Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum	Crazy Creature Project	Crazy Creature Project	CAD CAM String	CAD CAM String Puppet	Graphics Skills	Graphics Skills
Content			Puppet Project	Project	Project	Project
Prior knowledge (from previous year/ key stage).	Knowledge of tools and equipment along with knowledge of materials from KS2	Knowledge of tools and equipment along with knowledge of materials from KS2	Knowledge of Design cycle and basic CAD from KS2	Knowledge of Design cycle and basic CAD from KS2	Knowledge of Design skills and understanding of how designs are generated from KS2	Knowledge of Design skills and understanding of how designs are generated from KS2
Key skills	Students will: Gain workshop tools and equipment knowledge Be introduced and take part in workshop health and safety training Develop measuring and marking out skills	Students will: Gain workshop tools and equipment knowledge Be introduced and take part in workshop health and safety training Develop measuring and marking out skills	Students will: Develop an understanding of how CAD software is used to create designs. Develop an understanding of how CAM machines are used to manufacture components for products. Develop an understanding of how Laser cutters run and work.	Students will: Develop an understanding of how CAD software is used to create designs. Develop an understanding of how CAM machines are used to manufacture components for products. Develop an understanding of how Laser cutters run and work.	Students will: Develop an understanding of how designs are composed Develop an understanding of Engineering design Develop Drawing skills needed to create quality design work	Students will: Develop an understanding of how designs are composed Develop an understanding of Engineering design Develop Drawing skills needed to create quality design work
Assessment	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.
Reading Pledge	<ul> <li>KS3 Design and Technology Dictionary. By Peter Bull</li> <li>Working with Timber. By ANON</li> <li>Building with Second hand stuff; How to reclaim, revamp, repurpose, and reuse salvaged and leftover</li> </ul>	<ul> <li>KS3 Design and Technology Dictionary. By Peter Bull</li> <li>Working with Timber. By ANON</li> <li>Building with Second hand stuff; How to reclaim, revamp, repurpose, and reuse salvaged and leftover</li> </ul>	<ul> <li>KS3 Design and Technology Dictionary. By Peter Bull</li> <li>Working with Timber. By ANON</li> <li>Building with Second hand stuff; How to reclaim, revamp, repurpose, and reuse salvaged and leftover</li> </ul>	<ul> <li>KS3 Design and Technology Dictionary. By Peter Bull</li> <li>Working with Timber. By ANON</li> <li>Building with Second hand stuff; How to reclaim, revamp, repurpose, and reuse salvaged and leftover</li> </ul>	<ul> <li>KS3 Design and Technology</li> <li>Dictionary. By Peter Bull</li> <li>Working with</li> <li>Timber. By ANON</li> <li>Building with</li> <li>Second hand stuff;</li> <li>How to reclaim,</li> <li>revamp, repurpose,</li> <li>and reuse salvaged</li> </ul>	<ul> <li>KS3 Design and Technology</li> <li>Dictionary. By Peter Bull</li> <li>Working with</li> <li>Timber. By ANON</li> <li>Building with</li> <li>Second hand stuff;</li> <li>How to reclaim,</li> <li>revamp, repurpose,</li> <li>and reuse salvaged</li> </ul>

	building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae	building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae	building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae	building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae	and leftover building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae Graphic Design For Everyone: Understand the Building Blocks so You can Do It Yourself	and leftover building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae Graphic Design For Everyone: Understand the Building Blocks so You can Do It Yourself
How can you help?	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding <u>WWW.technologystude</u> nt.com https://www.bbc.co.uk /bitesize/subjects/zmh s34j https://www.youtube.c om/c/StuffMadeHere	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding WWW.technologystud ent.com https://www.bbc.co.uk /bitesize/subjects/zmh s34j https://www.youtube.c om/c/StuffMadeHere	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding WWW.technologystud ent.com https://www.bbc.co.uk /bitesize/subjects/zmh s34j https://www.youtube.c om/c/StuffMadeHere	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding WWW.technologystuden t.com https://www.bbc.co.uk/ bitesize/subjects/zmhs3 4j https://www.youtube.co m/c/StuffMadeHere	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding WWW.technologystu dent.com https://www.bbc.co. uk/bitesize/subjects /zmhs34j https://www.youtub e.com/c/StuffMadeH ere https://www.youtub e.com/playlist?list= PLqsiHeS18sC_Mc6i Dw9zmgkx0zgBvxSq p	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding WWW.technologystu dent.com https://www.bbc.co. uk/bitesize/subjects /zmhs34j https://www.youtub e.com/c/StuffMadeH ere https://www.youtub e.com/playlist?list= PLqsiHeS18sC_Mc6i Dw9zmgkx0zgBvxSq p

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum	Cubee Project	Cubee Project	CAD CAM LED Desk	CAD CAM LED Desk lamp	Graphics Project	Graphics Project
Content			lamp Porject	Porject		
Prior knowledge	Practical workshop	Practical workshop	CAD CAM Skills from	CAD CAM Skills from year 7	Graphics skills from	Graphics skills from
(from previous	skills from year 7	skills from year 7	year 7		year 7	year 7
year/ key stage)						
Key skills	Students will:	Students will:	Students will:	Students will:	Students will:	Students will:
	Identify types of materials and how these materials are manufactured. Identify tools and equipment and how these are used in manufacturing processes. Develop making skills to create a practical outcome.	Identify types of materials and how these materials are manufactured. Identify tools and equipment and how these are used in manufacturing processes. Develop making skills to create a practical outcome.	Explore the use of sustainable materials and how these materials are used in the making of new products and why this is essential for the planet. Develop their skills in CAD to design components to fit specified tolerances for the project they are manufacturing. Understand how CAD files are prepared to be sent to CAM machines to manufacture components.	Explore the use of sustainable materials and how these materials are used in the making of new products and why this is essential for the planet. Develop their skills in CAD to design components to fit specified tolerances for the project they are manufacturing. Understand how CAD files are prepared to be sent to CAM machines to manufacture components.	Explore drawing styles and skills to develop design ideas Develop understanding of isometric drawing, perspective drawing and orthographic drawings. Develop an understanding of graphic design concepts	Explore drawing styles and skills to develop design ideas Develop understanding of isometric drawing, perspective drawing and orthographic drawings. Develop an understanding of graphic design concepts
Assessment	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.	Project work will be assessed using each section of the design cycle. Students will be assessed with an end of unit written test.
