

**Plan Of Learning For The Year (Unit/Topic/Project Context)**

<p><b>Half Term 1:</b></p> <ul style="list-style-type: none"> <li>• Paper 1: Topic 3.1.1 – Materials and their applications.</li> <li>• Paper 2: Topic 3.2.1 &amp; 3.2.2 – Design Methods &amp; Process and Design Theory.</li> <li>• NEA Mini project 1</li> </ul> <p><b>Half Term 2</b></p> <ul style="list-style-type: none"> <li>• Paper 1: Topic 3.1.2 – Performance Characteristics of Materials.</li> <li>• Paper 2: Topic 3.2.3 &amp; 3.2.4 – How Technology and cultural changes can impact on the work of designers and Design Process.</li> <li>• NEA Mini project 1</li> </ul> <p><b>Half Term 3</b></p> <ul style="list-style-type: none"> <li>• Paper 1: Topic 3.1.3 &amp; 3.1.4 Enhancement of Materials and Forming, redistribution &amp; addition processes.</li> <li>• Paper 2: Topic 3.2.4 &amp; 3.2.5 – Design Process continued and Critical Analysis and Evaluation.</li> <li>• NEA Mini project 2</li> </ul>	<p><b>Half Term 4</b></p> <ul style="list-style-type: none"> <li>• Paper 1: Topic 3.1.5 &amp; 3.1.6 – The Use of Finishes and Modern Industrial &amp; Commercial Practice.</li> <li>• Paper 2: Topic 3.2.6 &amp; 3.2.7 – Selecting Appropriate Tools, Equipment and Processes and Accuracy in Design &amp; Manufacture.</li> <li>• NEA Mini project 2</li> </ul> <p><b>Half Term 5</b></p> <ul style="list-style-type: none"> <li>• Paper 1: Topic 3.1.1 – Materials and their applications.</li> <li>• Paper 2: Topic 3.2.8, 3.2.9 &amp; 3.2.10 – Responsible Design, Design for Manufacture and Project Management and National and International Standards in Product Design.</li> <li>• NEA Mini project 3</li> </ul> <p><b>Half Term 6</b></p> <ul style="list-style-type: none"> <li>• Paper 1: Exam Technique and Mock Exam.</li> <li>• Paper 2: Exam Technique and Mock Exam.</li> <li>• NEA Mini project 3</li> </ul>
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<b>Feedback, Retrieval &amp; Assessment</b>	<b>Super curriculum opportunities / extra-curricular activities</b>	<b>Cultural Capital, SMSC, Careers and Futures</b>
<ul style="list-style-type: none"> <li>• Each term involves one Formal Assessment and fortnightly exits tickets which are mini unit tests comprising of several high mark exam questions.</li> <li>• On-going formative assessment during lessons by teacher</li> <li>• Weekly Student/teacher one-to-one feedback sessions</li> <li>• Regular Independent learning tasks and quizzing.</li> </ul>	<ul style="list-style-type: none"> <li>• STEM termly challenges</li> <li>• Reading design articles and newsletters from <a href="http://www.designweek.co.uk">www.designweek.co.uk</a> – free online.</li> <li>• Mentoring Y11 product design students</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about other cultures and approaches</li> <li>• Learning about society - past and present</li> <li>• Inclusivity in designing to accommodate all members of society.</li> <li>• Exploring potential career paths and academic options in Design/Engineering</li> </ul>

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> <li>• Design is all about aesthetics</li> <li>• Designing is easy</li> <li>• Designing is all digital these days</li> <li>• The best design is created by an individual brain.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular revisiting of core terminology/ vocabulary</li> <li>• Developing skills through active implementation</li> <li>• Applying existing understanding/ skills to new challenges</li> <li>• Extensive use of ICT in design and manufacture</li> <li>• Use of Knowledge Organisers to explore the NEA.</li> </ul>	<ul style="list-style-type: none"> <li>• Core vocabulary lists and knowledge audits in each unit.</li> <li>• Knowledge Organisers to support with vocabulary</li> <li>• Regular use of scaffolds and structured practice</li> <li>• Clearly defined success criteria and use of student action to make progress</li> <li>• Stretch activities built into each lesson</li> </ul>