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**Knowledge Rich Curriculum Plan**

Year 13 Design



| **Year 13**  **Design** | **Unit: Design methods and processes** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Design methods and processes** | * Students will know the different design processes used by designers * Students will know that different design processes are used to help different designers that face different problems * Students will know the design process iterative design uses more of a circular approach than the standard linear idea * Students will know that iterative design focuses of three main aspects, Design, Prototype, Evaluate * Students will know the design process of User Centre Design * Students will know that the User Centre Design approach focuses solely on the user of the product | User centre design: iterative design process in which designers focus on the users and their needs in each phase of the design process. | * ***Students need to already know that a design process describes the stages of a designer*** * ***Students need to already know how the linear design process applied to a designer*** * ***Students need to already know the stages of a design process*** * ***Students need to already know how a design process can affect a design*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Investigating** | * Students will know that investigating a design problem is one of the first steps of a design process * Students will know how investigating can be used to help solve a problem * Students will know that Primary and Secondary data are used to help investigate a problem * Students will know that Primary data is data collected by yourself and thus is more trustworthy * Students will know that Secondary data is collected by someone else and thus cannot be as trusted | Primary data: Primary data refers to the first hand data gathered by the researcher himself.  Secondary data: Secondary data means data collected by someone else earlier. | * ***Students need to already know how data is collected as part of an investigation*** * ***Students need to already know how a designer uses the information gathered as part of their research*** * ***Students need to already know how Primary data can be used*** * ***Students need to already know how Secondary data cane be used*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Design theory** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Arts and Crafts** | * Students will know how design influences design * Students will know how different design eras are used as part of research as a designer * Students will know the main features of the Arts and Crafts movement * Students will know that the main features of the Arts and Crafts movement are floral patterns, simple forms and drive inspiration from medieval times * Students will know that Arts and Crafts believes designs should be handmade and shown craftsmanship | Design styles: a set of particular colour harmonies, typefaces, compositional styles | * ***Students need to already know how designers can be influence by other designers*** * ***Students need to already know how past designers can influence a product*** * ***Students need to already know the features based around Arts and Crafts products*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Art Deco** | * Students will know the key features of Art Deco * Students will know the Art Deco key features are symmetrical or angular lines, long smooth and sweeping curves | Design styles: a set of particular colour harmonies, typefaces, compositional styles | * ***Students need to already know the term Art Deco*** * ***Students need to already know the basics of the Art Deco movement*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Modernism** | * Students will know Modernism evolved from Art Deco and create 2 design styles, Bauhaus and De Stijl * Students will know that De Stijl design movement consists of solid black lines, primary colours and use of white space * Students will know that the Bauhaus school was formed in Germany and become one of the most famous art schools for its unique views on Design and how a Designer should work * Students will know the major contributors to the Bauhaus design movement were: Walter Groupius, Marcel Breuer, Mies Van Der Rohe and Marianne Brandt | Design styles: a set of particular colour harmonies, typefaces, compositional styles | * ***Students need to already know that art schools are an educational space*** * ***Students need to already know how designers work together to produce new ideas*** * ***Students need to already know the primary colours*** * ***Students need to already know the term modern*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Streamlining and Post Modernism** | * Students will know that streamlining is a design movement used to help product look more modern and futuristic * Students will know that streamlining takes a lot of inspiration from Art Deco * Students will know that Streamlining products show smooth and curved lines, rounded edges and a very clear Art Deco style * Students will know that Post Modernism is a design style that aims to create a unique product, a product that will make the consumer question itself * Students will know that Memphis is a style of Post Modernism * Students will know that Memphis style uses very bold colours and patterns. Memphis styles uses very unusual shapes and ideas as part of their design style | Design styles: a set of particular colour harmonies, typefaces, compositional styles | * ***Students need to already know the style of Art Deco*** * ***Students need to already know unique shapes and bold colours*** * ***Students need to already know basic ideas on how to create modern products*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Philipe Starck** | * Students will know that Philipe Starck is a French designer known best for being a Post Modernistic designer * Students will know that his style involves using a range of unusual shapes and forms * Students will know that his style involves designs creating talking points * Students will know one of his most famous designs is the juicy salif |  | * ***Students need to already know the style of Post