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Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum	Sweet Dispenser	Sweet Dispenser Project	CAD CAM Robot	CAD CAM Robot Project	Graphics Project	Graphics Project
Content	Project		Project			
Prior knowledge	Year 7 & 8 practical	Year 7 & 8 practical projects	Year 7 & 8 CAD CAM	Year 7 & 8 CAD CAM	Year 7 & 8 Graphics	Year 7 & 8 Graphics
(from previous	projects		Projects	Projects	Projects	Projects
year/ key stage)			-	-	-	
Key skills/	Students will:	Students will:	Students will:	Students will:	Students will:	Students will:
powerful						
knowledge	Develop their	Develop their	Be introduced to a	Be introduced to a 3D CAD	Explore the use of	Explore the use of
	manufacturing skills	manufacturing skills further	3D CAD package	package and lead through	graphical software to	graphical software to
	further to introduce a	to introduce a variety of	and lead through	tutorials on how this is used	develop design ideas	develop design ideas
	variety of materials to	materials to create a	tutorials on how this	to create products.		
	create a practical	practical outcome.	is used to create		Be introduced to	Be introduced to
	outcome.	Develop the investor develop a dia a	products.	Develop their own designs	using Photoshop to	using Photoshop to
	Develop their	Develop their understanding	Develop their even	and create a Robot in this	develop and improve	develop and improve
	Develop their	or polymers and now these	designs and create a	online 3D modelling	images when	images when
	nolymore and how	and manufacture	Pobot in this online	software.	designing.	uesigning.
	these are used in		3D modelling	Develop an understanding	Be introduced to	Be introduced to
	nroduct design and	Students will develop their	software	of how 3D CAD files are	using Illustrator to	using Illustrator to put
	manufacture	understanding of tools and	30111101	prepared and sent to CAM	nut together design	together design ideas
	manufacture.	equipment to problem solve	Develop an	machines for manufacture.	ideas to create	to create professional
	Students will develop	in the creation of their	understanding of		professional looking	looking promotional
	their understanding of	project.	how 3D CAD files are		promotional posters.	posters.
	tools and equipment		prepared and sent to			
	to problem solve in the		CAM machines for			
	creation of their		manufacture.			
	project.					
Assessment	Project work will be	Project work will be	Project work will be	Project work will be	Project work will be	Project work will be
	assessed using each	assessed using each	assessed using each	assessed using each	assessed using each	assessed using each
	section of the design	section of the design cycle.	section of the design	section of the design cycle.	section of the design	section of the design
	cycle.	Students will be assessed	cycle.	Students will be assessed	cycle.	cycle.
	Students will be	with an end of unit written	Students will be	with an end of unit written	Students will be	Students will be
	assessed with an end	test.	assessed with an	test.	assessed with an end	assessed with an end
	of unit written test.		end of unit written		of unit written test.	of unit written test.
Reading Pledge	KS3 Design and	KS3 Design and	• KS3 Design and	KS3 Design and	• KS3 Design and	• KS3 Design and
incounter touge	Technology Dictionary	Technology Dictionary By	Technology	Technology Dictionary By	Technology	Technology
	By Peter Bull	Peter Bull	Dictionary. By Peter	Peter Bull	Dictionary, By Peter	Dictionary, By Peter
	Working with Timber.	Working with Timber. By	Bull	Working with Timber. By	Bull	Bull
	By ANON	ANON	<ul> <li>Working with</li> </ul>	ANON	<ul> <li>Working with</li> </ul>	<ul> <li>Working with</li> </ul>
	Building with Second	• Building with Second hand	Timber. By ANON	• Building with Second hand	Timber. By ANON	Timber. By ANON
	hand stuff; How to	stuff; How to reclaim,	Building with	stuff; How to reclaim,	<ul> <li>Building with</li> </ul>	• Building with
	reclaim, revamp,	revamp, repurpose, and	Second hand stuff;	revamp, repurpose, and	Second hand stuff;	Second hand stuff;
	repurpose, and reuse	reuse salvaged and leftover	How to reclaim,	reuse salvaged and leftover	How to reclaim,	How to reclaim,

	salvaged and leftover building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae	building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae	revamp, repurpose, and reuse salvaged and leftover building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae	building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae	revamp, repurpose, and reuse salvaged and leftover building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae Graphic Design For Everyone: Understand the Building Blocks so You can Do It Yourself	revamp, repurpose, and reuse salvaged and leftover building materials. By Chris Peterson • Woodworking Manual. By Jackson Day • Choosing and using hand tools. By Andy Rae Graphic Design For Everyone: Understand the Building Blocks so You can Do It Yourself
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Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Engineering								
Design								
Curriculum	Principles of	Principles of Engineering	Communicating Design		Communicating Design	Design, Evaluation and		
Content	Engineering design	design				modelling		
			Skills for:		Skills for:			
	Skills for:	Skills for:	R039 NEA coursework		R039 NEA coursework	Skills for:		
	R038 Examination unit	R038 Examination unit				R040 NEA coursework		
				· · · · · · · · · · · · · · · · · · ·				
Prior knowledge	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work		
(from previous	KS3 – Engineering design	KS3 – Engineering design	KS3 – Engineering	KS3 – Engineering	KS3 – Engineering design	KS3 – Engineering design		
year/ key stage)	and graphics project	and graphics project work	design and graphics	design and graphics	and graphics project work	and graphics project work		
	WORK		project work	project work				
Accesses	OOD Combridge National	Engineering Design D020 As						
Assessment	UCK Campridge National Engineering Design KU38 Assessment Objectives:							
objectives (oposific skills	leaching content Assessment Guidance							
and knowledge	and justify their choice	e required to recommend a	design strategy for a partic					
students are	1.2.1 • Students will need to be able to identify the key stages of the iterative design process							
expected to	and describe the stages involved in carrying out each process.							
