	1.																																											
	Teacher Prep		2.	_aunch				3. R	esearch				4.	. Ideas	Genera	tion		5.	Refinir	ng Your	Design			6.	Enterp	rise					7.	Preser	ting Yo	ur Idea	a				8. Sub	mit Yo	our En	ntry	9. Finis Up	
	F G/I	F	I G	G I I	F	F F	- 1	I	G W	?	W G/I E	В	F	F	G	G B	F	F	G	W۱	N G B	В	F	F	W	G	W	I	F	F	1 1	- 1	1	W	G	1	I E	В	1	W	W	1	G	1
Through a variety of creative and practical activities , pupils should be taught the knowledge , understanding and skills needed to engage in an iterative process of designing and making . They should work in a range of domestic and local contexts [for example the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion]. When designing and making pupils should be taught to:	Design Ventura Overview Handling Colection Notes	Design Ventura Brief	Student Design Brief Workshop1: Launch and Research	Team techneskers Design Ventura Team Roles Working as a Hieh Performing Team - Some Tibs	The Museum Video	Design Ventura Toolkit: Target Audience Design Auseum Shoo	Design Museum anop Shon Information Powernoint Presentation	The Design Museum Kensington	Workshop 1: Launch and Research Location Research Worksheet	The Design Museum Shop Factsheet	Target Audience Worksheet Handling Collection Notes	Research and Initial Ideas Begin at Mill Hill	Design Ventura Toolkit: Prototyping	In the Design Studio: Pearson Lloyd	Workshop 2: Ideas	Prototyping Activity From Crisis to Creativity	FOR CISS to Creativity	Inside the Design Studio with Special Projects Design Ventura Toolkit: Sustainability	Workshop 2: Ideas	Ideas Summary Worksheet	Judging Orteria Refining an Idea Activity	What makes a good idea great?	Inside the Enterprising Design Studio: A Two Pip Problem	Design Ventura Toolkit: Target Audience	Evaluating Branding Worksheet	Workshop 3: Enterprise and Pitching	Glossary of Enterprise Terms Budget Sheet Template		Design Ventura Top Tips for Pitching - Chris Ruse Deutsche Bank	Design Ventura Pitching Event 2015	How to Enter - Presentation	Winning Student Entry 2013 Winning Student Entry 2013	Example Student Entries 2010	Judging Criteria	Workshop 3: Enterprise and Pitching	Class Pitch Guidelines	Pitching Template and Top Tips	Chigwell School Pitching Event 16 Nov 2016	How to Enter - Presentation	Practice Competition Entry Form	Budget Sheet Template	Example Student Entries 2010	Workshop 4: Finishing Up	What next? Pursuing a career in design
Design - use research and exploration, such as the study of different cultures, to identify and							T	П																																				
understand user needs			•		•	•	•	•	•	•	•													•								•	•	•										
· identify and solve their own design problems and understand how to reformulate problems given to them		•	•			•						\prod								•	•			•					Ī		•	•	•											
· develop specifications to inform the design of innovative, functional, appealing products												-								(•	•	•	•										
that respons to needs in a variety of situations - use a variety of approaches [for example, biomimicry and user-centred design], to							-	++			+						1					\dashv					+	-								-								
generate creative ideas and avoid stereotypical responses							-	\sqcup	_		\rightarrow	_								Н		4	_			_		_	_						_									
· develop and communicate design ideas using annotated sketches, detailed planes, 3-D and mathematical modelling, oral and digital presentations and computer-based tools													•	•	•	•			•	(•					•		L	•	•	•	•	•	•	•	•	•							
Make																																												
 select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture 																				(•		•									•	•	•										
· select from and use a wider, more complex range of materials, components and								Ħ									T						•			•	•							•										
ingredients, taking into account their properties		<u> </u>			<u> </u>												╛╘					┛╘	•	ı		•		<u> </u>																
- analyse the work of past and present professionals and others to develop and broaden							T		1				1					1	1		1		ı																					
their understanding	•		•					1			•		•	•	•		•		•				•																					
investigate new and emerging technologies test, evaluate and refine their ideas and products against a specification, taking into		-	+	+			+	++	+			_			H		+	-		\vdash	++	\dashv \vdash						-	-						_	_								
account the views of intended users and other interested groups																	4			_ (4									•	•	•	•										
· understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	•										•							•		•	•					•					•	•	•	•	•									
Technical knowledge																																												
 understand and use the properties of materials and the performance of structural elements to achieve functioning solutions 														•																		•	•											
· understand how more advanced mechanical systems used in their products enable																																												
changes in movement and force - understand how more advanced electrical and electronic systems can be powered and			+		1 📂		+	$\dagger\dagger$	+						\vdash			+	+	\vdash			1		+		+	\vdash		+				\neg										
used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]																																												
· apply computing and use electronics to embed intelligence in products example,																																												
actuators], using programmable components [for example, microcontrollers].					J L												J L																											

The Cooking and Nutrition elements of the Programme of Study have been omitted.

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Note: a number of resources app