Modernism*** * ***Students need to already know how post modernism is designed to affect the consumer*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **James Dyson** | * Students will know that James Dyson is a British designer best known for designing and manufacturing the Dyson vacuum hoover * Students will know that Dyson created his idea by finding his product shows loss of function * Students will know that Dyson style can be identified by sleek, simple colour schemes consisting of orange, purple or grey |  | * ***Students need to already know the work of Dyson*** * ***Students need to already know the products designed by James Dyson*** * ***Students need to already know how the product of a vacuum cleaner is used*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Other designers** | * Students will know that Margaret Calvert is a Graphic Designer who is most famous for designing the road signs used in the UK * Students will know the designers of Dieter Rams, Charles and Ray Eames and Marinne Brandt |  | * ***Students need to already know the road signs of the UK*** * ***Students need to already know how to identify the UK road signs*** * ***Students need to already know how to investigate and research different designers*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Technology and cultural changes** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Technology and cultural changes** | * Students will know the factors that affect or change a design * Students will know that these factors are: Ethical, Social, New materials, Cultural, Internet, Technology, Poverty * Students will understand how society and economy affect a design * Students will know that Marcel Breuer is a Bauhaus designer associated with extreme experimental post modernism * Students will know the famous Wassily chair and discuss its impact and style | Cultural: relating to the ideas, customs, and social behaviour of a society.  Moral: concerned with the principles of right and wrong behaviour. | * ***Students need to already know about social impacts on a designer*** * ***Students need to already know about ethical impacts on a designer*** * ***Students need to already know moral impacts on a designer*** * ***Students need to already know environmental impacts on a designer*** * ***Students need to already know the design style of Post Modernism*** * ***Students need to already know how to identify a Post Modernism design*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Contemporary and mass production** | * Students will know how global events can affect how products are designed * Students will know how post Second World War products were produced * Students will know that Streamlining and minimalism played a big part in the reforming of the designing of products post world war 2 * Students will know that designs were changed and developed from the Robin Day stacker chair | Minimalism: a movement in sculpture and painting which arose in the 1950s, characterized by the use of simple, massive forms. | * ***Students need to already know about the second world war*** * ***Students need to already know about the impacts a global event can have*** * ***Students need to already know about the common stacker chair*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Microelectronics** | * Students will know how microelectronics are used in electrical products * Students will know the impact of microelectronics * Students will know the impact of microelectronics results to the development of all electronical products over the past 50 years * Students will know how products have changed due to microelectronics | Microelectronics: the design, manufacture, and use of microchips and microcircuits. | * ***Students need to already know about how electronic products work*** * ***Students need to already know how products have developed*** * ***Students need to already know why products have developed*** * ***Students need to already know the term microelectronics*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Technology advances** | * Students will know how technology advances * Students will know the term Technology push * Students will know how a product evolves |  | * ***Students need to already know examples of products that have evolved*** * ***Students need to already know the term Technology push*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **New materials** | * Students will know the term new materials * Students will know the term new materials replaces the Modern materials learnt in GCSE * Students will know new materials are materials classed as recently discovered * Students will know the new materials as Glulam, Kevlar and Nanomaterials | New materials: material that has not previously been used in the manufacture of another article used for any purpose. | * ***Students need to already know the term Modern materials*** * ***Students need to already know examples of Modern materials*** |  |
| **Lesson:**  **Advancements of CAD-CAM** | * Students will know the terms CAD and CAM * Students will know the advancements of CAD and CAM * Students will study the effects of using CAD and CAM * Students will know how to export files to help support the use of CAD and CAM | CAD: Computer aided design  CAM: Computer aided manufacture | * ***Students need to already know the term CAD*** * ***Students need to already know the advantages of CAD*** * ***Students need to already know examples of CAD*** * ***Students need to already know the term CAM*** * ***Students need to already know the advantages of CAM*** * ***Students need to already know examples of CAM*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Social, Moral and Ethical issues** | * Students will know Social impacts on a designer * Students will know that social impacts refer to how a designer will design a product for people * Students will know Moral impacts on a designer * Students will know that moral impacts refer to a designer’s choice of whether to do something * Students will know Ethical impacts on a designer * Students will know that ethical impacts refer to a designer’s choice on the materials they use |  | * ***Students need to already know the term Social*** * ***Students need to already know the term