demonstrate)	1.2.2 • Students will need to know how to analyse existing products using ACCESS FM.							
· · · · ·	Students will ne	ed to understand how the st	tages of the iterative design	n process				
	allow the development of	f the design based on a cycli	c process of designing, ma	iking,				
	evaluating, and refining o	of the prototype.						
	2.1 - 2.3 • Studer	nts will need to know how to	use ACCESS FM to produce	e an engineering design				
	specification and knowle	dge of the scale of manufac	ture.					
	Students should	d know at least one example	of a product produced by	each scale of				
	manufacture.							
	Students will ne	eed to know how designs are	made sustainable through	1 the				
	consideration of the 6Rs,	and should know at least or	ne example of how a produc	ctis				
	made sustainable by one	of the 6Rs.						
	Students will ne	sed to be able to describe the	e influences on engineerin	g product				
	2 1 • Students will no	ad to know each of the engi	pooring drawing to choigue	s and may be				
	expected to identify each	of the conventions or renre	sentations stated	s and may be				
	Students may a	Iso be expected to add dime	ensions using the convention	ons to provided				
	drawings.							
	4.2 • Students will ne	ed to describe at least one r	modelling method in the cr	eation of a				
	product prototype and giv	ve one example of a product	produced using one of the	•				
	modelling methods.	· ·						
	OCR Cambridge National	l Engineering Design R039 As	ssessment Objectives:					
	<b>-</b> 14 0							
	lask 1 • Students must l	be able to produce freehand	sketches for a range of de	sign ideas for				
	their design proposals using rendering techniques: thick/thin lines; texture; shading							
	and annotation to demonstrate the design. It would be highly unusual to see the same							
	Ensure that at at a second secon	i cullult. dents produce a range of day	sign ideas and proposals th	at respond to				
L		dents produce a range of des	sign ideas and proposats th					

	communication methods to enhance their ideas.         Task 2 • Students are required to develop one design proposal further using rendering techniques to present both 2D and 3D sketches.         •       Detailed annotation and labelling should be used to help describe the function, features, material choices, assembly methods etc.         •       Students should explain how their design meets the design specification provided.         Task 3 • Students must be able to produce a 3rd angle orthographic drawing and an assembly drawing for a design proposal. They must use the correct standards and conventions.         •       Production of drawings refers to either the use of drawing boards or CAD software.         •       You should ensure that students produce a range of engineering drawings following standard conventions (BS 8888).         •       To demonstrate their design proposal, students should utilise a range of assembly drawing techniques.         Task 4 • You should ensure that students use CAD software to produce formal presentation design proposals.         •       Students must include photographic evidence of their CAD work.         •       Students must demonstrate skill in using 3D CAD modelling         skills       Manual production of       Manual production of       Designing processes.       Designing processes.					
Key skills	Manual production of freehand sketches Production of engineering drawings Use of computer aided design (CAD)	Manual production of freehand sketches Production of engineering drawings Use of computer aided design (CAD)	Manual production of freehand sketches Production of engineering drawings Use of computer aided design (CAD)	Designing processes. Design requirements. Communicating design outcomes. Communicating design outcomes. Communicating design outcomes.	Designing processes. Design requirements. Communicating design outcomes. Communicating design outcomes. Communicating design outcomes.	Designing processes. Design requirements. Communicating design outcomes. Communicating design outcomes. Communicating design outcomes.
