


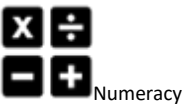







# Curriculum Content Map DT - Yr11

	TERM 1		TERM 2		TERM 3	
Unit title & description	NEA Research A01 (a)	NEA Research A01 (b) and Design A02 (a)	NEA Design A02 (a) and Manufacture A02 (b)	NEA Manufacture A02 (b) and Evaluation A03 / Theory Revision	Theory Revision	Theory Revision until Examination
<p><b>Sequencing - Why is this taught and now?</b></p>	<ul style="list-style-type: none"> <li>- Sequenced in Design Process; <b>Research</b>, Design, Manufacture, Evaluation</li> <li>- First part of the Design Process, used in industry and emulated through the NEA.</li> <li>- Allows for a broad scope of inspiration and opportunity.</li> <li>- Demands that the pupils take ownership of the direction of their project and articulate this direction.</li> <li>- <b>Informed Research</b></li> </ul>	<ul style="list-style-type: none"> <li>- Sequenced in Design Process; Research, <b>Design</b>, Manufacture, Evaluation</li> <li>- Completion of investigation into Exam Board give Design Contexts, Client Profiles and Existing Product Research.</li> <li>- Evaluation of Research that leads to;</li> <li>- The writing of individual Design Brief and a Design Specification for the NEA project.</li> <li>- <b>Idea Generation</b></li> <li>- Initial Idea Drawing development and model making</li> </ul>	<ul style="list-style-type: none"> <li>- Sequenced in Design Process; Research, <b>Design</b>, <b>Manufacture</b>, Evaluation</li> <li>- Development of Ideas from initial, rough sketches and models to the formulation of potential outcomes.</li> <li>- Testing and Evaluation</li> <li>- <b>Design Iteration</b></li> <li>- Design Development through proposing and answering questions from repeated modelling in preparation for;</li> <li>- Presentation of a finalised concept in response to the written DB and DS.</li> <li>- Planning for manufacture</li> </ul>	<ul style="list-style-type: none"> <li>- Sequenced in Design Process; Research, Design, <b>Manufacture</b>, <b>Evaluation</b></li> <li>- Planning for manufacture</li> <li>- implementation of planned manufacture</li> <li>- Once complete, self-reflective evaluation and client feedback</li> <li>- Proposal of constructive modifications of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Revision of <b>Technical Principles</b> and <b>Core Content</b> for upcoming examination;</li> <li>Natural Timbers / Metals / Paper and Boards / Textiles / Polymers / Electronics and Systems. With focus of in-depth knowledge and understanding of dept. focus Natural Timbers</li> <li>Revision of <b>Designing and Making Principles</b> that have been exercised throughout NEA (extra focus on properties and industrial processes outside dept.)</li> <li>Combined with online and HW</li> </ul>	<ul style="list-style-type: none"> <li>Revision <b>TP</b> and <b>D&amp;MP</b> until examination</li> </ul>
 Knowledge	<ul style="list-style-type: none"> <li>- Researching a range of designers, products, and companies</li> <li>- Analysing customer needs/wants.</li> <li>- independent work nurtured.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of Design Contexts with a proposing of self-determined and written Design Brief (directive).</li> <li>- Outlining of specific details of the design for proposal and reference.</li> </ul>	<ul style="list-style-type: none"> <li>- Material knowledge and deployment</li> <li>- Demonstration of theoretical knowledge across core content.</li> <li>- Technical drawing and rendering</li> <li>- Methods of testing and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Finishes and Quality Control</li> <li>- Objectivity in evaluation and modification proposals.</li> <li>- Presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Technical Principles</li> <li>- In depth Natural Timber</li> <li>- Designing and Making Principles</li> </ul>	

