

1. Health and safety Research methods Design brief

Students will understand the importance of **health and safety**, and spot/interpret general and specific health and safety rules. Can students ask **open ended and closed questions** as part of a **primary research** task? Can they **summarise** the data?



Can they **summarise** the data? Students to name and know the difference between open/closed questions and use this to create primary research. Can students come up with a **design brief** based on their research? Students will be able to write a **specification** to accompany the brief based on comprehensive **research**.



2. Idea generation Development CAD Design theory

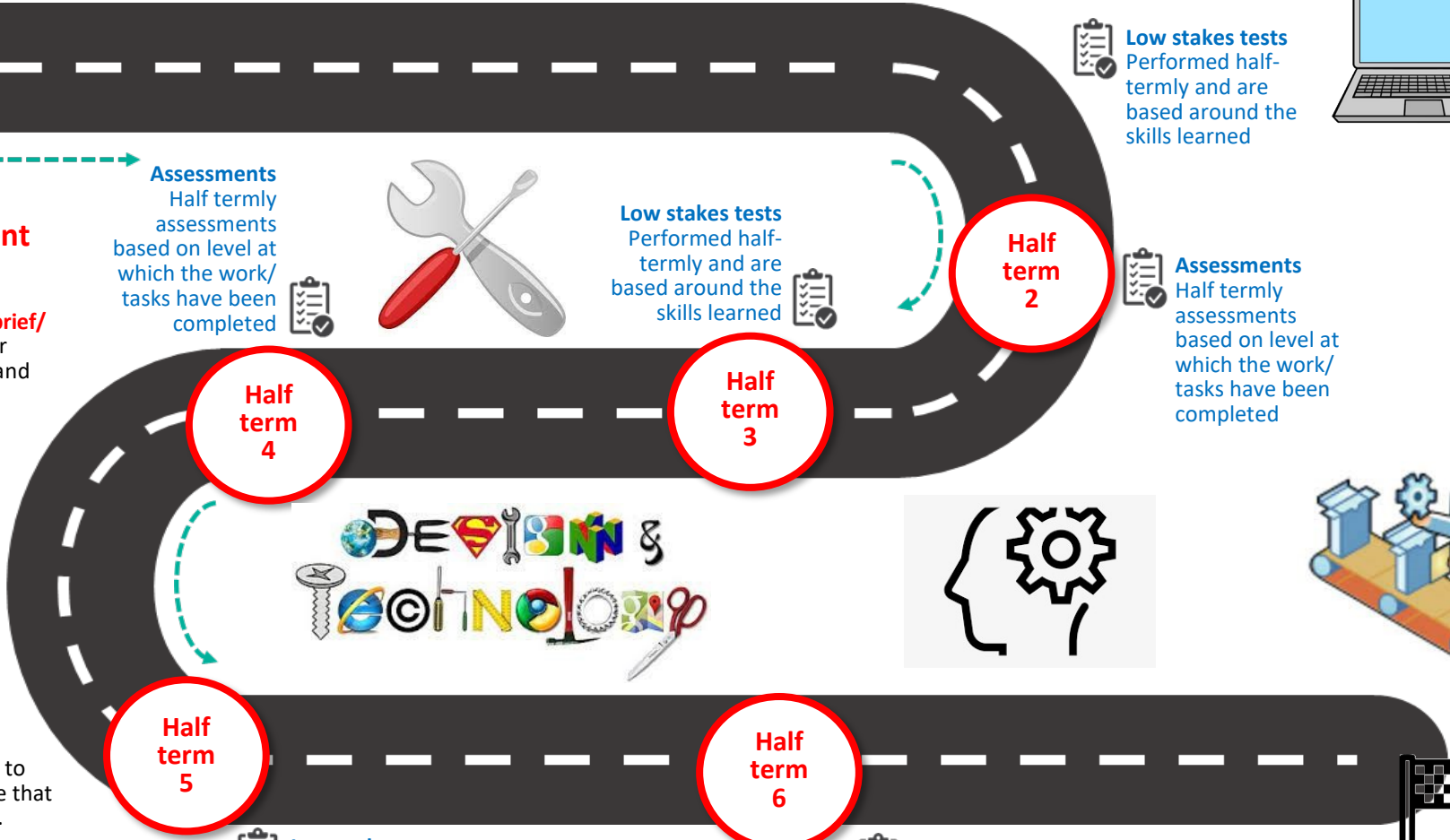
Students will use the **research** and **design brief/spec** to **create** relevant **initial ideas** for their **clients**. Students will **apply** existing ideas and concept to their own design work. To be able to use knowledge learned to suggest ways to reduce the **environmental impact** on the planet.



Students will **recognise manufacturing techniques** based on the **aesthetics** and form of a product (**forming**).

Students will be able to **recall rendering** techniques and use them to follow a structured **development method**. Students to **identify** the purpose of **prototypes** and use that knowledge to produce a competent model. Students will understand how to **plan and schedule** in a project (**flowcharts**).

Students will successfully **design** a clock based on research, using **2D Design software**. Students will successfully **assemble** a clock, using **QA and QC** to ensure a successful finished product. They will **justify** how well the design brief was met.



Assessments
Half termly assessments based on level at which the work/tasks have been completed



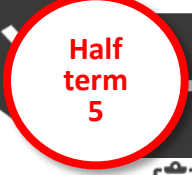
Low stakes tests
Performed half-termly and are based around the skills learned



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