Assessment	Knowledge quiz NEA Assessment criteria check sheets for each section covered	Knowledge quiz NEA Assessment criteria check sheets for each section covered	Knowledge quiz NEA Assessment criteria check sheets for each section covered		Knowledge quiz NEA Assessment criteria check sheets for each section covered	Knowledge quiz NEA Assessment criteria check sheets for each section covered
Reading Pledge	<ul> <li>The Essential Engineer: Why Science Alone Will Not Solve Our Global Problems</li> <li>Sustainable Materials – With Both Eyes Open</li> <li>The Gecko's Foot: How Scientists are Taking a Leaf from Nature's Book</li> </ul>	<ul> <li>The Essential Engineer: Why Science Alone Will Not Solve Our Global Problems</li> <li>Sustainable Materials         <ul> <li>With Both Eyes Open</li> <li>The Gecko's Foot: How Scientists are Taking a Leaf from Nature's Book</li> </ul> </li> </ul>	<ul> <li>The Essential Engineer: Why Science Alone Will Not Solve Our Global Problems</li> <li>Sustainable Materials – With Both Eyes Open</li> <li>The Gecko's Foot: How Scientists are Taking a Leaf from Nature's Book</li> <li>Sustainable Energy – Without the Hot Air</li> <li>The Measure of Man and Woman: Human Factors in Design</li> <li>Invention by Design – How Engineers get from Thought to Thing</li> </ul>		<ul> <li>The Essential Engineer: Why Science Alone Will Not Solve Our Global Problems</li> <li>Sustainable Materials         <ul> <li>With Both Eyes Open</li> <li>The Gecko's Foot: How Scientists are Taking a Leaf from Nature's Book</li> </ul> </li> </ul>	<ul> <li>The Essential Engineer: Why Science Alone Will Not Solve Our Global Problems</li> <li>Sustainable Materials – With Both Eyes Open</li> <li>The Gecko's Foot: How Scientists are Taking a Leaf from Nature's Book</li> <li>Sustainable Energy – Without the Hot Air</li> </ul>

	<ul> <li>Sustainable Energy         <ul> <li>Without the Hot Air</li> </ul> </li> <li>The Measure of Man and Woman: Human Factors in Design</li> <li>Invention by Design         <ul> <li>How Engineers get from Thought to Thing</li> </ul> </li> </ul>	<ul> <li>Sustainable Energy – Without the Hot Air</li> <li>The Measure of Man and Woman: Human Factors in Design</li> <li>Invention by Design – How Engineers get from Thought to Thing</li> </ul>			<ul> <li>Sustainable Energy – Without the Hot Air</li> <li>The Measure of Man and Woman: Human Factors in Design</li> <li>Invention by Design – How Engineers get from Thought to Thing</li> </ul>	<ul> <li>The Measure of Man and Woman: Human Factors in Design</li> <li>Invention by Design – How Engineers get from Thought to Thing</li> </ul>
How can you help?	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding
	understanding <u>WWW.technologystude</u> <u>nt.com</u> <u>https://www.bbc.co.uk</u> /bitesize/subjects/zmh s34j <u>https://www.youtube.c</u> <u>om/c/StuffMadeHere</u> <u>https://www.youtube.c</u> <u>om/playlist?list=PLqsi</u> <u>HeS18sC_Mc6iDw9zmg</u> <u>kx0zgBvxSqp</u>	WWW.technologystuden t.com https://www.bbc.co.uk/ bitesize/subjects/zmhs3 4j https://www.youtube.co m/c/StuffMadeHere https://www.youtube.co m/playlist?list=PLqsiHe S18sC_Mc6iDw9zmgkx0 zgBvxSqp	understanding <u>WWW.technologystud</u> <u>ent.com</u> <u>https://www.bbc.co.uk</u> /bitesize/subjects/zmh s34j <u>https://www.youtube.c</u> <u>om/c/StuffMadeHere</u> <u>https://www.youtube.c</u> <u>om/playlist?list=PLqsi</u> <u>HeS18sC_Mc6iDw9zm</u> <u>gkx0zgBvxSqp</u>	and understanding WWW.technologystud ent.com https://www.bbc.co.u k/bitesize/subjects/z mhs34j https://www.youtube. com/c/StuffMadeHere https://www.youtube. com/playlist?list=PLq siHeS18sC_Mc6iDw9z mgkx0zgBvxSqp	WWW.technologystudent .com https://www.bbc.co.uk/b itesize/subjects/zmhs34j https://www.youtube.co m/c/StuffMadeHere https://www.youtube.co m/playlist?list=PLqsiHeS 18sC_Mc6iDw9zmgkx0zg BvxSqp	WWW.technologystudent. com https://www.bbc.co.uk/bit esize/subjects/zmhs34j https://www.youtube.com /c/StuffMadeHere https://www.youtube.com /playlist?list=PLqsiHeS18s C_Mc6iDw9zmgkx0zgBvxS qp

Year 10 Design &	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Woods Skills for: Examination unit NEA Project work	Metals Skills for: Examination unit NEA Project work	Plastics and Skills for: Examination unit NEA Project work	Technologies	Energy generation and storage Skills for: Examination unit NEA Project work	Modern materials and textiles Examination unit NEA Project work
Prior knowledge (from previous year/ key stage)	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	GCSE Design and Techno The exams and non-exam assessment objectives. • AO1: Identify, investigat • AO2: Design and make p • AO3: Analyse and evalu design decisions and out wider issues in design an • AO4: Demonstrate and technical principles designing and making pri	logy assessment objectives n assessment will measure h te and outline design possib prototypes that are fit for pu ate: .comes, including for prototy d technology. apply knowledge and unders nciples.	it now students have achieve ilities to address needs an rpose. ypes made by themselves standing of:			
Key skills	AO1-AO2	AO1-AO2	AO3	AO3	AO4	AO4
Assessment	Knowledge quiz. Assessment of progress made by the students using exam style questions and NEA assessment criteria on work completed	Knowledge quiz. Assessment of progress made by the students using exam style questions and NEA assessment criteria on work completed	vledge quiz.       Knowledge quiz.         ssment of progress       Assessment of progress made by the students using exam style questions and NEA assessment g exam style         g exam style       criteria on work completed         ssment criteria on completed       assessment of progress made by the students		Knowledge quiz. Assessment of progress made by the students using exam style questions and NEA assessment criteria on work completed	Knowledge quiz. Assessment of progress made by the students using exam style questions and NEA assessment criteria on work completed
