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**Knowledge Rich Curriculum Plan**

GCSE Design Core

Specialist Technical Principles – Unit: Non Examined Assessment



| **GCSE Design Core** | **Specialist Technical Principles  Unit: Non Examined Assessment** |  |  |  |
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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:**  **Investigation** | * Students will know how to investigate their chosen contextual challenge * Students will know the different type of factors that can affect a products investigation * Students will know how to research and investigate their chosen contextual challenge * Students will know how to analyse their research findings * Students will know to analyse different factors to investigate their chosen contextual challenge | Investigation: the action of investigating something or someone; formal or systematic examination or research.  Contextual: depending on or relating to the circumstances that form the setting for an event, statement, or idea.  Analysis: detailed examination of the elements or structure of something. | * ***Students need to already know the term investigate*** * ***Students need to already know how to investigate a problem*** * ***Students need to already know the term research*** * ***Students need to already know how to use computers to research different task*** * ***Students need to already know the different types of materials available for products*** * ***Students need to already know the properties of different types of products*** | How can we use investigation methods to answer the contextual challenge?  How can we use investigation to help solve the needs and wants posed? |
| **Lesson:**  **Work of others/Product analysis** | * Students will know how to analyse an existing product * Students will know how to identify the positive and negatives of a product * Students will know how to provide alternatives to a products design and materials | Identify: establish or indicate who or what (someone or something) is.  Alternative: (of one or more things) available as another possibility or choice. | * ***Students need to already know how to identify a products flaw*** * ***Students need to already know how products can change for better or worse*** * ***Students need to already know to develop an existing product*** * ***Students need to already know the different types of materials*** | Comparing different types of products can aid our development, how?  Can the analysis of products help develop our investigation? |
| **Lesson:**  **User profile** | * Students will know how to identify a potential client for their product * Students will know how to use Primary and Secondary data to inform decisions * Students will know Primary data is information collected by yourself * Students will know Secondary data is information collected by others | Primary: a methodology used by researchers to collect data directly    Secondary: a methodology used by researchers to collect data from a third party  Client: the entity that has commissioned the design project | * ***Students need to already know how to identify a client*** * ***Students need to already know how to identify a client’s needs*** * ***Students need to already know to how analyse data to produce findings*** * ***Students need to already understand a client’s needs and wants*** | How does applying a client to our problem help guide our product?  How can primary data help us understand the clients needs? |