:8 ITTECF – Learn how: S1:a, S1:b, S1:c; S2:a, S2:b, S2:f; S7:a, S7:f, S7:g, S7:h, S7:i, S7:j
2 nd October AM Session 5	ITAP 2 Questioning LO Ask affective questions to check pupil progress Respond effectively to hesitant or incorrect pupil responses Explore different modes of pupil responses		Placement Activity: Observe how questioning is used in a D&T lesson and discuss with the mentor how questions are used to check understanding, challenge thinking and support pupil progress.	Q5, Q2, Q6	Learn that: S5:1, S5:7, S5:9; S3:1, S3:7 Learn how: S5:a, S5:b, S5:c, S5:g, S5:i, S5:k, S5:l, S5:o, S5:q; S3:a, S3:c, S3:d, S3:i
2 nd October PM	ITAP 2 Questioning and Dialogue in D&T.		Placement Activity Observe questioning in a D&T lesson. Record examples of questions used to check, challenge and extend pupil thinking and discuss their effectiveness with the mentor. Identify one questioning strategy to trial in your own teaching.		ITTECF – Learn that: S2:8, S2:9; S5:1, S5:7, S5:9 ITTECF – Learn how:

					S2:h, S2:i, S2:j, S2:k; S5:a, S5:b, S5:c, S5:g, S5:i, S5:k, S5:l, S5:o, S5:q
9 th October AM Session 6	ITAP 3 modelling and explanation LO Model and explain one aspect of my subject Break down complex concepts or skills into bite sized chunks Practice the hand over from teacher to pupil activity		Observe a D&T teacher modelling a practical process or explaining a complex concept. Identify how they sequence the explanation, demonstrate the process, check understanding and hand over responsibility to pupils. Discuss your observations with your mentor and identify one modelling strategy to trial.	Q5, Q2, Q3	Learn that: S4:3, S4:8; S2:8, S2:10 Learn how: S4:f, S4:g, S4:i, S4:m, S4:n; S2:b, S2:j
9 th October PM	ITAP 3 <i>modelling and explanations in D&T</i>				ITTECF – Learn that: S2:8, S2:10; S4:3, S4:8 ITTECF – Learn how: S2:b, S2:j; S4:f, S4:g, S4:i, S4:m, S4:n
16 th October AM Session 7	ITAP 4 Subject specific LO use subject specific pedagogy to support pupil knowledge, understanding and skills Promote the appropriate use of subject specific vocabulary Recognise and respond to common pupil misconceptions associated with learning my subject.	LO: Use subject-specific pedagogy to support pupils' knowledge, understanding and practical skills; develop D&T vocabulary; and identify and address common misconceptions. Activity: Explore how D&T subject knowledge is translated into effective teaching through designing, making and evaluating , considering practical, theoretical and disciplinary knowledge. Key Questions: • What makes D&T pedagogy distinctive? • What knowledge do pupils need to design and make effectively? • What common misconceptions might pupils have? • How can teachers develop D&T vocabulary and disciplinary thinking? • How can practical and theoretical knowledge be connected?	Mentor Activity: Discuss how subject expertise informs D&T planning and teaching, including the development of vocabulary, addressing misconceptions and supporting pupils through designing, making and evaluating. Placement Focus Question: <i>How does the teacher's subject expertise influence the way pupils learn to design, make and evaluate?</i>	Q5, Q6, Q2	Learn that: S4:3, S4:8; S5:3, S5:7 Learn how: S4:f, S4:g, S4:i, S4:j, S4:k; S5:a, S5:b, S5:c, S5:g, S5:i, S5:k

		Reading: Woodward, P. (2021). <i>Designing in Design and Technology</i> , in Hardy (Ed.), <i>Learning to Teach Design and Technology in the Secondary School</i> . Gill, D., Irving-Bell, D., McLain, M. & Wooff, D. (Eds.) (2023). <i>The Bloomsbury Handbook of Technology Education</i> .			
