

Subject: Design Technology		Year Group: 10
<p>Term 1 Key Focus/Topic(s) Making index cards to cover section 1.6 of the specification</p> <ul style="list-style-type: none"> • Mini Non-examination Assessment 1 – understanding section C of the Non-examination Assessment: 4 different design strategies: sketching, CAD, Styrofoam modelling and card modelling • How to photograph models and present work 	<p>Term 2 Key Focus/Topic(s) Mini Non-examination Assessment 2 – understanding Section B</p> <ul style="list-style-type: none"> • Developing understanding of Section C • Programming a microcontroller • Product analysis • End of Term 2 progress test 	<p>Term 3 Key Focus/Topic(s) Working in the style of Marcel Breuer Working in the style of Raymond Tempier</p> <ul style="list-style-type: none"> • Theory: specification 1.1 – 1.4
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Google Classroom quizzes to cover section 1.6 of the specification • Mini Non-examination Assessment (Section C) graded out of 20 	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Google Classroom quizzes to cover section 1.5 and 1.6 of the specification • Mini Non-examination Assessment 2 (Section B) graded out of 10 • Mini Non-examination Assessment (Section C) graded out of 20 • End of Term 2 progress test 	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Google Classroom quizzes, covering all of section 1 of the specification • End of Term 3 progress test
<p>Term 4 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> • Mini Non-examination Assessment 3 – understanding Section A with a focus on ecological and social factors when designing • Theory: focusing on section 3 of the specification 	<p>Term 5 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> • Mini Non-examination Assessment 	<p>Term 6 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> • Theory audit • Working drawings: 3rd angle orthographic, using conventions, dimensions and drawing to scale Orthographic drawing Exploded diagrams to show constructional detail or assembly • Non-examination Assessment is released start of June • Beginning the Non-examination Assessment: Section A & B to be completed by the end of term 6, Section C started.

		<ul style="list-style-type: none"> Year 10 exam
<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> Mini Non-examination Assessment 3 (Section A) graded out of 10 End of Term 4 progress test 	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> Mini Non-examination Assessment 4 (Section F) graded out of 10 Students to peer assess examples of Non-examination Assessments to understand the marking criteria and grade descriptors End of Term 5 progress test 	<p>Term 6 Assessment Opportunities:</p> <ul style="list-style-type: none"> Section A (10 marks) Section B (10 marks) Year 10 exam

Rationale:

The students will have prior knowledge of the course from KS3. The aim is for all the theory notes to be written as index cards and stored in the box that the student has made. This combined with the textbook, Powerpoint and Google Classroom quizzes should embed the theory ready for the GCSE written exam in Year 11. The practice Non-examination Assessments will give students a clear understanding of all the sections of the Non-examination Assessment, how to achieve the top grade boundaries and how to mark the Non-examination Assessment.

Evaluation:

End of project term tests will be used for assessing knowledge including PEEL (Point Evidence Explain Link) style questions – analysis of this will then inform any intervention required for the theory aspect of the course. Peer assessment will be used to encourage the students to understand the marking criteria for the Non-examination Assessment. Google Classroom quizzes are designed to be repetitive to embed the theory throughout the course. Google Classroom is used to track student’s grades – this then is exported and used for all audits and data analysis.