Moral*** * ***Students need to already know examples of Ethical*** * ***Students need to already know the difference of right or wrong*** * ***Students need to already know the effects of recycling materials*** * ***Students need to already know the impacts products have on the planet*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Sustainable materials** | * Students will know how a product can be sustainable * Students will know how a designer can use sustainability in their work * Students will know how global companies use their ethical voice |  | * ***Students need to already know the term Social*** * ***Students need to already know the term Moral*** * ***Students need to already know examples of Ethical*** * ***Students need to already know the difference of right or wrong*** * ***Students need to already know the effects of recycling materials*** * ***Students need to already know the impacts products have on the planet*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Design process** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Technology and cultural changes** | * Students will know how a design process is used as part of a designer’s journey * Students will know how the use of collaborative design is used to help generate ideas as a designer |  | * ***Students need to already know how a design process works*** * ***Students need to already know the design process stages*** * ***Students need to already know the term collaborative*** |  |

| **Year 13**  **Design** | **Unit: Critical analysis and evaluation** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Critical analysis and evaluation** | * Students will know how faults in products affect the consumer * Students will know the use of third-party feedback aids or hinders a product * Students will know that third party feedback refers to asking impartial companies or consumers to evaluate a product * Students will know how the BSI Kitemark is used to help certify products |  | * ***Students need to already know the term third party*** * ***Students need to already know how products are evaluated*** * ***Students need to already know the importance and relevance of product evaluation*** * ***Students need to already know a product must conform to certain standards in order to be made public*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Selecting appropriate tools, equipment and processes** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Selecting appropriate tools, equipment and processes** | * Students will know how to select certain materials for certain products * Students will know the differences of materials * Students will know how to select the correct tools and equipment for a particular product |  | * ***Students need to already know the processes of manufacture*** * ***Students need to already know the properties of materials*** * ***Students need to already know alternatives of materials during use*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Safety in commercial manufacture** | * Students will know the basics of health and safety legislation during a products manufacture * Students will know the Health and Safety at Work Act was introduced in 1974 * Students will know COSHH refers to Control of Substances Hazardous to Health and controls all harmful chemicals during manufacture * Students will know how legislation is applied to workshops and industry * Students will know how risk assessments are completed and applied to a work place |  | * ***Students need to already know basic health and safety*** * ***Students need to already know safe practise of production*** * ***Students need to already know the correct procedure of handling and using tools and equipment*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Accuracy in design and manufacture** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Accuracy in design and manufacture** | * Students will know how accuracy is used during manufacture * Students will know how industry uses accuracy in their product manufacture * Students will know industry uses the go no go gauge to address accuracy in industry * Students will know the tools used in a school workshop to acquire accuracy in their products * Students will know the tools used in a school workshop to determine accuracy are a Tri square, Steel Rule and a marking gauge |  | * ***Students need to already know the term accuracy*** * ***Students need to already know how accuracy is used in DT*** * ***Students need to already know how accuracy is applied during workshop manufacture*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Responsible design** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Responsible design** | * Students will know how a designer will be responsible as part of the manufacturing process * Students will know how a designer uses the 6 Rs of sustainability as part of the design process * Students will know the 6 Rs include: Reduce, Reuse, Rethink, Recycle, Refuse, Reduce * Students will know how to apply the 6 Rs to an existing product | Responsible design: Achieving balanced social, environmental and economic development by embedding ethical decision-making in inclusive and sustainable design practice. | * ***Students need to already know the term sustainability*** * ***Students need to already know how a designer can design responsibly*** * ***Students need to already know the 6 Rs of sustainability*** * ***Students need to already know how the 6 Rs are used in designing*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Carbon footprint** | * Students will know how carbon footprint will impact the globe * Students will know how a designer can help combat carbon footprint * Students will know that Primary carbon footprint measures direct emissions of CO2 from the burning of fossil fuels, including transport and domestic energy consumption. * Students will know that Secondary carbon footprint measures indirect CO2 from the products we use. The production of five polymer carrier bags produces about 1 kg of CO2 * Students will know how the revolution of packaging reduction has helped to less carbon footprint | Carbon footprint: a measure of the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community. | * ***Students