

TECHNOLOGY Year 11 Curriculum Overview

What is the Year 11 Technology curriculum aiming to achieve?		
What do we want our Year 11 Technologists to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
<ul style="list-style-type: none"> Ownership – know their current standing and how to make progress Reflective – draw upon make links from past experiences Evaluative – critically review their work Resilient – in pursuing high standards Energetic – driven to produce high quality outcomes 	<ul style="list-style-type: none"> Progressive curriculum – SoL projects through Years 7 – 10 provide secure platform for students to confidently approach both the NEA and GCSE examination Developed capability in researching, designing and evaluating their own work and the work of others 	<ul style="list-style-type: none"> Engage with your child's NEA Review your child's progress against the milestones on the NEA roadmap Support your child planning their response to NEA feedback Act as a 'client' with their NEA Identify relevant GCSEPod's responding to knowledge gaps

How are we organising the Year 11 Technology curriculum?							
	Autumn 1	Autumn 2		Spring 1	Spring 2	Sum. 1	Summer 2
Topics	Developing design proposals	Realisation of chosen design	Mock prep.	Evaluation and modifications	Examination preparation		Preparing for A Level Product Design
	Core/Specialist Technical Principals			Core/Specialist Technical Principals			
Threshold Concepts	Develop, communicate, record and justify design ideas	Develop prototypes in response to client wants and needs.	Knowledge and	Know and understand how to evaluate prototypes	AQA – Core, Specialist, Designing & Making, Maths		Identifying, investigating, generating a solution to a true need
Skills	Sketching modelling testing evaluation of their work	Select and use specialist tools and equipment	Applying K & U	Assess if prototypes are fit for purpose	Participate confidently in a technological world.		Work creatively when designing and making
Enrichment within the curriculum	Smart box - Resource boxes providing students with hands on access to both raw and product forms, applying appreciation and understanding in both NEA and examination. Six R's box - Resource boxes encouraging students to consider sustainable principles with hands on access to a wide range of products used in everyday life. Home user licences available for CAD software enabling students to continue developing key skills.						
Cross curricular links	Mathematics – calculating values (converting units, percentages, scales, areas of shapes i.e. circles, and volumes) Physics – understanding properties of materials, energy generation and storage, smart materials Business Studies - industry and enterprise, investigation, primary and secondary data Geography - sustainability and the environment Art - the work of others						
Extra-curricular opportunities	Promotion of EDT events including CREST awards. Advertising of local events of interest such as those held at the Gordon Russell Design Museum. Exciting and creative STE(A)M activities to inspire young people https://www.etrust.org.uk/secondaryresources https://designmuseum.org/the-design-museum-campus/higher-education/design-student-resource						

What are the intended outcomes of the Year 11 Technology curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Assessment of initial ideas (AQA criteria), cwk. & hwk. questions, inc. SENECA	Assessment of development (AQA criteria), cwk. & hwk. questions, inc. SENECA	Client review, assessment of product (AQA criteria), cwk. & hwk. questions	Assessment of evaluation (AQA criteria), cwk. & hwk. questions, inc. SENECA	SENECA trial examination questions	Designer study, Seating Investigation, CAD challenges
Impact on personal development (SMSC)	Students will show this through their use of imagination and creativity in their learning, their willingness to reflect on their experiences, interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.					
Preparation for the next stage of education	Students will have developed a secure platform from which to confidently progress towards studying A Level Product Design or equivalent Level 3 qualification/apprenticeship. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.					