Reading Pledge	<ul> <li>Small Things Considered: Why there is No Perfect Design</li> <li>Product Design (Portfolio)</li> <li>Material Innovation: Product Design</li> <li>Process: 50 Product Designs from Concept to Manufacture</li> </ul>	<ul> <li>Small Things Considered: Why there is No Perfect Design</li> <li>Product Design (Portfolio)</li> <li>Material Innovation: Product Design</li> <li>Process: 50 Product Designs from Concept to Manufacture</li> </ul>	<ul> <li>Small Things Considered: Why there is No Perfect Design</li> <li>Product Design (Portfolio)</li> <li>Material Innovation: Product Design</li> <li>Process: 50 Product Designs from Concept to Manufacture</li> <li>The New Science of Strong Materials – or Why You Don't Fall Through the Floor</li> </ul>		<ul> <li>Small Things Considered: Why there is No Perfect Design</li> <li>Product Design (Portfolio)</li> <li>Material Innovation: Product Design</li> <li>Process: 50 Product Designs from Concept to Manufacture</li> </ul>	<ul> <li>Small Things Considered: Why there is No Perfect Design</li> <li>Product Design (Portfolio)</li> <li>Material Innovation: Product Design</li> <li>Process: 50 Product Designs from Concept to Manufacture</li> </ul>

	The New Science of Strong Materials – or Why You Don't Fall Through the Floor	The New Science of Strong Materials – or Why You Don't Fall Through the Floor			The New Science of Strong Materials – or Why You Don't Fall Through the Floor	<ul> <li>The New Science of Strong Materials – or Why You Don't Fall Through the Floor</li> </ul>
How can you	Encourage your child	Encourage your child to:	Encourage your child	Encourage your child	Encourage your child to:	Encourage your child to:
help?	to:		to:	to:		
		Look at how things are			Look at how things are	Look at how things are
	Look at how things are	made	Look at how things are	Look at how things are	made	made
	made	Look at what materials	made	made	Look at what materials	Look at what materials
	Look at what materials	things are made from	Look at what materials	Look at what materials	things are made from	things are made from
	things are made from		things are made from	things are made from		
		Use the useful websites			Use the useful websites	Use the useful websites
	Use the useful	linked to help with	Use the useful	Use the useful	linked to help with	linked to help with
	websites linked to help	homework and	websites linked to help	websites linked to	homework and	homework and
	with homework and	understanding	with homework and	help with homework	understanding	understanding
	understanding		understanding	and understanding		
	MMMM toobpologyotudo	t com	MMMM toobpologyatud	MMMM toobpologyatud		www.technologystudent.
	<u>www.technologystude</u>	t.com	ont com	ont com	<u>.com</u> https://www.bbc.co.uk/b	<u>com</u> https://www.bbc.co.uk/bit
	https://www.bbc.co.uk	hitesize/subjects/zmbs3	https://www.bbc.co.uk	https://www.bbc.co.u	itesize/subjects/zmbs3/j	esize/subjects/zmbs3/j
	/hitesize/subjects/zmh	Ai	/hitesize/subjects/zmh	k/hitesize/subjects/z	https://www.youtube.co	https://www.voutube.com
	s34i	→ https://www.voutube.co	s34i	mhs34i	m/c/StuffMadeHere	/c/StuffMadeHere
	https://www.voutube.c	m/c/StuffMadeHere	https://www.voutube.c	https://www.voutube.	https://www.voutube.co	https://www.voutube.com
	om/c/StuffMadeHere	https://www.youtube.co	om/c/StuffMadeHere	com/c/StuffMadeHere	m/playlist?list=PLqsiHeS	/playlist?list=PLqsiHeS18s
	https://www.youtube.c	m/playlist?list=PLqsiHe	https://www.youtube.c	https://www.youtube.	18sC_Mc6iDw9zmgkx0zg	C_Mc6iDw9zmgkx0zgBvxS
	om/playlist?list=PLqsi	S18sC_Mc6iDw9zmgkx0	om/playlist?list=PLqsi	com/playlist?list=PLq	<u>BvxSqp</u>	<u>db</u>
	HeS18sC_Mc6iDw9zmg	<u>zgBvxSqp</u>	HeS18sC_Mc6iDw9zm	siHeS18sC_Mc6iDw9z		
	kx0zgBvxSqp		gkx0zgBvxSqp	mgkx0zgBvxSqp		

Year 11 Graphics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum	NEA Coursework	NEA Coursework	NEA Coursework	NEA Coursework	Examination Revision	Examination Revision
Prior knowledge (from previous vear/ key stage)	Year 10 project work and theory lessons	Year 10 project work and theory lessons	Year 10 project work and theory lessons	Year 10 project work and theory lessons	Year 10 project work and theory lessons	Year 10 project work and theory lessons
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	NCFE Graphic Design Assessment Objectives:         A01- Recall knowledge and show understanding         The emphasis here is for learners to recall and communicate the fundamental elements of         knowledge and understanding.         A02- Apply knowledge and understanding         The emphasis here is for learners to apply their knowledge and understanding to real-world         contexts and novel situations.         A03- Analyse and evaluate knowledge and understanding         The emphasis here is for learners to develop analytical thinking skills to make reasoned         judgements and reach conclusions.         NCFE Level 1/2 Technical Award in Graphic Design (603/7011/7) 13         DRAFT/Version 1.0 November 2021 Visit ncfe.org.uk Call 0191 239 8000         A04- Demonstrate and apply relevant technical skills, techniques and processes         The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the appropriate processes, tools and techniques.         A05- Analyse and evaluate the demonstration of relevant technical skills, techniques and processes         The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector.					