16 th October PM	ITAP 4 The D&T Teacher: Subject Specialist, Designer and Maker ***H&S safety training*** Specialist Workshop 1 - Timbers: materials, processes, tools and practical pedagogy	LO: Apply subject-specific knowledge and pedagogy to plan and structure effective D&T learning experiences. Activity: Trainees explore how D&T subject expertise informs lesson planning, practical activities, modelling, questioning and assessment, with a focus on developing pupil independence and progression. Key Questions: - How does subject expertise inform effective D&T planning? - How can teachers connect designing, making and evaluating within a lesson? - How can practical activities develop knowledge as well as skills? - How can teachers support pupils towards greater independence? - How can subject-specific pedagogy be adapted to different pupils and contexts?	Mentor Activity: Discuss with your mentor how D&T lessons are planned and sequenced to develop pupils' knowledge, skills and independence. Placement Focus Question: <i>How does the planning and structure of a D&T lesson support progression in pupils' knowledge and practical skills?</i>		ITTECF – Learn that: S3:1, S3:2, S3:7; S4:3, S4:8; S5:3, S5:7 ITTECF – Learn how: S3:a, S3:c, S3:f, S3:g, S3:h, S3:i; S4:f, S4:g, S4:i, S4:j, S4:k, S4:m, S4:n; S5:a, S5:b, S5:c, S5:g, S5:i, S5:k
23 rd October AM Session 8	Planning in the subject (2). Deconstruct a D&T learning sequence to understand how curriculum planning, subject knowledge and pedagogy support pupil progression.	Focus: Planning for progression in D&T LO: Deconstruct a D&T learning sequence to understand how curriculum planning, subject knowledge and pedagogy support pupil progression. Activity: Trainees analyse a KS3 D&T sequence, identifying how practical, theoretical and disciplinary knowledge are developed through designing, making and evaluating. Key Questions: - What does progression look like in D&T? - How does component knowledge build towards independence? - How are designing, making and evaluating connected? - How can planning address gaps and misconceptions? Reading: Hardy (2021), <i>Planning for Progression in Design and Technology</i> ; Gill et al. (2023), <i>The Bloomsbury Handbook of Technology Education</i> .	Mentor Activity: Review a scheme of learning and discuss how knowledge and practical skills are sequenced over time. Mentor Activity: Discuss how practical knowledge and skills are developed progressively within a D&T specialism.	Q4, Q6, Q2	Learn that: S3:9, S3:10, S3:12; S5:2, S5:7; S6:1, S6:7 Learn how: S3:p, S3:q, S3:r, S3:s, S3:t; S5:g, S5:h, S5:l, S5:n; S6:a, S6:b, S6:m, S6:n

23 rd October PM	Developing a Schema of D&T Knowledge Focus: Exploring the knowledge, skills and concepts that underpin effective D&T learning.	LO: Identify the substantive, practical and disciplinary knowledge required to teach a D&T specialism effectively. Activity: Trainees deconstruct a D&T process or specialism, mapping component knowledge, vocabulary and practical skills from teacher modelling through to independent application. Key Questions: - What knowledge underpins effective practical work? - How should practical skills be sequenced and revisited? - How can teachers develop pupil independence? - How does practical knowledge support designing and evaluating?			ITTECF – Learn that: S3:1, S3:2, S3:3, S3:7, S3:9, S3:10; S4:3, S4:8; S6:1, S6:7 ITTECF – Learn how: S3:a, S3:f, S3:h, S3:i, S3:p, S3:q, S3:r, S3:s, S3:t; S4:f, S4:g, S4:i, S4:m, S4:n; S6:a, S6:b, S6:m, S6:n
6 th November AM Session 9	Quality First Teaching in D&T	LO: Apply Quality First Teaching approaches when planning inclusive practical D&T learning. Focus: Explore how ideating, realising and critiquing support D&T learning and how practical, theoretical and disciplinary knowledge can be made accessible to all pupils. Activity: Explore strategies including modelling, scaffolding, questioning and adaptive practice to support participation, progress and independence in practical D&T.	Mentor Activity: <i>Discuss how practical D&T teaching is adapted to support diverse learners while maintaining high expectations.</i>	Q7, Q2, Q3	Learn that: S6:1, S6:7; S2:8, S2:9 Learn how: S6:a, S6:b, S6:m, S6:n; S2:h, S2:i, S2:k
