Curriculum Content Map Subject: Design & Technology Year 11					
			Torm 1	Torm 3	Torm 2
	~		NEA Task - Research, specification writing and consumer research.	NEA Task - Material selection, CAD, Modelling, Design Realisation and	NEA Task - Completion of presentation and evaluation tasks. Complete making of
	Vorl			Evaluation.	prototypes.
	Units of V		Subject Knowledge - Sustainability, Consumer and materials groups.	Subject Knowledge - Modern materials, Sustainability, Drawing skills.	Subject Knowledge - Focused revision of tool and material groups. Drawing skills practiced and sustainability revisted through practice questions.
	-		Students are working on NEA design and make task. Focus for the first term	Students continuing with their NEA task focusing on the making and designing	Students finalise NEA task for marking and grade submission by 7th May 2024.
ural Transmission	Specification		is researching and designing based on chosen task.	elements of the specification.	Forward revision tasks to propose for written even looking at drawing skills and tool
			Revision tasks will subject sustainability and materials knowledge tested through exam style questions.	Revision tasks will continue to look at material groups and relevant tools.	knowledge as this has been identified as a particular weekness in formative assessments.
	Substantive Knowledge	The What!	Students work across all projects to learn about the context and purpose of design and the factors that influence design decisions and outcomes, such as stakeholder requirements, usability, inclusivity, ergonomics, aesthetics, branding, and fashion. In year 11 students are focused on the NEA task for terms 1 and 2 where all the knowledge gained is used to work on independent solutions to AQA set problems. Looking at existing products and practice and exploring and critiquing the work and influence of designers students learn to apply mathematical and scientific knowledge and skills to solve design problems and to enhance the functionality and performance of products which currently exist or are proposed. Key to ensuring the quality of outcomes students learn how to use digital design tools and ICT to support and enhance the design and making process. At All Saints Academy students are able to access CAD using fusion 360 and tinkercad, CNC through the use of laser cutting, and 3D printing.		
			In year 11 the GCCE ADA decign technology course, disciplinany knowledge development is focused on completing a new association (NEA) preject, which accounts for EDP/ of the final grade. The NEA excitation students to		
	Disciplinary knowledge	The How!	identify and investigate a design problem, generate, and develop a range of possible solutions, prototype and test their closen solution, and evaluate their design process and outcome. The NEA project allows students to demonstrate their creativity, innovation, and technical skills, as well as their knowledge and understanding of design principles and practices. From May when the NEA is submitted students are supported in preparing for a written exam, which accounts for the other 50% of the final grade. The written exam consists of three sections: core technical principles, specialist technical principles, and designing and making principles. The core technical principles cover the general knowledge and understanding of design and technology, such as new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties, and informing design decisions. The specialist technologies. The design and making principles cover the application of knowledge and understanding of one material category, such as papers and boards, timber, metals, polymers, textiles, electronic and mechanical systems, or new and emerging technologies. The design and making principles cover the application of knowledge and understanding to the design and making principles cover the application of knowledge and understanding to the design and making principles cover the application of knowledge and understanding to the design and making principles cover the application of knowledge and understanding to the design and making principles cover the application of knowledge and understanding to the design and making principles cover the application of knowledge and understanding to the design and making principles cover the application of knowledge and understanding to the design and making principles cover the application of knowledge and understanding to the design and making proces, such as design thinking, iterative design, user-centre		
	~	ion	KS3 and year 10 work is used as a starting point for NEA with students	In term 2 students look at the AP1 areas for improvement. In the mocks it was	Studnets will complete their NEA early in term 3 allowing for a focus on exam practice and
	No	tensi	reflecting on the techniques and designers they have experienced. NEA	identified students have limited material and tool knowledge and this was	development of key knowledge identified in AP2 as an area for development.
n	I) gu	& Ext	work started in June is used and developed through further research and	studied using SENECA to develop their knowledge.	
	enci	val 8	consumer research.	Students use design and make tasks from KS3 and year 10 to inform their ideas	
	equ	etrie	students given the opportunity to develop ideas widely.	for NEA outcomes, developing new skills in tinkercad and CAD design more	
	01	Re	NEA task is 50% of the final GCSE grade. Assessment for AP1 will be based	generally. Full mark of NEA task, now with making and designing will form a major part of	AP2 will be based on a full past paper combined with the NFA marks to be submitted. This
	ar te		on completion of a full past paper and work completed in NEA folder to	AP2. Further past paper questions using SENECA to check acquisition and gap	should give an accurate assessment of knowledge required to be reviewed prior to June
	mati		date.	filling from AP1.	exam series.
	Ssee		Continual assessment is used to refine and support NEA learning and		
	5 स		SENECA used to practice subject knowledge and past papers.		
ent		bne	Listening – Listening to organisations and industries ideas on technology of	Students will have the opportunity to practise good speech and speaking	As students present their work and research (Good Speech and Speaking) there will be
	e	ply a	the past, present a future.	We also look at how audiences and consumers show gratitude in the demand	Students will complete their NEA and this is fundamentally where they are aiming high
Ē	Vir	e.	The generosity of ideas that inventors give to organisations through the	for the product and how product improvements show gratitude back to the	towards their target grade.
mpower		:hink issu	process of Intellectual Property.	audiences.	
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<u> </u>			Creativity embedded throughout the designs.	They will explain how innovators had to stay positive against costs,	There will be an opportunity to trial some of the machinery and a development of
fo	=	5	Looking at how we can be a friendly and civil society about the	As students present their work and research (Good Speech and Speaking)	And they will be operating a high level of self-mastery over the term as they have to work.
r v	ski	skill	approach despite cost and impact. What organisations and innovations lead	there will be an opportunity to trial some of the machinery and a development	independently to meet targets. Students will have compassion through evaluation of their
or tic		ble	the world of technology.	of <i>positivity</i> and good humour as we know things do not always go to plan	own work and peer-assessment. Good Sense will be tested as they work towards the
N N		sfera	Students having the courage to come up with new ideas in their own	first time round.	deadlines of the NEA.
be	Skill	rans	designs.		
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<u>د</u>	ish	ent	Social – viewing each other's work and being inspired by others.	Social – understanding how to follow a process from start to finish	Social – viewing each other's work and being inspired by each other and the work of
ъ ^с	Brit les	n cur	Cultural –showing respect for equipment provided by the school Social –	Cultural – responsibility for quality of own work Social – viewing each other's work and	otners Cultural – responsibility for guality of own work and equipment provided by the school
on	C & Valu	10 SL	Cultural – be tolerant of each other's views and opinions	being inspired by each other.	Social – viewing and discussing the work of others
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