

# Landau Learner Curriculum Overview

Subject: A Level Product Design Director of Learning: GM Year: 13

| Curriculum organisation   |  |  |   |
|---|--|--|---|
| Students are taught in mixed ability for the equivalent of ten single lessons per week. 5 sessions are devoted to Design practise and 5 sessions to Design Theory. They follow the AQA Design Technology: Product Design Specification.   |  |  |   |
| What topics will students be studying this year? Includes links to Specification, Curriculum Intent and Prior Related Learning*   |  |  |   |
| Term 1:   | Term 2:  | Term 3:  | Term 4:   |
| <b>NEA Project – Objective 1 and 2</b> <ul style="list-style-type: none"> <li>Identify, Investigate and Outline design possibilities</li> <li>Producing a Design brief and specification</li> </ul>   | <b>NEA Project - Objective 3</b> <ul style="list-style-type: none"> <li>Development of a design proposal</li> </ul>  | <b>NEA Project - Objective 4</b> <ul style="list-style-type: none"> <li>Development of a design Proposal</li> </ul>  | <b>NEA Project - Objective 4 and 5</b> <ul style="list-style-type: none"> <li>Development of a design Proposal</li> <li>Evaluation and Testing</li> </ul>   |
| <b>Design Theory</b> <ul style="list-style-type: none"> <li>Modern and Industrial scales of production</li> <li>Digital design and manufacture</li> </ul>   | <b>Design Theory</b> <ul style="list-style-type: none"> <li>Design for manufacturing, maintenance, repair and disposal</li> <li>Responsible design</li> </ul>  | <b>Design Theory</b> <ul style="list-style-type: none"> <li>Project management</li> <li>Tolerance</li> <li>National and International Standards</li> </ul>   | <b>Design Theory</b> <ul style="list-style-type: none"> <li>Revision</li> </ul>   |
| <b>Prior Learning:</b> GCSE projects, Design Practice<br><b>A Level Specification:</b> The use of a design process. Responsible design.<br><b>Intent:</b> The design process should have real-life links and relevant contexts to give meaning to learning.   | <b>Prior Learning:</b> GCSE projects, Design Practice<br><b>A Level Specification:</b> The use of a design process. Design for manufacture and project management.<br><b>Intent :</b> Each stage is rooted in technical knowledge. | <b>Prior Learning:</b> GCSE projects, Design Practice<br><b>A Level Specification:</b> The use of a design process. National and international standards in product design.<br><b>Intent:</b> develop an iterative, hands on approach to problem solving.  | <b>Prior Learning:</b> GCSE projects, Design Practice<br><b>A Level Specification:</b> Quality assurance and Quality control.<br><b>Intent:</b> students will be able to develop tests to help to evaluate against specific design criteria |
| Equipment needed for sessions:  |  | What can you do to support your child?   |   |
| <ul style="list-style-type: none"> <li>Design sketch book for notes</li> <li>A3 Design Sketchbook for Design Practise.</li> <li>A3 folder for storing larger work, technical drawings etc.</li> <li>Textbook</li> <li>Pencil case with basic equipment</li> <li>Black fine line and felt tip pen</li> </ul> |  | <ul style="list-style-type: none"> <li>Encourage your child to practise their drawing and sketching skills regularly.</li> <li>Encourage your child to watch/listen to design based programmes on TV such as How it's Made, Extreme Engineering, etc.</li> <li>Encourage them to read news articles on the BBC News app about design and technology articles.</li> <li>Encourage them to read Design books from the Information Centre.</li> </ul> |   |
| How will learning be assessed and progress measured?  |  | Extension and enrichment activities:   |   |
| <ul style="list-style-type: none"> <li>Marking of written is carried out on a regular basis in line with the College policy.</li> </ul>   |  |  |   |