6 th November PM	Explore effective pedagogies and approaches to D&T teaching, making effective use of the lesson plan. *** GUEST SPEAKER*** Specialist Workshop 2 Polymers: materials, processes, sustainability and manufacturing	Effective Pedagogy in D&T LO: Apply evidence-informed and subject-specific pedagogy when planning and delivering D&T lessons. Activity: Trainees deconstruct a D&T lesson plan and rehearse a short teaching episode, focusing on explanation, modelling, questioning, guided practice and independent application. Reading: Rosenshine (2012); Hardy & Davies (2026); Gill et al. (2023). McLain, M. et al. (2019). <i>Developing perspectives on ‘the demonstration’ as a signature pedagogy in Design and Technology education.</i>	Mentor Focus Question: <i>How does the teacher balance explicit instruction, practical guidance and pupil independence in D&T?</i>		ITTECF – Learn that: S2:8, S2:10; S4:3, S4:8; S5:1, S5:7, S5:9 ITTECF – Learn how: S2:b, S2:h, S2:i, S2:j, S2:k; S4:f, S4:g, S4:i, S4:m, S4:n; S5:a, S5:b, S5:c, S5:g, S5:i, S5:k, S5:

13 th Novemb er AM Session 10	AS2 Briefing	AS2 Briefing / Inclusive Practice in D&T LO: Apply inclusive and adaptive approaches to planning and evaluating D&T learning. Explore inclusive practice through starters, plenaries, modelling and practical activities. Consider how pupil needs are identified and supported, including discussion with the SENDCo/mentor and reference to the SEND Code of Practice.	Mentor/SENDCo focus question: <i>How are barriers to learning identified and addressed in D&T while maintaining high expectations and opportunities for independence?</i> How does professional experience in D&T connect with, support or challenge what the literature says about effective teaching and learning?	Q4, Q5, Q8, Q9	Learn that: S5:1, S5:2, S5:7, S5:8, S5:9 Learn how: S5:a, S5:b, S5:c, S5:g, S5:i, S5:k, S5:l, S5:o, S5:q; S8:e
13 th Novemb er PM	Navigating literature in D&T (AS1) Inclusive Practice in D&T LO consider effective inclusive pedagogies and approaches to subject teaching focus on modelling & high quality examples)	Navigating Literature in D&T (AS1)- Literature and Evidence LO: Evaluate how educational and subject-specific literature can inform inclusive D&T teaching. Explore modelling, high-quality exemplars and scaffolding to support access, participation and independence in practical D&T learning. Apply literature to planning and classroom practice.			ITTECF – Learn that: S2:8, S2:9; S5:1, S5:2, S5:7, S5:8, S5:9; S8:1, S8:2 ITTECF – Learn how: S2:h, S2:i, S2:k; S5:a, S5:b, S5:c, S5:g, S5:i, S5:k, S5:l, S5:o, S5:q; S8:a, S8:b, S8:c, S8:d, S8:e, S8:f
20 th Novemb er AM Session 11	D&T Subject Pedagogy and Assessment Session focus: Developing effective approaches to teaching, assessing and giving feedback in Design and Technology. Specialist Workshop 3 Textiles: fibres, fabrics, construction and textile processes	Assessment in D&T LO: Develop effective approaches to assessing D&T knowledge, designing and practical skills. Explore how formative assessment, questioning, observation, exemplars and feedback can identify misconceptions, support progression and inform subsequent teaching across designing, making, testing and evaluation. Pre-session / Core Reading Hardy, A. & Davies, S. (Eds.) (2026). <i>Learning to Teach Design and Technology in the Secondary School</i> (5th ed.). Routledge. Gill, D., Irving-Bell, D., McLain, M. & Wooff, D. (Eds.) (2023). <i>The Bloomsbury Handbook of Technology Education</i> . Bloomsbury. Wider Reading	Mentor / Placement Activity Observe how assessment and feedback are used in a D&T lesson. Discuss with the mentor: - How does the teacher know what pupils understand? - How is practical progress assessed? - How does feedback influence subsequent designing or making? - How are misconceptions identified and addressed? Mentor / Placement Activity	Q4, Q5, Q8, Q9	Learn that: S6:1, S6:3, S6:4, S6:5, S6:7; S4:3, S4:8 Learn how: S6:a, S6:b, S6:c, S6:d, S6:m; S4:a, S4:i, S4:j, S4:k

		Wiliam, D. (2011). <i>Embedded Formative Assessment</i>. Solution Tree. This gives you a good balance between D&T-specific literature and wider educational evidence, without turning Session 11 into another literature-heavy session.	With their mentor, trainees will review a planned or observed D&T lesson and discuss how Quality First Teaching and inclusive approaches are used to support pupil learning. Focus Questions: - What are pupils expected to know, understand and be able to do by the end of the lesson? - How does the teacher build on prior knowledge? - Where are modelling and explicit explanation used effectively? - How does the teacher check pupils' understanding during the lesson? - What scaffolds or adaptations are provided, and why? - How are high expectations maintained while supporting different learners? - How does the lesson move pupils towards greater independence? - What could be adapted in the lesson to improve access, participation and progress?		