need to already know the term sustainability*** * ***Students need to already know how a designer can design responsibly*** * ***Students need to already know the term carbon footprint*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Circular economy** | * Students will know how circular economy plays an impact as a designer * Students will know a circular economy aims to use materials in a way that ensures a continual cycle of reuse and remanufacture, without utilising wasteful resources or having products end their life in landfill. * Students will know how a circular economy impacts the designer and global issues | Economy:  the state of a country or region in terms of the production and consumption of goods and services and the supply of money. | * ***Students need to already know the term sustainability*** * ***Students need to already know about the economy*** * ***Students need to already know the term carbon footprint*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Design for manufacture and project management** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Design for manufacture and project management** | * Students will know how designers use check lists to ensure products meet criteria * Students will know that Quality assurance refers to the procedures and policies put in place to reduce waste, and to ensure manufactured products are produced accurately within set acceptable tolerances. * Students will know that Quality control refers to the constant checking of products during manufacture to identify problems or hazards * Students will know the term Lean manufacture * Students will know that Lean manufacture is a systematic approach to production which aims to eliminate all waste from product production. | Quality assurance: the maintenance of a desired level of quality in a service or product, especially by means of attention to every stage of the process of delivery or production. | * ***Students need to already know how products are checked during manufacture*** * ***Students need to already know the term of quality*** * ***Students need to already know manufacturers check their products for faults*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Lean manufacture** | * Students will know how Lean manufacture is used in industry * Students will know how Lean manufacture is applied by a variety of different companies |  | * ***Students need to already know the term lean manufacture*** * ***Students need to already know how to evaluate other people’s work*** * ***Students need to already know how to analyse information*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: National and international standards in product design** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **National and international standards in product design** | * Students will know the national and international symbols used for products after manufacture * Students will know that the BSI Kitemark is used to show a product has been tested and has passed all certification * Students will know the BSI is part of the ISO organisation * Students will know how to read the mobius loop on polymer products | National: relating to or characteristic of a nation; common to a whole nation.  International: existing, occurring, or carried on between nations. | * ***What prior knowledge do the students need to have in their long-term memory in order to be able to make sense of your intended knowledge?*** * ***Students need to already know how products are tested and evaluated after manufacture to be approved by these organisations*** * ***Students need to already know the ISO organisation*** * ***Students need to already know the term BSIKitemark and know how it is applied to products*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **EU packaging** | * Students will know how packaging directives are used to help ease the recycling of packaging * Students will know the WEEE directive stands for The Waste from Electrical and Electronic Equipment * Students will know the WEEE directive is used to help to help recycle electronic products after their end of life cycle * Students will know the EU ENERGY STAR is used to help computers tablets and laptops be recycled |  | * ***Students need to already know the symbols used on certain products*** * ***Students need to already know the ISO organisation*** * ***Students need to already know packaging symbols*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Non examined assessment**  **Unit: Section A** |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Investigation** | * Students will know the basics in how a design investigation will be accessed by a designer * Students will know how to begin investigating the context of their design problem and explore design possibilities * Students will know how to explore a design possibility needs and wants * Students will know how to use primary and secondary information to inform their design investigation * Students will know how to identify a user or cohort to their possible design possibility * Students will know how to discuss and evaluate their findings from a design investigation |  | * ***Students need to already know how to identity a designs context*** * ***Students need to already know how to perform basic investigation using both primary and secondary methods*** * ***Students need to already be able to analysis products*** * ***Students need to already know how to develop ideas and thoughts*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Research plan** | * Students will know how to identify the key issues of their proposed idea * Students will know how to identify the proposed products advantages * Students will know how to explore their proposed products key features * Students will know how to assign effective time management to their proposed research |  | * ***Students need to already know how to create a time plan*** * ***Students need to already know how to prioritise different tasks*** * ***Students need to already know the difference between primary and secondary data*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Product analysis** | * Students will know how to identify the key issues of their product analysis * Students will know how to