‘Raising the Achievement of All’

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

YEAR 11 - KEY STAGE 4 CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key Questions	• What is research? • How are ideas presented using the iterative process?	• What is design development? • What does development look like?	• How can you use the best tool/machine for the most suitable application	• Why is evaluating important?	•
Content: ‘Know what’	**NEA CONTROLLED ASSESSMENT** • Finish off research (Section A) and design spec and brief (Section B) • Students start designing and their ideas (Section C) **Mock paper 1 exam preparation**	**NEA CONTROLLED ASSESSMENT** • Students finalise their initial design ideas • Students focus on design development (Section D) • **Mock paper 1 exam preparation** • **Mock paper 2 exam preparation**	**NEA CONTROLLED ASSESSMENT** • Students start to manufacture their prototype/create a model of intent for Section E. No physical manufacturing – CAD/CAM modelling and manufacturing • **Mock paper 2 exam preparation**	**NEA CONTROLLED ASSESSMENT** • Students continue on Section E of using CAD/CAM to realise their final idea • Complete Section F which is evaluation. **Recap, revision and exam technique** Unit 1- Industry and enterprise Unit 2 – Energy, materials, systems and devices Unit 3 – Materials and properties Unit 4 – Common specialist techniques	**NEA submission** • Students submit their NEA folders and final prototypes. **Recap, revision and exam technique** Unit 5B – Timber based materials Unit 5C – Metals Unit 5D – Polymers Unit 6 – Designing principles Unit 7 – Making principles
Expertise ‘Know how’	• Students will use the powerpoint to research their chosen context • Class delivery of each theory topic	• Through sketching ideas and incorporating the ‘iterative’ design process • Class delivery of each theory topic	• Through practical activity in the workshop • Class delivery of each theory topic	• Practical workshop activity • Independent revision and study • Class delivery of each theory topic	• Independent revision and study • Class delivery of each theory topic
Literacy/ Numeracy/ SMSC/	• Reading online to find information about their chosen context	• Model making uses maths to help plan out their material usage	• Maths is used to manufacture their product	• Written work is included in the evaluation as students critical thinking is assessed	
Disciplinary literacy	• Reading from the AQA text book • Student reading of text. Independent or read out loud • Class discussions on what’s been read. • Open/closed questioning • Extended writing based on exam style questions • Tier 2-3 words discussed with definitions written in theory books and discussed	• Reading from the AQA text book • Student reading of text. Independent or read out loud • Class discussions on what’s been read. • Open/closed questioning • Extended writing based on exam style questions • Tier 2-3 words discussed with definitions written in theory books and discussed	• Reading from the AQA text book • Student reading of text. Independent or read out loud • Class discussions on what’s been read. • Open/closed questioning • Extended writing based on exam style questions • Tier 2-3 words discussed with definitions written in red books and discussed	• Reading from the AQA text book • Student reading of text. Independent or read out loud • Class discussions on what’s been read. • Open/closed questioning • Extended writing based on exam style questions • Tier 2-3 words discussed with definitions written in theory books and discussed	• Reading from the AQA text book • Student reading of text. Independent or read out loud • Class discussions on what’s been read. • Open/closed questioning • Extended writing based on exam style questions • Tier 2-3 words discussed with definitions written in theory books and discussed
Careers	• Class discussion on career pathways linking to designing and making • Starter activities linked to careers • Discussion on qualifications needed to work in the field of DT	• Class discussion on career pathways linking to designing and making • Starter activities linked to careers • Discussion on qualifications needed to work in the field of DT	• Class discussion on career pathways linking to designing and making • Starter activities linked to careers • Discussion on qualifications needed to work in the field of DT	• Class discussion on career pathways linking to designing and making • Starter activities linked to careers • Discussion on qualifications needed to work in the field of DT	