



## YEAR 10 TERM 2 & 3

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning - Topic: Mock NEA / NEA



#### Curriculum Intent

In addition to working further on objectives from Year 9 , pupils will be taught, following National Curriculum guidelines, the following this term:

#### Investigation, primary and secondary data

- Understand how **primary and secondary data** can be collected to assist the understanding of **client** and user needs
- Know how to write a **design brief** and produce a **manufacturing specification**
- Understand how the environment, and social and economic challenges influence designing and making

#### The work of **others – designers**

- Know how to **investigate, analyse and evaluate** the work of others
- Understand how investigating the work of other designers can inform designing

#### Design strategies

- Be able to use a range of **design strategies** to help produce **imaginative** and **creative** design ideas
- Understand how to explore and **develop** design ideas

#### Communication of design ideas

- Understand how to develop, **communicate, record and justify design ideas**
- Be aware of a range of techniques to support clear **communication** of design ideas
- Know how to design and **develop prototypes** in response to client wants and needs
- Be able to critically evaluate prototypes and suggest **modifications**

#### Skills/Assessment Objective Links

#### Selection of materials and components

- Be able to select and use materials and components appropriate to a specific task
- Understand how **functionality**, availability and cost affect the selection of materials and **components**

#### Material management

- Understand how effective design planning can **minimise waste**
- Be aware of how design adaptations and use of tessellation can save time and materials
- Understand the value of using **measurement and marking** out to create an accurate prototype
- Be able to recognise and characterise the appropriate tools and methods to mark out a range of materials to create prototypes

#### Tools, equipment, techniques and finishes

- Understand how to select and use **specialist tools**, equipment, techniques and processes
- Be aware of relevant health and safety issues when using specialist tools, equipment, techniques and processes to protect yourself and others from harm

#### **Surface treatments and finishes**

- Know and understand that surface treatments and finishes are applied for functional and **aesthetic** purposes
- Understand how to prepare different surfaces for treatments and finishes
- Understand how to select and apply appropriate surface treatments and finishes to a range of surfaces

<b>Spiritual, moral, social, and cultural development</b>	<b>SMSC:</b> H&S, sustainable designs <b>PSHE/British Values:</b> British designers and companies <b>Skills Builder:</b> NEA skills in order to complete the real NEA from June 1 <sup>st</sup> of Yr10
<b>Numeracy</b>	
<b>Literacy</b>	<b>Vocabulary Tier 2:</b> See highlighted above <b>Vocabulary Tier 3:</b> See highlighted above <b>Reading:</b> exam style question <b>Writing:</b> use of technical tier 3 vocabulary within annotation on A3 sheets <b>Oracy:</b> when questioned pupils are able to use technical subject specific language
<b>Becoming future ready</b>	<b>Careers/Employability:</b> product designer / making skills
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<b>By product:</b> Use of examples <b>By resource:</b> Use of exemplar materials <b>By Intervention:</b> teacher led focused activities <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
<b>Implementation Curriculum Delivery</b>	
<b>Learning Outcomes (Knowledge)</b>	To be able to: <ul style="list-style-type: none"> <li>Acquire the relevant skills (see impact above) in order to confidently and independently complete the NEA</li> </ul>
<b>Current learning to be developed in the future within:</b>	To be able to apply and develop NEA making skills so that students are able to make their own products without any assistance (as per NEA)
<b>Assessment</b>	Assess tasks analysis, design specification and design ideas
<b>Impact</b>	So that pupils have the necessary skills in order to complete the NEA independently