Key skills	AO1 to AO5	AO1 to AO5	AO1 to AO5	AO1 to AO5	AO1 to AO5	AO1 to AO5
Assessment	Knowledge Quiz Assessment of NEA using assessment criteria	Knowledge Quiz Assessment of NEA using assessment criteria	Knowledge Quiz Assessment of NEA using assessment criteria	Knowledge Quiz Assessment of NEA using assessment criteria.	Exams	Exams
Reading pledge	<ul> <li>Graphic Design: The New Basics" by Ellen Lupton and Jennifer Cole Phillips</li> <li>Just My Type: A Book About Fonts" by Simon Garfield</li> <li>How to Be a Graphic Designer Without Losing Your</li> </ul>	<ul> <li>Graphic Design: The New Basics" by Ellen Lupton and Jennifer Cole Phillips</li> <li>Just My Type: A Book About Fonts" by Simon Garfield</li> <li>How to Be a Graphic Designer Without Losing Your Soul" by Adrian Shaughnessy</li> </ul>	<ul> <li>Graphic Design: The New Basics" by Ellen Lupton and Jennifer Cole Phillips</li> <li>Just My Type: A Book About Fonts" by Simon Garfield</li> <li>How to Be a Graphic Designer Without Losing Your</li> </ul>	<ul> <li>Graphic Design: The New Basics" by Ellen Lupton and Jennifer Cole Phillips</li> <li>Just My Type: A Book About Fonts" by Simon Garfield</li> <li>How to Be a Graphic Designer Without Losing Your</li> </ul>	<ul> <li>Graphic Design: The New Basics" by Ellen Lupton and Jennifer Cole Phillips</li> <li>Just My Type: A Book About Fonts" by Simon Garfield</li> <li>How to Be a Graphic Designer Without Losing Your</li> </ul>	<ul> <li>Graphic Design: The New Basics" by Ellen Lupton and Jennifer Cole Phillips</li> <li>Just My Type: A Book About Fonts" by Simon Garfield</li> <li>How to Be a Graphic Designer Without Losing Your Soul" by Adrian Shaughnessy</li> </ul>

	Soul" by Adrian Shaughnessy	"Logo Design Love"     by David Airey	Soul" by Adrian Shaughnessy	Soul" by Adrian Shaughnessy	Soul" by Adrian Shaughnessy	"Logo Design Love"     by David Airey
	by David Airey		by David Airey	by David Airey	by David Airey	
How can you	Encourage your child	Encourage your child to:	Encourage your child	Encourage your child	Encourage your child	Encourage your child to:
help?	to:		to:	to:	to:	
		Look at how things are				Look at how things are
	Look at how things are	made	Look at how things are	Look at how things are	Look at how things are	made
	made	Look at what materials	made	made	made	Look at what materials
	Look at what materials	things are made from	LOOK at what materials	LOOK at what materials	Look at what materials	things are made from
	things are made from	Lise the useful websites	unings are made from	unings are made from	unings are made from	Lieo the useful websites
	lise the useful	linked to beln with	llse the useful	llse the useful	llse the useful	linked to beln with
	websites linked to belo	homework and	websites linked to beln	websites linked to help	websites linked to help	homework and
	with homework and	understanding	with homework and	with homework and	with homework and	understanding
	understanding		understanding	understanding	understanding	
		WWW.technologystuden	_	_	_	WWW.technologystuden
	WWW.technologystude	t.com	WWW.technologystud	WWW.technologystud	WWW.technologystud	t.com
	<u>nt.com</u>	https://www.bbc.co.uk/	ent.com	ent.com	ent.com	https://www.bbc.co.uk/
	https://www.bbc.co.uk	bitesize/subjects/zmhs3	https://www.bbc.co.uk	https://www.bbc.co.uk	https://www.bbc.co.uk	bitesize/subjects/zmhs3
	/bitesize/subjects/zmh	<u>4j</u>	/bitesize/subjects/zmh	/bitesize/subjects/zmh	/bitesize/subjects/zmh	<u>4j</u>
	<u>s34j</u>	https://www.youtube.co	<u>s34j</u>	<u>s34j</u>	<u>s34j</u>	https://www.youtube.co
	https://www.youtube.c	m/c/StuffMadeHere	https://www.youtube.c	https://www.youtube.c	https://www.youtube.c	m/c/StuffMadeHere
	om/c/StuffMadeHere	https://www.youtube.co	om/c/StuffMadeHere	om/c/StuffMadeHere	om/c/StuffMadeHere	https://www.youtube.co
	https://www.youtube.c	m/playlist?list=PLqsiHe	https://www.youtube.c	https://www.youtube.c	https://www.youtube.c	m/playlist?list=PLqsiHe
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	kx0zgBvySan	<u>zenyydłb</u>	dky07dByySan	dky07dByySan	dky07dBvySan	<u>zgovodh</u>
	<u>KVATEPAVOdh</u>		6KV026P4V04b	5KAV25 DVAJUP	SKAVEBUANDUP	
		1	1	1		

Year11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Engineering								
Design								
Curriculum	Design, Evaluation and	Design, Evaluation and	Design, Evaluation and modelling		Principles of Engineering	Principles of Engineering		
Content	modelling	modelling			design	design		
	Obilla fam							
						Chille few		
	R040 NEA COUISEWOIK	BOAD NEA coursowork upit	BOAD NEA coursowork upi	+	DO29 Examination	Skills for: P028 Examination		
	unit	R040 NEA COUISEWOIK UNIT	R040 NEA COUISEWOIK UIII	L	R030 Examination			
Prior knowledge	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work	KS3 – D&T project work		
(from previous	KS3/4 – Engineering	KS3/4 – Engineering	KS3/4– Engineering	KS3/4 – Engineering	KS3/4 – Engineering design	KS3/4 – Engineering design		
year/ key stage)	design and graphics	design and graphics	design and graphics	design and graphics	and graphics project work	and graphics project work		
	project work	project work	project work	project work				
Assessment	OCR Cambridge National	<u>l Engineering Design R038 As</u>	sessment Objectives:					
objectives	leaching content Assess	ment Guidance						
(specific skills	1.1 • Students may b	e required to recommend a d	design strategy for a partic					
students are	1 2 1 • Students will ne	ed to be able to identify the	key stages of the iterative	design process				
expected to	and describe the stages i	nvolved in carrying out each	process.					
