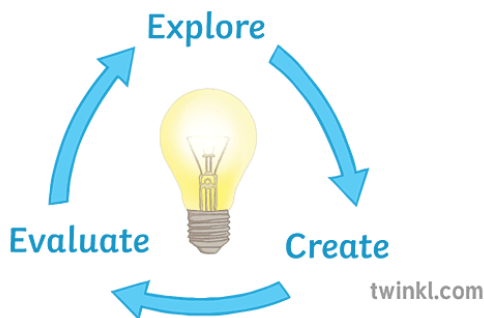


NEA & Theory

Cycle 2

Year 11



Work completed: BLACK pen.

Teacher assessment—RED pen

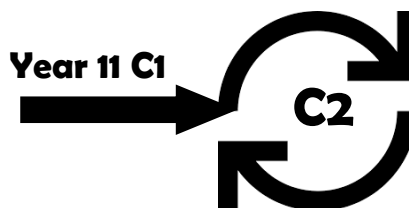
Student assessment/improvements—GREEN pen

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

.....

.....

Week	Content	Completed?
		Y / N EFFORT
1&2	<p>Lesson 1</p> <ul style="list-style-type: none"> • Starter question: Smart Materials, see Smart Materials PP for 1 mark question • Review of NEA progress—tracker and self assessment of Section A, B, C • <u>Introduction of Section D, CAD, Presentation drawings, modelling, cutting lists, materials lists and testing, orthographic projection, flow chart—refer to these each lesson</u> • Continuation of NEA—Sections A, B, C, D & F in flow <p><i>Homework 1: Make improvements identified in self assessment to ensure you are at least on target for your NEA</i></p> <p><i>Challenge: using the self-assessment help guide—improve your work to one grade above</i></p> <p><i>Further Challenge: write yourself targets and ensure you are familiar with the assessment criteria for Section C&D</i></p> <p>Lesson 2</p> <ul style="list-style-type: none"> • FULL REVISION LESSON • Orthographic Drawing • Communication of Design ideas, how and when to use different types of drawings <p>Lesson 3</p> <ul style="list-style-type: none"> • Starter question— • Homework due: tracker updated • Continuation of NEA—Sections A, B, C, D & F in flow <p><i>Homework2: Research Design Strategies—Pre-learning task, minimum 2</i></p> <p><i>Challenge: Find and research 4</i></p> <p><i>Further Challenge: Find and research 6, give an example of a designer/company or product that may use one of the strategies</i></p> <p>Lesson 4</p> <ul style="list-style-type: none"> • FULL REVISION LESSON • Design Strategies • Recap Cams, linkages, forces <p>Lesson 5</p> <ul style="list-style-type: none"> • Continuation of NEA—Sections A, B, C, D & F n flow <p>Lesson 6</p> <ul style="list-style-type: none"> • Continuation of NEA—Sections A, B, C, D & F in flow <p><i>Homework 1: Make improvements identified in self assessment to ensure you are at least on target for your NEA</i></p> <p><i>Challenge: using the self-assessment help guide—improve your work to one grade above</i></p> <p><i>Further Challenge: write yourself targets and ensure you are familiar with the assessment criteria for Section C&D</i></p>	

