The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Product Design
Year Group	Year 11
Intent	**Successful and Resilient Learners:** who use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. **Confident Individuals:** Who are able to solve practical problems by taking risks, being resourceful, innovative, and enterprising. **Responsible Citizens:** who recognise the effects their work can have on others and the environment and are able to make a positive contribution to the creativity, culture, wealth and well-being of their community.
Narrative	

	Year 11 is primarily occupied by completing the NEA which is set by the exam board at the end of y10. The NEA makes use of all of the skills and theoretical work which was covered in Y7 to 10. The NEA provides a good foundation for those learners wishing to go on to study DT at A Level.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	NEA	NEA	NEA	NEA	• Revision • Exam Preparation	• Revision • Exam Preparation
Key skills	Communication - written, oral, graphical. Discrimination - analysing, researching, decision making, problem solving, planning, appraising. Realisation - manipulating materials and equipment to solve 2D and 3D problems in a safe manner. ICT - including CAD	Communication - written, oral, graphical. Discrimination - analysing, researching, decision making, problem solving, planning, appraising. Realisation - manipulating materials and equipment to solve 2D and 3D problems in a safe manner. ICT - including CAD	Communication - written, oral, graphical. Discrimination - analysing, researching, decision making, problem solving, planning, appraising. Realisation - manipulating materials and equipment to solve 2D and 3D problems in a safe manner. ICT - including CAD	Communication - written, oral, graphical. Discrimination - analysing, researching, decision making, problem solving, planning, appraising. Realisation - manipulating materials and equipment to solve 2D and 3D problems in a safe manner. ICT - including CAD	Examination Technique	Examination Technique
Cultural capital	Helping learners to be able to adopt a structured approach to solve problems.	Helping learners to be able to adopt a structured approach to solve problems.	Helping learners to be able to adopt a structured approach to solve problems.	Helping learners to be able to adopt a structured approach to solve problems.	Helping learners to understand that they can improve their knowledge and understanding by adopting a structured / diligent	Helping learners to understand that they can improve their knowledge and understanding by adopting a

	Careers – Learners are taught about the role of design professionals – particularly in Market Research sector.	**Careers** – Learners are taught about the role of professional designers. Problem solving skills are at the heart of the work.	**Careers** – Learners are taught about the role of design professionals – particularly in the manufacturing sector	**Careers** – Learners are taught about the role of design professionals –	approach to studying **Careers** – Learners are taught about further training opportunities / further Education relating to Design & Technology	structured / diligent approach to studying **Careers** – Learners are taught about further training opportunities / further Education relating to Design & Technology
Assessment	Through NEA	Through NEA	Through NEA	Through NEA	Past Paper exam questions.	Past Paper exam questions.