20 th Novemb er PM	Planning for Assessment: LO:Apply Quality First Teaching principles when planning a practical D &T lesson.	Planning for Assessment Explore the planning of a D&T lesson through a specific practical or technical concept, considering how modelling, explanation, questioning, scaffolding and formative assessment support pupil understanding and independence. Hardy, A. & Davies, S. (Eds.) (2026). <i>Learning to Teach Design and Technology in the Secondary School: A Companion to School Experience</i> (5th ed.). Abingdon: Routledge. Gill, D., Irving-Bell, D., McLain, M. & Wooff, D. (Eds.) (2023). <i>The Bloomsbury Handbook of Technology Education</i>. London: Bloomsbury. Rosenshine, B. (2012). 'Principles of Instruction: Research-Based Strategies That All Teachers Should Know'. <i>American Educator</i>, 36(1), pp. 12–19, 39. Fursman, L. (2024). 'Advancing an anti-ableist pedagogy in the secondary art and design curriculum'. In <i>A Practical Guide to Teaching Art and Design in the Secondary Classroom</i>. London: Bloomsbury.			ITTECF – Learn that: S2:3, S2:8, S2:10; S3:1, S3:7; S5:1, S5:7, S5:9; S6:1, S6:7 ITTECF – Learn how: S2:b, S2:f, S2:h, S2:i, S2:j, S2:k; S3:a, S3:c, S3:f, S3:g, S3:h, S3:i; S5:a, S5:b, S5:c, S5:g, S5:i, S5:k; S6:a, S6:b, S6:m, S6:n
27 th Novemb er AM	Literacy and Adaptive Practice in D&T Session focus: Literacy, adaptive practice and supporting progress in D&T	LO: Evaluate strategies for supporting pupil progress, participation and independence in D&T. Literature: Hardy & Davies (2026); Gill et al. (2023); Rosenshine (2012); DfE (2015) <i>SEND Code of Practice</i>; relevant EEF guidance. Trainee Activity: Explore how technical vocabulary, modelling, scaffolding, questioning and formative feedback can support access and progress in practical D&T. Apply adaptive approaches to a KS3–4 D&T lesson, considering how barriers can be removed while maintaining high expectations.	Mentor Activity / Focus Question: Observe adaptive practice in D&T and discuss how the teacher supports different learners while developing independence. Focus Question: <i>How does the teacher adapt D&T teaching to remove barriers while maintaining ambitious subject learning?</i>	Q3, Q4, Q5, Q6	Learn that: S5:2, S5:7, S5:8, S5:9; S2:8, S2:9 Learn how: S5:g, S5:h, S5:l, S5:n; S5:a, S5:b, S5:c, S5:i, S5:k; S2:h, S2:i, S2:k
27 th Novemb er PM	Adaptive and Inclusive Pedagogy in D&T LO: Evaluate effective pedagogies and adaptive approaches for	Adaptive and Inclusive Pedagogy in D&T LO: Evaluate effective pedagogies and adaptive approaches for supporting diverse learners in D&T. Literature: Rosenshine (2012); DfE (2015) <i>SEND Code of Practice</i>; EEF guidance on SEND; Hardy & Davies (2026).	Mentor Activity / Focus Question: Observe how an experienced D&T teacher adapts teaching during practical learning and discuss how support is balanced with pupil independence.		ITTECF – Learn that: S2:8, S2:9; S5:1, S5:2, S5:7, S5:8, S5:9; S6:1, S6:7

	supporting diverse learners in D&T. Specialist Workshop 4 Food and Nutrition: food science, practical processes, hygiene and safety	Activity: Explore how modelling, scaffolding, questioning and formative assessment can remove barriers to learning in practical D&T while maintaining high expectations. Consider accessibility of practical spaces, tools, materials, equipment and subject language. Case Study: Making D&T Accessible – Bradfields Academy D&T Association – SEND Tool Modifications: Making Design and Technology Accessible for All Learners The case study describes practice at Bradfields Academy, a specialist SEND setting, where the D&T department has adapted tools, equipment, processes and teaching approaches to remove barriers to practical learning.		ITTECF – Learn how: S2:h, S2:i, S2:k; S5:a, S5:b, S5:c, S5:g, S5:i, S5:k, S5:l, S5:o, S5;q; S6:a, S6:b, S6:m, S6:n