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—FULL REVISION LESSON</p> <ul style="list-style-type: none"> • Stock Forms • Input and output components <p>Homework 3: <i>Ensure revision work sheets are fully completed and continue NEA</i></p> <p>Challenge: <i>ensure continually self assessing against the mark scheme</i></p> <p>Further Challenge: <i>use tracker to identify tasks which will gain marks in the higher markband for Section C & D and apply to own NEA</i></p> <p>Lesson 8</p> <ul style="list-style-type: none"> • Continuation of NEA—Sections A, B, C, D & F in flow <p>Lesson 9</p> <ul style="list-style-type: none"> • Continuation of NEA—Sections A, B, C, D& F in flow <p>Homework 4: <i>NEA (targeted tasks—individual) To research a design movement/company, give each student one to research as pre-learning task</i></p> <p>Challenge: <i>ensure continually self assessing against the mark scheme</i></p> <p>Further Challenge: <i>use tracker to identify tasks which will gain marks in the higher markband for Section C & D, E and apply to own NEA</i></p> <p>Lesson 10—FULL REVISION LESSON</p> <ul style="list-style-type: none"> • The work of Others <p>Lesson 11</p> <ul style="list-style-type: none"> • Continuation of NEA—Sections A, B, C, D& F in flow <p>Lesson 12</p> <ul style="list-style-type: none"> • Continuation of NEA—Sections A, B, C, D & F in flow 		
5&6	<p>Lesson 13</p> <ul style="list-style-type: none"> • Revision Starter • Continuation of NEA—Sections A, B, C, D & F in flow <p>Homework 3: <i>NEA (targeted tasks—individual)</i></p> <p>Challenge: <i>ensure continually self assessing against the mark scheme</i></p> <p>Further Challenge: <i>use tracker to identify tasks which will gain marks in the higher markband for Section C & D, E and F and apply to own NEA</i></p> <p>Lesson 14—FULL REVISION LESSON</p> <ul style="list-style-type: none"> • Scales of Production • Prototyping and testing • Primary and secondary research <p>Lesson 15</p> <ul style="list-style-type: none"> • 15 Mins Social Footprint Starter • Continuation of NEA—Sections A, B, C, D & F in flow <p>Homework 3: <i>Examination style question social footprint</i></p> <p>Challenge: <i>self-assess yourself—what mark do you think you have?</i></p> <p>Further Challenge: <i>write what you think the markscheme is for this question (template)</i></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"> Social Footprint Home work review Continuation of NEA—Sections A, B, C, D & F in flow Lesson 17—REVISION RECAP <ul style="list-style-type: none"> New and emerging technologies Continuation of NEA—Sections A, B, C, D & F in flow Lesson 18 <ul style="list-style-type: none"> Continuation of NEA—Sections A, B, C, D & F in flow 		



KEYWORDS	
Lap joint	
Specification	Brief
Perspective	Isometric
Orthographic	Render
Model	Prototype
CAD CAM	Social footprint
Production	Justify
	Scales of Production

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
Comment:				

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:

Pre-Learning 	Vital prior knowledge you can obtain before lessons to further your understanding of the topic.	Developing a prototype: Page 7: Prototype modelling: GCSE AQA Product Design NEA / contextual challenge - YouTube D&T department Instagram—modelling techniques video—Ms Kenyon
Skills 	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;
Knowledge 	Specific knowledge you will obtain throughout the project.	The work of others; how to use research to inspire and develop own design ideas.
Literacy 	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
Maths 	Aspects of the project that will develop your attainment in Maths related to Design & Technology.	Maths: Examination question practice for Mock 1 - Angles; percentages
Cross-curricular links 	Aspects of the project that link	Science—material properties Maths—examination questions History—design history
Looking forward to the NEA & EXAINATION: >>	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
Building challenge 	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
Careers 	Aspects of the project that display the relevant career paths that can be taken using the skills and knowledge acquired.	Career Link: Product Designer; Graphic Designer; Engineer.
PSHE/SMSC 	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 & C1 Yr11 that prepare you for this cycle

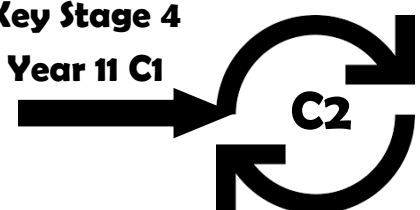
Prior learning from KS3 & Yr10 & Yr11 C1:

Previous cycle link: NEA & client centred focus

Examination skills practiced are applied to Mock 1 of Year 11

Key Stage 4

Year 11 C1



Yr11

Key Stage 4