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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 partyClient: 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? |