4 th Decemb er AM Session 13	Adaptive Practice, TA Deployment and Technology in D&TLO Apply adaptive teaching strategies to support EAL learners, disadvantaged pupils, and explore effective TA deployment.	Adaptive Practice and TA Deployment LO: Apply adaptive teaching strategies to support diverse learners and explore effective TA deployment in D&T. Explore how teachers can adapt modelling, explanations, resources, practical tasks, questioning and scaffolding to support SEND, EAL, disadvantaged pupils and differing starting points. Consider how TAs can provide effective support while promoting pupil independence. • Education Endowment Foundation (2025). <i>Deployment of Teaching Assistants: Guidance Report</i>. London: Education Endowment Foundation. EEF – Deployment of Teaching Assistants • Department for Education & Department of Health and Social Care (2015). <i>Special Educational Needs and Disability Code of Practice: 0 to 25 Years</i>. London: Department for Education. SEND Code of Practice: 0 to 25 years • Hardy, A. & Davies, S. (Eds.) (2026). <i>Learning to Teach Design and Technology in the Secondary School: A Companion to School Experience</i> (5th ed.). Abingdon: Routledge. Routledge – Learning to Teach Design and Technology • Gill, D., Irving-Bell, D., McLain, M. & Wooff, D. (Eds.) (2023). <i>The Bloomsbury Handbook of Technology Education</i>. London: Bloomsbury Academic. Bloomsbury – The Bloomsbury Handbook of Technology Education	Mentor / Placement Activity: <i>Observe how a D&T teacher and TA work together during a practical lesson.</i> Focus Question: <i>How does effective adaptive practice and TA deployment support pupils to access ambitious D&T learning while developing independence?</i>	Q1, Q3, Q6, Q8 Learn that: S5:1, S5:2, S5:7, S5:8, S5:9; S8:5, S8:6 Learn how: S5:a, S5:b, S5:c, S5:g, S5:i, S5:k, S5:l, S5:o, S5;q; S8:b, S8:d, S8:e
4 th Decemb er PM	Technology and Digital Practice in D&TLO Evaluate the use of technology to support creativity, curriculum	LO: Evaluate how digital technologies can support designing, making and learning in D&T. Explore the purposeful use of CAD, CAM, digital modelling and other technologies to support design development, iteration, accuracy, accessibility and progression.	Mentor Activity: Discuss how technology is integrated into D&T curriculum planning and teaching. Focus Question: <i>How does technology enhance learning in D&T, and</i>	ITTECF – Learn that: S3:1, S3:3, S3:7; S4:3, S4:8; S8:5, S8:6

	delivery, and pupil outcomes in D&T. ***Guest speaker FAB /LAB*** Specialist Workshop 5- CAD/CAM, graphics and digital manufacture		what teaching is needed for pupils to use it purposefully?		ITTECF – Learn how: S3:a, S3:f, S3:h, S3:i; S4:f, S4:g, S4:i, S4:m, S4:n; S8:b, S8:d, S8:e, S8:g
18th Decemb er AM Session 14	Medium term planning Retrieval and Interleaving Medium-Term Planning: Retrieval and Interleaving LO: Develop a medium-term plan that uses sequencing, retrieval and interleaving to support pupil progression in D&T. Specialist Workshop 6- Metals and manufacturing processes ***GUEST SPEAKER JONES***	Explore how substantive, disciplinary and practical knowledge can be sequenced, revisited and interleaved across a D&T scheme of learning. Identify misconceptions and plan opportunities for retrieval, assessment and progression. Nicholl, B., Flutter, J., Hosking, I. & Clarkson, P.J. (2013). ‘Joining up the DOTs: Authentic teaching and learning in Design and Technology education’. <i>Cambridge Journal of Education</i>, 43(4), pp.435–450. Jones, P.A. (2024). ‘Design Thinking in Action: Fostering 21st Century Skills Alongside Subject Specific Knowledge at Key Stage 3 in D&T’. <i>Design and Technology Education: An International Journal</i>, 29(2), pp.219–247.	Mentor Activity: Review a D&T scheme of learning and discuss how knowledge and practical skills are introduced, revisited and extended. Focus Question: <i>How does the curriculum sequence build a connected and progressively more sophisticated body of D&T knowledge?</i>	Q2, Q3, Q4, Q6	Learn that: S3:1, S3:7; S6:1, S6:3, S6:4, S6:5, S6:7 Learn how: S3:a, S3:f, S3:h, S3:i; S6:b, S6:c, S6:d, S6:m