demonstrate)	1.2.2 • Students will ne	ed to know how to analyse e	existing products using AC	CESS FM.				
	Students will ne	ed to understand how the st	tages of the iterative desig	n process				
	allow the development of the design based on a cyclic process of designing, making,							
	evaluating, and refining of the prototype.							
	2.1 - 2.3 • Students will need to know how to use ACCESS FM to produce an engineering design							
	specification and knowledge of the scale of manufacture.							
	• Students should know at least one example of a product produced by each scale of							
	manufacture.							
	Students will ne	ed to know how designs are	made sustainable through	n the				
	made sustainable by one	and should know at least of	le example of now a produ	CUIS				
	Students will ne	ed to be able to describe the	e influences on engineerin	a product				
	design.			5 produot				
	3.1 • Students will ne	ed to know each of the engi	neering drawing technique	es and may be				
	expected to identify each	of the conventions or repre	sentations stated.	-				
	<ul> <li>Students may a</li> </ul>	lso be expected to add dime	nsions using the convention	ons to provided				
	drawings.							
	4.2 • Students will ne	ed to describe at least one r	nodelling method in the ci	reation of a				
	product prototype and give	ve one example of a product	produced using one of the	)				
	modelling methods.							
	OCK Cambridge National	<u>LEngineering Design R040 As</u>	ssessment Objectives:					
	Task 1 • Students should	d use ACCESS FM to analyse	the specified product and	compare products				
	using an appropriate cus	tomer driven engineering ma	atrix.	· · · · · · · · · · · · · · · · · · ·				
	<ul> <li>Students are expected to use the most appropriate form(s) of research to gather the</li> </ul>							
	information needed. The focus is on the comprehensiveness and appropriateness of							

	the research not specific	ally whether the research is	nrimary secondary or bo	th This					
	should be completed individually, so it would be highly unusual to see the same output								
	from all students in a cohort.								
	Task 2 • You should ensure that students observe a product disassembly in order to analyse								
	the variety and function of components, and establish the most suitable materials.								
	production, assembly and manufacturing methods.								
	<ul> <li>Students should include their own commentary of the disassembly explaining potential</li> </ul>								
	hazards, and safety considerations taken when disassembling the product.								
	Task 3 • Students will require access to 3D CAD software in order to produce a virtual 3D model								
	from the product specification provided.								
	Different views of the virtual 3D model should be evidenced, and you should ensure								
	that students simulate the operation of the product.								
	You must make	a note on the Unit Recording	g Sheet (URS) of any assist	ance students					
	required when demonstra	ating complex industry-relat	ed CAD activities.						
	Task 4 • Students are real	quired to plan the productio	n of a prototype, and will n	eed to identify					
	and plan the different sta	ges required to manufacture	e the it.						
	We provide a ter	mplate for a risk assessmen	t that students can use as	part of their					
	production plan.								
	lask 5 • Students should	d follow their production pla	n in order to produce a pro	ototype, working					
	safely at all times.		ld avagta a ubataguaubia a	liem, evel eining					
	When making tr	neir prototype students shot	ild create a photographic c	liary explaining					
	each key stage, reterencing the tools and processes used.								
	<ul> <li>Tou should complete a leacher Observation Record for this task.</li> <li>Task 6. Students should evaluate their manufactured protecture against the product.</li> </ul>								
	specification, suggesting and justifying a range of potential design improvements.								
Key skills	Manual production of	Manual production of	Manual production of	Designing processes.	Designing processes.	Designing processes.			
	freehand sketches	freehand sketches	freehand sketches	Design requirements.	Design requirements.	Design requirements.			
	Production of	Production of engineering	Production of	Communicating design	Communicating design	Communicating design			
	engineering drawings	drawings	engineering drawings	outcomes.	outcomes.	outcomes.			
	Use of computer aided	Use of computer aided	Use of computer aided	Communicating design	Communicating design	Communicating design			
	design (CAD)	design (CAD)	design (CAD)	outcomes.	outcomes.	outcomes.			
	Product evaluation.	Product evaluation.	Product evaluation.	Communicating design	Communicating design	Communicating design			
	Modelling design ideas	Modelling design ideas	Modelling design ideas	outcomes.	outcomes.	outcomes.			
				Product evaluation.	Product evaluation.	Product evaluation.			
