



YEAR 11 NEA Planning

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: 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

Spiritual, moral, social, and cultural development	SMSC: H&S, sustainable designs PSHE/British Values: British designers and companies Skills Builder: NEA skills in order to complete the real NEA from June 1 st of Yr10
Numeracy	
Literacy	Vocabulary Tier 2: See highlighted above Vocabulary Tier 3: See highlighted above Reading: exam style question Writing: use of technical tier 3 vocabulary within annotation on A3 sheets Oracy: when questioned pupils are able to use technical subject specific language
Becoming future ready	Careers/Employability: product designer / making skills
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	By product: Use of examples By resource: Use of exemplar materials By Intervention: teacher led focused activities By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: 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. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	
Learning Outcomes (Knowledge)	To be able to: <ul style="list-style-type: none"> Acquire the relevant skills (see impact above) in order to confidently and independently complete the NEA
Current learning to be developed in the future within:	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)
Assessment	Assess tasks analysis, design specification and design ideas
Impact	So that pupils have the necessary skills in order to complete the NEA independently