18th Decemb er PM	Learning Beyond the Classroom: Industry and Contemporary D&T LO: Explore how authentic contexts, industry and contemporary design practice can enrich D&T curriculum planning.	Explore how designers, engineers, manufacturers, industry, emerging technologies and sustainability can provide authentic contexts for D&T learning.	Mentor Activity: Discuss how the department uses industry, careers and external organisations to enhance D&T learning. Focus Question: <i>How can authentic contexts and contemporary practice enhance pupils’ understanding of the purpose and relevance of D&T?</i>		ITTECF – Learn that: S3:1, S3:7; S8:5, S8:6, S8:8 ITTECF – Learn how: S3:a, S3:f, S3:h; S8:b, S8:d, S8:e, S8:g, S8:h
26th February AM	Get that D&T job. AS2 briefing. Preparing for Employment and AS2	Refine professional portfolio, review evidence of developing D&T practice, and participate in a mock interview focused on subject knowledge, curriculum planning, practical teaching, H&S, adaptive practice and pupil progress.	Complete and refine professional portfolio, then participate in a mock interview to develop confidence, articulate your practice, and prepare for future D&T teaching roles.	Q4, Q8, Q10	Learn that: S8:1, S8:2, S8:5, S8:6, S8:7 Learn how: S8:a, S8:b, S8:c,

Session 15	LO: Prepare for employment and demonstrate developing professional competence through AS2. Specialist Workshop 7- Electronics and systems	Get Into Teaching – Teacher interview advice WATCH: Tes Career Clinic two-minute tutorials Tes Magazine			S8:d, S8:e, S8:f, S8:g, S8:n
26 th February PM	Interdisciplinary and Contemporary D&T LO: Evaluate how interdisciplinary contexts can enrich D&T learning while maintaining a clear focus on D&T knowledge and practice. .	Explore links between D&T, STEM, engineering, computing, sustainability and contemporary industry. Evaluate an authentic D&T case study and consider how interdisciplinary contexts can enrich curriculum planning without diluting subject-specific knowledge. AQA – Inside Assessment: Design & Technology 25 minutes — specifically covers GCSE D&T question types, command words, context, imagery and mark schemes. Watch: AQA Inside Assessment – Design & Technology AQA – Principles of Assessment 13 minutes — introduces validity, reliability and differentiation, so trainees have a useful foundation before looking specifically at D&T assessment. Watch: AQA – Principles of Assessment AQA GCSE Design & Technology 8552 – Specification AQA GCSE D&T 8552 – Specification at a Glance New Febreze Bin Freshener - Provides up to 45 days of freshness	Mentor Activity Discuss an interdisciplinary or industry-linked D&T project with your mentor and identify how it supports subject knowledge, designing and making. Mentor Questions: - How does the project strengthen D&T learning? - What links are made with STEM, engineering or industry? - How is progression towards KS4 supported? - How could an authentic context enhance pupils' learning? - How could I apply this approach in my own planning?		ITTECF – Learn that: S3:1, S3:3, S3:7; S8:5, S8:6, S8:8, S8:9 ITTECF – Learn how: S3:a, S3:f, S3:h, S3:i; S8:b, S8:d, S8:e, S8:g, S8:h, S8:i
5 th March AM Session 16	Progression, Independence and Challenge in D&T LO: Evaluate how curriculum sequencing, assessment and adaptive practice can support progression and independence in KS4 D&T. Integrated D&T Micro-teach From subject knowledge to independent classroom practice ***GUEST SPEAKER ***	Session focus: 15–20 minute assessed/rehearsed teaching episode Developing progression in KS4 D&T through increasingly complex design decisions, practical competence and pupil independence. - Hardy, A. & Davies, S. (Eds.) (2026). <i>Learning to Teach Design and Technology in the Secondary School</i> (5th ed.). Routledge. - Gill, D., Irving-Bell, D., McLain, M. & Wooff, D. (Eds.) (2023). <i>The Bloomsbury Handbook of Technology Education</i>. Bloomsbury. - Ofsted (2021). <i>Research review series: Design and Technology</i>.	Mentor activity: Discuss with the mentor how progression is planned and assessed across a KS4 D&T project or qualification. Mentor questions: - How does the curriculum build on prior D&T knowledge? - How does challenge increase across KS4? - How are pupils supported to become increasingly independent? - How does assessment inform subsequent teaching? - Where do pupils commonly struggle, and how does the teacher respond?	Q2, Q4, Q8	Learn that: S3:3, S3:8; S6:3, S6:7 Learn how: S3:j, S3:k, S3:l, S3:m; S6:b, S6:c, S6:n