				Modelling design ideas	Modelling design ideas	Modelling design ideas			
Accoment	Knowledge guiz	Knowlodge guiz	Knowledge guiz		Knowledge quiz	Knowledge guiz			
Assessment	Knowledge quiz	Kilowieuge quiz	Kilowleuge quiz		Kilowieuge quiz	Knowledge quiz			
	NFA Assessment criteria	NFA Assessment criteria	NFA Assessment criteria o	check sheets for each	NFA Assessment criteria	NFA Assessment criteria			
	check sheets for each	check sheets for each	section covered		check sheets for each	check sheets for each			
	section covered	section covered			section covered	section covered			
How can you	Encourage your child	Encourage your child to:	Encourage your child	Encourage your child	Encourage your child to:	Encourage your child to:			
help?	to:		to:	to:					
-		Look at how things are			Look at how things are	Look at how things are			
		made			made	made			

Look at how things are made	Look at what materials things are made from	Look at how things are made	Look at how things are made	Look at what materials things are made from	Look at what materials things are made from
Look at what materials	5	Look at what materials	Look at what materials	5	5
things are made from	Use the useful websites	things are made from	things are made from	Use the useful websites	Use the useful websites
-	linked to help with	-	<b>-</b>	linked to help with	linked to help with
Use the useful	homework and	Use the useful	Use the useful	homework and	homework and
websites linked to help	understanding	websites linked to help	websites linked to	understanding	understanding
with homework and		with homework and	help with homework		
understanding	WWW.technologystuden	understanding	and understanding	WWW.technologystudent	WWW.technologystudent.
	<u>t.com</u>			<u>.com</u>	<u>com</u>
WWW.technologystude	https://www.bbc.co.uk/	WWW.technologystud	WWW.technologystud	https://www.bbc.co.uk/b	https://www.bbc.co.uk/bit
nt.com	bitesize/subjects/zmhs3	ent.com	ent.com	<u>itesize/subjects/zmhs34j</u>	esize/subjects/zmhs34j
https://www.bbc.co.uk	<u>4j</u>	https://www.bbc.co.uk	https://www.bbc.co.u	https://www.youtube.co	https://www.youtube.com
/bitesize/subjects/zmh	https://www.youtube.co	<u>/bitesize/subjects/zmh</u>	<u>k/bitesize/subjects/z</u>	m/c/StuffMadeHere	/c/StuffMadeHere
<u>s34j</u>	m/c/StuffMadeHere	<u>s34j</u>	<u>mhs34j</u>	https://www.youtube.co	https://www.youtube.com
https://www.youtube.c	https://www.youtube.co	https://www.youtube.c	https://www.youtube.	<u>m/playlist?list=PLqsiHeS</u>	<pre>/playlist?list=PLqsiHeS18s</pre>
om/c/StuffMadeHere	m/playlist?list=PLqsiHe	om/c/StuffMadeHere	<u>com/c/StuffMadeHere</u>	18sC_Mc6iDw9zmgkx0zg	C_Mc6iDw9zmgkx0zgBvxS
https://www.youtube.c	S18sC_Mc6iDw9zmgkx0	https://www.youtube.c	https://www.youtube.	<u>BvxSqp</u>	<u>qp</u>
<u>om/playlist?list=PLqsi</u>	<u>zgBvxSqp</u>	<u>om/playlist?list=PLqsi</u>	<u>com/playlist?list=PLq</u>		
HeS18sC_Mc6iDw9zmg		HeS18sC_Mc6iDw9zm	siHeS18sC_Mc6iDw9z		
kx0zgBvxSqp		gkx0zgBvxSqp	mgkx0zgBvxSqp		

Year 11 Design &	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum	NEA	NEA	NEA		Revision	Revision
Content	<b>Skills for:</b> Examination unit NEA Project work	<b>Skills for:</b> Examination unit NEA Project work	<b>Skills for:</b> Examination unit NEA Project work		<b>Skills for:</b> Examination unit NEA Project work	Examination unit NEA Project work
Prior knowledge (from previous year/ key stage)	KS3/4 – D&T project work	KS3/4 – D&T project work	KS3/4 – D&T project work	KS3/4 – D&T project work	KS3/4 – D&T project work	KS3/44 – D&T project work
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	GCSE Design and Techno The exams and non-exam assessment objectives. • AO1: Identify, investigat • AO2: Design and make • AO3: Analyse and evalu design decisions and out wider issues in design an • AO4: Demonstrate and technical principles designing and making principles	logy assessment objectives n assessment will measure h te and outline design possib prototypes that are fit for pu ate: comes, including for prototy d technology. apply knowledge and unders nciples.	<u>::</u> now students have achieve ilities to address needs an rpose. ypes made by themselves standing of:	ed the following d wants. and others		
Key skills	AO1-AO2	AO1-AO2	AO3	AO3	AO4	AO4
Assessment	Knowledge quiz.	Knowledge quiz.	Knowledge quiz.	1	Knowledge quiz.	Knowledge quiz.
	Assessment of progress made by the students using exam style questions and NEA assessment criteria on work completed	Assessment of progress made by the students using exam style questions and NEA assessment criteria on work completed	Assessment of progress n using exam style question criteria on work complete	nade by the students is and NEA assessment d	Assessment of progress made by the students using exam style questions and NEA assessment criteria on work completed	Assessment of progress made by the students using exam style questions and NEA assessment criteria on work completed
How can you help?	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding	Encourage your child to: Look at how things are made Look at what materials things are made from Use the useful websites linked to help with homework and understanding

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