

## AQA Key Learning Areas Mapped

### ABOUT THIS RESOURCE: READ THIS FIRST

#### The purpose of this document

This document has been created by Paul and Julie Boyd from Boyd Education to support the work we do with individual schools. As this document has been designed for our own purposes teachers are advised to use it for guidance only. It's our interpretation of curriculum documents and some changes from the originals have been made for formatting purposes. Teachers are advised to check all of the original documents and specifications themselves to ensure our interpretation is accurate. For more information on this document email [julie@julieboyd.co.uk](mailto:julie@julieboyd.co.uk) or [paulboyd@mac.com](mailto:paulboyd@mac.com). Visit [www.julieboyd.co.uk](http://www.julieboyd.co.uk) for free resources developed using this document. **Our document can be used & adapted by teachers in a department but it must not be used in any other way without permission.**

The document lists the learning from the AQA specification separated out into 10 key Learning areas. It can be used to map and plan the curriculum to create a 5 year curriculum approach. It might also be useful to evidence the importance of KS3 as the basis for GCSE, and thereby help support an argument for curriculum time, along with emphasising the importance of each material area in D&T.

This document also links to a similar document called D&T 10 Key Learning Areas. Visit <http://bit.ly/2iXMTCe> to see this document.

#### 10 key learning areas

Working with teachers on our courses we've identified 10 key learning areas that might be prioritised when creating schemes of learning across all key stages. The division into 10 areas is simply for the purpose of planning, mapping and being able to get an overview of the coverage of each area. This links to our approach to teaching and learning within D&T and is therefore most likely to be relevant to teachers who have attended our courses. In particular our approach uses the strategy of distributed practice when planning and delivering schemes of learning. There are other potential groupings of the learning content, along with other curriculum approaches, all of which will be of equal value.

Each of the key learning areas has a separate section in the document (they are not listed in any particular order). The table below explains how each section is laid out. Some of the key learning areas we've identified have more content than others and the reasons for our choice of focus areas is discussed more on our courses. There are natural cross overs between all of the 10 areas and each one should not be seen in isolation. The colour coded text and columns are used to make it easier to visually identify different elements within the table.

Our 10 key learning areas are:

1. Users, needs & design contexts
2. Designing: Design Strategies & communicating ideas
3. Past & present professionals
4. Wider impact of designing & making: Social, moral, environmental & cultural issues, energy storage & generation, new & emerging technologies
5. Levers & mechanisms
6. Electronics & programmable components
7. Smart & modern materials & technical textiles
8. Materials: Categories, sources, origins, selection & properties
9. Forces & Stresses
10. Making: Working with specialist materials & techniques

This document has been designed to be editable so that you can use the year 7,8,9,10 & 11 columns to meet your own needs.

An explanation of what each column means is shown in the table below

| Key Learning Area   | KS3 Keywords & Headlines   | D&T GCSE Subject Content Keywords & Headlines   | Specific Detail from AQA GCSE Spec  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|--|---|---|--------|--------|--------|---------|---------|
| <p>An overall heading to summarise the learning.</p> <p>This is our choice of heading and is our quick reference title.</p> | <p>Keywords &amp; headlines taken from a variety of D&amp;T Association documents on best practice in delivering the 2014 KS3 curriculum.</p> <p>These statements are useful for helping to identify learning links across all key stages.</p> <p>Our own summary document with these statements, along with links to the D&amp;T Association documents, can be found at <a href="https://goo.gl/sda4Y8">https://goo.gl/sda4Y8</a>.</p> <p>Note the keywords &amp; headings have been chosen by us &amp; teachers are advised to review the KS3 documents themselves for their own interpretation.</p> | <p>Keywords &amp; headlines taken from the DfE Subject Content document for D&amp;T GCSE (Nov 2015). This is the document all exam boards had to use to create their specifications.</p> <p>These statements are useful as a way of simplifying the content of the GCSE and for getting an overview. They are also useful for helping to identify learning links across all key stages. Where possible these statements have been copied from the original document without being changed.</p> <p>You can see the DfE Subject Content document at <a href="https://goo.gl/cw1xzz">https://goo.gl/cw1xzz</a>. You can see our version of this document made into a checklist at <a href="https://goo.gl/UEA2BT">https://goo.gl/UEA2BT</a>.</p> | <p>These statements are taken from the AQA specification and show how they have interpreted the DfE Subject Content. This format helps create a better overview of how these areas make up a cohesive curriculum with progression across KS3 and GCSE. Some wording has been tweaked to suit the formatting of the document.</p> <p>Colour coding has been used to make the table visually easier to use. Anything in black type indicates core content all students need to know. Anything in orange type indicates specialist material content and students only need to know learning related to their chosen material area.</p> |        |        |        |         |         |

These columns can be used to map the content of the different year groups to show how they meet the wider curriculum focus. It is up to the department how much detail is included. If a detailed outline is required each column could be replaced with a page of its own.