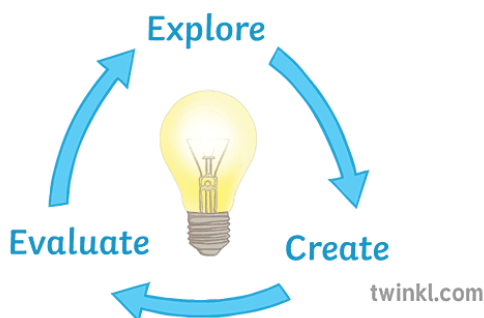


# NEA & Theory

## Cycle 1

### Year 11



Work completed: BLACK pen.

Teacher assessment—RED pen

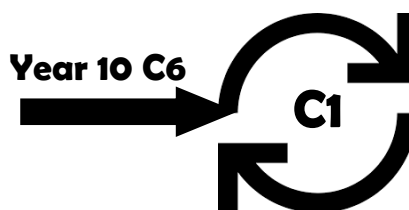
Student assessment/improvements—GREEN pen

RECALL activities—BLUE pen

Name .....

Teaching Group .....

Teacher .....



**Key Stage 4**

Leadership Tasks carried out: (tick existing or add others)

Cycle 1 Chosen Student Leader? - Yes No

RECALL task planner

Led a team

Demonstrated a practical task

Created a plenary

Presented to class

Explained a topic to others

Helped my peers

.....

.....

# NEA & Theory (ratio NEA 4 V theory 2)

Week	Content	Completed?	
		Y / N	EFFORT
1&2	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Starter question: specification</li> <li>• Review of NEA progress—tracker and self assessment of Section A &amp; B</li> <li>• Introduction/recap on Section C: student guide</li> <li>• Drawing skills and creativity: freehand sketching</li> </ul> <p><i><b>Homework 1:</b> Make improvements identified in self assessment to ensure you are at least on target for your NEA</i></p> <p><i><b>Challenge:</b> using the self-assessment help guide—improve your work to one grade above</i></p> <p><i><b>Further Challenge:</b> write yourself targets and ensure you are familiar with the assessment criteria for Section C</i></p> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Generating ideas: drawing techniques</li> <li>• Student guide</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>• Homework due: tracker updated</li> <li>• Section C: generating ideas</li> </ul> <p><i><b>Homework2:</b> Research and present findings in an interesting way for each of these motions: linear; reciprocating; oscillating; rotary. You must fully explain each of the motions and give at least 1 example of each motion in use/action</i></p> <p><i><b>Challenge:</b> Find multiple examples of each motion</i></p> <p><i><b>Further Challenge:</b> Find examples of when one motion causes another/different motion</i></p> <p>Lesson 4</p> <ul style="list-style-type: none"> <li>• Section C: generating ideas—rendering &amp; annotating</li> </ul> <p>Lesson 5</p> <ul style="list-style-type: none"> <li>• Motions: pre-learning task student presentations</li> <li>• Revision for mock examination: motions; linkages; CAMS; forces</li> </ul> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>• Product analysis examination question practice</li> <li>• Linking exam question to NEA</li> </ul>		

## Why are we developing our analytical & evaluation skills?



You are enhancing your skills so that you:

- ◆ Can begin to work more
- ◆ independently and accurately self assess yourself regularly
- ◆ Can work more effectively towards your target grade
- ◆ Analytical and evaluation skills are needed for both the NEA & exam

# NEA & Theory (ratio NEA 4 V theory 2)

Week	Content	Completed?	
		Y / N	EFFORT
3&4	<p>Lesson 7</p> <ul style="list-style-type: none"> <li>Self assessment of Section C</li> <li>Section D: mark scheme review</li> <li>Continue NEA: perspective; isometric—developing ideas</li> </ul> <p><b>Homework 3:</b> NEA (targeted tasks—individual)</p> <p><b>Challenge:</b> ensure continually self assessing against the mark scheme</p> <p><b>Further Challenge:</b> use tracker to identify tasks which will gain marks in the higher markband for Section C &amp; D and apply to own NEA</p> <p>Lesson 8</p> <ul style="list-style-type: none"> <li>Continuation of NEA—Sections A; C; D &amp; F in flow</li> </ul> <p>Lesson 9</p> <ul style="list-style-type: none"> <li>Continuation of NEA—Sections A; C; D &amp; F in flow</li> </ul> <p><b>Homework 4:</b> NEA (targeted tasks—individual)</p> <p><b>Challenge:</b> ensure continually self assessing against the mark scheme</p> <p><b>Further Challenge:</b> use tracker to identify tasks which will gain marks in the higher markband for Section C &amp; D and apply to own NEA</p> <p>Lesson 10</p> <ul style="list-style-type: none"> <li>Production methods</li> </ul> <p>Lesson 11</p> <ul style="list-style-type: none"> <li>Continuation of NEA—Sections A; C; D &amp; F in flow</li> </ul> <p>Lesson 12</p> <ul style="list-style-type: none"> <li>Social footprint</li> </ul>		
5&6	<p>Lesson 13</p> <ul style="list-style-type: none"> <li>Continuation of NEA—Sections A; C; D &amp; F in flow</li> </ul> <p><b>Homework 3:</b> NEA (targeted tasks—individual)</p> <p><b>Challenge:</b> ensure continually self assessing against the mark scheme</p> <p><b>Further Challenge:</b> use tracker to identify tasks which will gain marks in the higher markband for Section C &amp; D and apply to own NEA</p> <p>Lesson 14</p> <ul style="list-style-type: none"> <li>Continuation of NEA—Sections A; C; D &amp; F in flow</li> </ul> <p>Lesson 15</p> <ul style="list-style-type: none"> <li>Design Companies and their influences</li> </ul> <p><b>Homework 3:</b> Examination style question on Design Companies</p> <p><b>Challenge:</b> self-assess yourself—what mark do you think you have?</p> <p><b>Further Challenge:</b> write what you think the markscheme is for this question (template)</p>		