		<ul style="list-style-type: none"> <li>- Research to Ideas to 2D to 3D</li> </ul>	<ul style="list-style-type: none"> <li>- Computer Aided Design (CAD)</li> <li>- Creative interpretation of written DB/DS based on client needs.</li> </ul>			
	<ul style="list-style-type: none"> <li>- Research Skills – broad ranging, IRL/URL</li> <li>- Presentation and articulation of research and investigation</li> <li>- Identification and interpretation of customer needs and preferences</li> <li>- Analysis of existing products</li> </ul>	<ul style="list-style-type: none"> <li>- Clarity of intent</li> <li>- interpretation of client needs, and proposal of intent</li> <li>- Material and scale understandings.</li> <li>- Drawing and Visual Communication</li> <li>- 3D model making</li> <li>- visualisation of ideas in both 2D and 3D</li> </ul>	<ul style="list-style-type: none"> <li>- Self-reflectivity and constructive self-criticality.</li> <li>- Resilience</li> <li>- Conviction in ideas</li> <li>- Formal Technical Drawing.</li> <li>- CAD</li> <li>- Material Manipulation</li> <li>- Implementation of Client Feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Various project specific production skills</li> <li>- Time management</li> <li>- Project management and delivery</li> <li>- Independent practice</li> </ul>	<ul style="list-style-type: none"> <li>- Revision skills and methods</li> <li>- Long form written skills</li> <li>- Knowledge recall</li> </ul>	
<p><b>Retrieval practice</b> <b>Prior knowledge</b> <b>and skills that are revisited</b></p>	<ul style="list-style-type: none"> <li>- Links to previous project elements of practice research.</li> <li>- Demonstration of research methods</li> <li>- levelling up of presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>- DB and DS prior understanding – implementation of existing knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- CAD skills</li> <li>- Technical drawing knowledge: Oblique / Isometric / Orthographic / Rendering</li> </ul>	<ul style="list-style-type: none"> <li>- Manufacturing Skills</li> <li>- measuring and marking, manipulation, H&amp;S, templates, tools and uses, finishes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Y10 theory knowledge</li> <li>- In depth recall of specialist knowledge Design and Making Principles</li> </ul>	
	<ul style="list-style-type: none"> <li>- Written skills throughout the presentation of research materials, investigation, and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Keywords, subject specific upper tier clarity, articulation, and formal written skills for DB and DS</li> <li>- Computer literacy</li> </ul>	<ul style="list-style-type: none"> <li>- Recording of findings and written proposals of developments.</li> <li>- Annotations on designs</li> <li>- Computer literacy</li> <li>- CAD / 3D visualisation</li> </ul>	<ul style="list-style-type: none"> <li>- Formal written skills for Evaluation of project against DB/DS</li> <li>- Formulation of possible modifications.</li> </ul>	<ul style="list-style-type: none"> <li>- Exam question practice and skills (PEEL / TEAL)</li> <li>- keyword, tier 3, spellings.</li> </ul>	
			<ul style="list-style-type: none"> <li>Scales, measurements, volume, area, mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Scales, measurements, volume, area, mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>15% mathematics in exam – percentage, area, volume, charts, VAT, measurements etc.</li> </ul>	
						
						

 <p>Character</p>	<ul style="list-style-type: none"> <li>- Independent Practice</li> <li>- Self Confidence and Conviction in Ideas / Research</li> <li>- Oracy and articulation</li> </ul>	<ul style="list-style-type: none"> <li>- Independent Practice</li> <li>- Self Confidence and Conviction in Ideas / Research</li> <li>- Oracy and articulation</li> </ul>	<ul style="list-style-type: none"> <li>- Creativity</li> <li>- Critical Thinking</li> <li>- Patience</li> <li>- Logical Thinking</li> <li>- Time Management</li> </ul>	<ul style="list-style-type: none"> <li>- Objectivity</li> <li>- Resilience</li> </ul>		
 <p>Careers</p>	<ul style="list-style-type: none"> <li>- Market Research</li> <li>- Project Management</li> <li>- Product Design</li> <li>- Graphic Design</li> <li>- UX/UI Design</li> <li>- Architecture</li> <li>- Industrial design</li> <li>- Engineering</li> <li>- Textiles / Fashion</li> <li>- Manufacturing</li> <li>- Business</li> <li>- etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Market Research</li> <li>- Project Management</li> <li>- Product Design</li> <li>- Graphic Design</li> <li>- UX/UI Design</li> <li>- Architecture</li> <li>- Industrial design</li> <li>- Engineering</li> <li>- Textiles / Fashion</li> <li>- Manufacturing</li> <li>- Business</li> <li>- etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Market Research</li> <li>- Project Management</li> <li>- Product Design</li> <li>- Graphic Design</li> <li>- UX/UI Design</li> <li>- Architecture</li> <li>- Industrial design</li> <li>- Engineering</li> <li>- Textiles / Fashion</li> <li>- Manufacturing</li> <li>- Business</li> <li>- etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Market Research</li> <li>- Project Management</li> <li>- Product Design</li> <li>- Graphic Design</li> <li>- UX/UI Design</li> <li>- Architecture</li> <li>- Industrial design</li> <li>- Engineering</li> <li>- Textiles / Fashion</li> <li>- Manufacturing</li> <li>- Business</li> <li>- etc.</li> </ul>		
 <p>Assessment opportunities</p>	<ul style="list-style-type: none"> <li>- Formative; continuous and ongoing against traffic light tracker</li> </ul>	<ul style="list-style-type: none"> <li>- Formative; continuous and ongoing against traffic light tracker</li> <li>- Summative; A01</li> </ul>	<ul style="list-style-type: none"> <li>- Formative; continuous and ongoing against traffic light tracker</li> </ul>	<ul style="list-style-type: none"> <li>- Formative; continuous and ongoing against traffic light tracker</li> <li>- Summative; A02 / A03</li> </ul>		
<p><b>Personalised challenge for all: SEND, HPA</b></p>						