5 th March PM	Sequences of Learning: From Curriculum Intent to Independent D&T Practice LO: Design a sequence of D&T learning that builds connected subject knowledge, practical competence and increasing independence..	Session focus: Applying curriculum sequencing and assessment to develop a coherent KS3–KS4 D&T learning journey. - Hardy & Davies (2026). <i>Learning to Teach Design and Technology in the Secondary School</i>. - Gill et al. (2023). <i>The Bloomsbury Handbook of Technology Education</i>. - Ofsted (2021). <i>Research review series: Design and Technology</i>.	Mentor activity: <i>Review a current scheme of learning with the mentor and identify how sequencing supports progression towards KS4 outcomes and greater pupil independence.</i>		ITTECF – Learn that: S3:1, S3:2, S3:3, S3:7, S3:9, S3:10, S3:12; S6:1, S6:3, S6:4, S6:5, S6:7 ITTECF – Learn how: S3:a, S3:f, S3:h, S3:i, S3:p, S3:q, S3:r, S3:s, S3:t; S6:b, S6:c, S6:d, S6:m, S6:n
12 th March AM Session 17	KS2 → KS3 Transition and Starting Points LO: Evaluate pupils' prior D&T experiences and use this knowledge to inform progression and planning from KS2 into KS3. Indicative content	KS2 → KS3 transition: understanding pupils' prior D&T experiences, starting points and progression into Year 7.	Mentor activity/questions - What D&T experiences do pupils typically arrive with from KS2? - How does the department establish pupils' starting points? - What are the common gaps or misconceptions? - How does Year 7 build on KS2 rather than repeat it? - How are designing, making and evaluating skills developed across the transition? Key question: <i>How can understanding pupils' KS2 experiences help us plan effective progression into KS3 D&T?</i>	Q1, Q2, Q4, Q6	Learn that: S6:1, S6:3; S3:9, S3:10, S3:12 Learn how: S6:e, S6:f, S6:b, S6:c; S3:p, S3:q, S3:r, S3:s, S3:t
12 th March PM	KS2 → KS3 Transition: From Prior Experience to Progression LO: Evaluate pupils' prior D&T experiences and use this to inform curriculum planning and progression from KS2 to KS3.	Session focus: Understanding how pupils' prior D&T experiences shape their starting points in KS3 and how teachers can use this to plan progression. - Hardy (2021), <i>Planning for Progression in Design and Technology</i>. - Ofsted, <i>Research Review Series: Design and Technology</i>. - National Curriculum: D&T at KS2 and KS3.			ITTECF – Learn that: S3:1, S3:2, S3:7, S3:9, S3:10, S3:12; S6:1, S6:3 ITTECF – Learn how: S3:a, S3:f, S3:h, S3:p, S3:q, S3:r, S3:s, S3:t; S6:b, S6:c, S6:e, S6:f

19 th March AM Session 18	Teaching D&T at KS5 LO: Develop understanding of curriculum, pedagogy, assessment and progression when teaching D&T at KS5.	Session focus: KS5 D&T: curriculum, pedagogy, assessment and progression. Compare GCSE and KS5 D&T expectations; deconstruct a KS5 specification and assessment objectives; analyse a KS5 project/portfolio case study; identify how independence in designing, making and evaluating develops.	Mentor focus: Discuss progression from GCSE to KS5, expectations for independent work, assessment and preparation for university/employment.	Q1, Q2, Q4, Q8	Learn that: S3:3, S3:8; S6:3, S6:7 Learn how: S3:l, S3:m, S3:j, S3:k; S6:c, S6:b, S6:n; S8:h
19 th March PM	D&T Beyond the Classroom: Industry, Careers and Real-World Design LO: Evaluate how external contexts and industry connections can enrich D&T learning and support pupils' understanding of future pathways.	Session focus: Connecting D&T curriculum learning with industry, contemporary technology, careers and real-world contexts. Inspiration hub - D&T Association A-level Design and Technology 7552 Specification Specification At A Glance AQA	Mentor focus: What links does the department have with industry, designers, engineers, universities or employers? How are careers and real-world applications embedded within the D&T curriculum?		ITTECF – Learn that: S3:1, S3:7; S8:5, S8:6, S8:8 ITTECF – Learn how: S3:a, S3:f, S3:h; S8:b, S8:d, S8:e, S8:g, S8:h