identify a product key feature * Students will know how to explore a products material choice * Students will know how to disassemble a product * Students will know how to analyse different types of products | Product analysis: involves examining product features, costs, availability, quality, appearance and other aspects. | * ***Students need to already know what is meant by the term disassembly*** * ***Students need to already know how to perform a basic analysis*** * ***Students need to already know how to discuss positives and negatives*** * ***Students need to already know how to compare a variety of different products*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Practical testing** | * Students will know how to identify a range of materials * Students will know how to perform a range of workshop tests * Students will know how to perform a dot punch test * Students will know a dot punch test will test the strength and brittleness of a material * Students will know how to analyse different types of products |  | * ***Students need to already know what is meant by the term disassembly*** * ***Students need to already know how to perform a basic analysis*** * ***Students need to already know how to discuss positives and negatives*** * ***Students need to already know how to compare a variety of different products*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Initial Ideas** | * Students will know how to generate a range of different design ideas * Students will know how to generate a range of rough, initial ideas * Students will know how to perform analysis on design ideas * Students will know a initial idea is a rough sketch of a product idea * Students will know how to analyse different types of products |  | * ***Students need to already know what is meant by the term design ideas*** * ***Students need to already know how to annotate ideas*** * ***Students need to already know the term annotate*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Non examined assessment**  **Unit: Section B** |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Development of ideas** | * Students will know development involves the changes and adjustments of a product * Students will know how to understand how the developments of a product are formed * Students will know how to annotate their developments * Students will know how to link designers needs and wants to their annotations * Students will know how to use a range is mediums to develop their ideas | Development: a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. | * ***Students need to already know how to develop ideas and thoughts*** * ***Students need to already know how to annotate*** * ***Students need to already be able to analysis products*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Modelling** | * Students will know how to generate models * Students will know how to annotate their models * Students will know how to use a range of CAD and CAM to create models * Students will know how to use traditional model techniques to create models * Students will know how to use a range is mediums to develop their ideas | Technique: a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure. | * ***Students need to already know how to develop models*** * ***Students need to already know the basics of traditional model making*** * ***Students need to already know the basics of CAD and CAM*** * ***Students need to already be able to create basic models*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Exploded view** | * Students will know how to generate an exploded view * Students will know an exploded view is designed to explore all aspects of a design * Students will know how to use a range of CAD software to create exploded views * Students will know how to use add dimensions to an exploded view |  | * ***Students need to already know how to use basic CAD software*** * ***Students need to already know how to draw in basic isometric*** * ***Students need to already know how to apply dimensions to designs*** | Exam style questions – End of topic assessments - MCQ |
| **Lesson:**  **Manufacturing specification** | * Students will know how to create a manufacturing specification * Students will know a manufacturing specification is a document which uses a step by step guide on how to manufacture a product * Students will know how research to inform their manufacturing specification |  | * ***Students need to already know how to use measurements*** * ***Students need to already know which type of manufacturing process are relevant*** * ***Students need to already know how to create a basic specification*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Non examined assessment**  **Unit: Section C** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Manufacture of product** | * Students will know how to manufacture their product * Students will know how to use processes specific for their manufacture * Students will know how to use quality control in their manufacture * Students will know how to select appropriate manufacture processes for their product * Students will know how to test and evaluate the products throughout manufacture * Students will know how to use a range is mediums to manufacture their product |  | * ***Students need to already know how to perform basic manufacture*** * ***Students need to already know how to use basic workshop tools*** * ***Students need to already know the different stages of manufacture*** | Exam style questions – End of topic assessments - MCQ |

| **Year 13**  **Design** | **Unit: Non examined assessment**  **Unit: Section D** |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson:**  **Testing and evaluating** | * Students will know how to analyse a product * Students will know how to test their product for function * Students will know how to test their products against a specification * Students will know how to test their product against the client’s needs and wants |  | * ***Students need to already know how to evaluate their products*** * ***Students need to already know how to evaluate against a specification*** * ***Students need to already know how to apply and discuss developments*** | Exam style questions – End of topic assessments - MCQ |