# NEA & Theory (ratio NEA 4 V theory 2)

Week	Content	Completed?	
		Y/N	EFFORT
5&6 cont	Lesson 16 <ul style="list-style-type: none"> <li>Continuation of NEA—Sections A; C; D &amp; F in flow</li> </ul> Lesson 17 <ul style="list-style-type: none"> <li>MIB of homework: Design companies</li> <li>Continuation of NEA—Sections A; C; D &amp; F in flow</li> </ul> Lesson 18 <ul style="list-style-type: none"> <li>Continuation of NEA—Sections A; C; D &amp; F in flow</li> </ul>		



<b>KEYWORDS</b>	Lap joint
Specification	Brief
Perspective	Isometric
Orthographic	Render
Model	Prototype
CAD CAM	Social footprint
Production	Justify

Tick when you think you are able to define the meaning of the keyword

## Challenge!

Can you add more keywords you have covered?



### Student Self Evaluation











WWW	EBI
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Cycle ..... NEA—Assessment & Development of skills

My Expected Grade				
Teacher Assessed Grade (circle)				
SBE	BE	E	AE	SAE
<b>Comment:</b>				

## Cycle 1 NEA & multi topic theory — Curriculum Journey

During the course of this cycle, you will cover content pertaining to the NEA and examination within the following categories:

<b>Pre-Learning</b> 	Vital prior knowledge you can obtain before lessons to further your understanding of the topic.	Mechanical devices: <a href="#">Types of motion - Mechanical devices - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize</a> Product Design Maker: <a href="#">product designer maker - YouTube</a>
<b>Skills</b> 	Specific skills you will learn and use during the project.	Time & project management skills; researching; analysing & evaluating; developing ideas; liaising with clients and acting upon third party feedback; design communication skills;
<b>Knowledge</b> 	Specific knowledge you will obtain throughout the project.	The work of others; how to use research to inspire and develop own design ideas.
<b>Literacy</b> 	Aspects of the project that will improve your reading, writing, spelling, grammar and comprehension.	The NEA requires good communication skills with good use of SPAG - students will use sentence starters and connectives to form written elements of their NEA - the correct use of keywords and terms is a focus
<b>Maths</b> 	Aspects of the project that will develop your attainment in Maths related to Design & Technology.	Examination question practice for Mock 1
<b>Cross-curricular links</b> 	Aspects of the project that link	Science—material properties Maths—examination questions History—design history
<b>Looking forward to the NEA &amp; EXAMINATION:</b> 	Aspects of the project related to further study of Design & Technology at GCSE.	Cycle work includes question practice and focus on response & revision techniques. Mock exam is full 2hour paper
<b>Building challenge</b> 	Tasks that encourage you to test yourself and exceed targets/expectations.	Students have previously worked on design communication and technical drawing skills - they must now apply all these skills to their NEA project
<b>Careers</b> 	Aspects of the project that display the relevant career paths that can be taken using the skills and knowledge acquired.	Product Designer; Graphic Designer; Engineer.
<b>PSHE/SMSC</b> 	Aspects of the project that consider the spiritual, moral, social and cultural impact of the project and its adherence to British values.	Spiritual: NEA analysis; research; reflection; sharing resources. Moral: sharing workshop; following H&S rules; keeping spaces organised. Social: sharing resources; working together; respecting workspaces and being responsible. Cultural: developing skills & talents of students.

### Links between learning in KS3 & Yr10 that prepare you for this FIRST cycle in Year 11

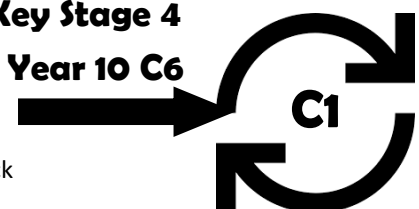
#### Prior learning from KS3 & Yr10:

Examination skills are built upon following Yr10 mock—first mock of Year 11 is a full 2 hour paper (mock—Cycle 2)

Previous cycle link: NEA & client centred focus: students build upon skills learnt in mock NEA Yr10 C5 to help raise attainment in Section C and D of the NEA.

**Key Stage 4**

**Year 10 C6**



**Yr11**

**Key Stage 4**