16 th April AM Session 19	Learning Beyond the Classroom in D&T LO: Evaluate how learning beyond the classroom can enrich Design & Technology and connect pupils with authentic technological, environmental and community contexts. ***OFF SITE***	Focus: Trips, enrichment and learning beyond the classroom. School trips - HSE Health and safety on educational visits - GOV.UK	Mentor questions: - How could a visit support a specific D&T curriculum sequence? - What would pupils learn that would be difficult to replicate in the classroom? - What are the key risks and how would they be managed? - How would the visit be made accessible to all pupils? - How could the experience feed back into designing, making or evaluating?	Q1, Q3, Q8, Q10	Learn that: S8:5, S8:6, S8:7 Learn how: S8:b, S8:c, S8:d, S8:e, S8:g; S3:r, S3:t
16 th April PM					
23 rd April AM Session 20 23 rd April PM	Contemporary Issues in Design & Technology LO: Critically evaluate contemporary issues shaping the purpose, curriculum and future of D&T. ***GUEST SPEAKER ***	Focus: Sustainability, emerging technologies/AI, CAD/CAM, practical skills, curriculum status, engineering/design careers and participation. McLain & Hardy (2025) – Reflecting on the Implications of the 2025 Curriculum and Assessment Review for D&T Reimagining Design and Technology Report - D&T Association Dear Minister, This is why design and technology is a very important subject in the school curriculum Design and Technology Education: An International Journal	Mentor: Discuss key challenges facing D&T and how the subject can remain relevant and ambitious.	Q1, Q3, Q8, Q10	Learn that: S3:1, S3:7; S8:5, S8:6, S8:8, S8:9 Learn how: S3:a, S3:d, S3:f, S3:h; S8:b, S8:d, S8:e, S8:g, S8:h, S8:i

30 th April AM Session 21	D&T Futures LO: Evaluate how D&T teachers can respond to contemporary developments while maintaining high-quality subject teaching. Three Dimensional Studies LO Experiment with a range of three-dimensional materials, processes and construction methods, evaluating their creative and pedagogical potential for teaching Art & Design across the secondary curriculum. (collaboration with A&D)	Activity: Develop a short curriculum/classroom response to a contemporary D&T issue and critique its implications for pupils, pedagogy and practice Eyüpoğlu, İ. & Yalçın, Ş. (2021). <i>Evaluation of Three-Dimensional Art Works Through Views of Pre-Service Visual Arts Teachers</i>. Academy Journal of Educational Sciences, 5(2), 52–59. Köksal, H. (2013). <i>In Art Education, Soul of Materials: Soap Sculptures</i>. Procedia – Social and Behavioral Sciences, 106, 1450–1454.	Mentor: What changes should D&T teachers prepare for, and what should remain central to the subject? Develop confidence in teaching three-dimensional studies through material selection, health and safety, practical sequencing, and scaffolding pupils' exploration of form and construction.	Q1, Q3, Q5, Q8, Q10	Learn that: S3:1, S3:7; S4:3, S4:8; S8:5, S8:8, S8:9 Learn how: S3:a, S3:f, S3:h, S3:i; S4:f, S4:g, S4:i, S4:m, S4:n; S8:b, S8:d, S8:e, S8:g, S8:h
30 th April PM	Transition to ECT LO Explore expectations, support structures, and professional practices during the transition to ECT.	Focus: ECT expectations; professional responsibilities; mentoring; workload; subject CPD; maintaining practical and curriculum knowledge; collaboration and professional reflection. Murtagh, L., Dawes, Louisa., Rushton, E. A. C., & Ball-Smith, C. (2024). Early career teacher mentoring in England: a case study of compliance and mediation. <i>Professional Development in Education</i>, 1–14. https://doi.org/10.1080/19415257.2023.2291357 https://careerteachers.co.uk/career-advice/preparing-for-your-first-teaching-job-tips-and-what-to-expect/	Mentor: What are your priorities for your first year as a D&T teacher, and what support will help you develop?		ITTECF – Learn that: S1:7; S8:1, S8:2, S8:5, S8:6, S8:7 ITTECF – Learn how: S1:e; S8:a, S8:b, S8:c, S8:d, S8:e, S8:f, S8:g, S8:n