

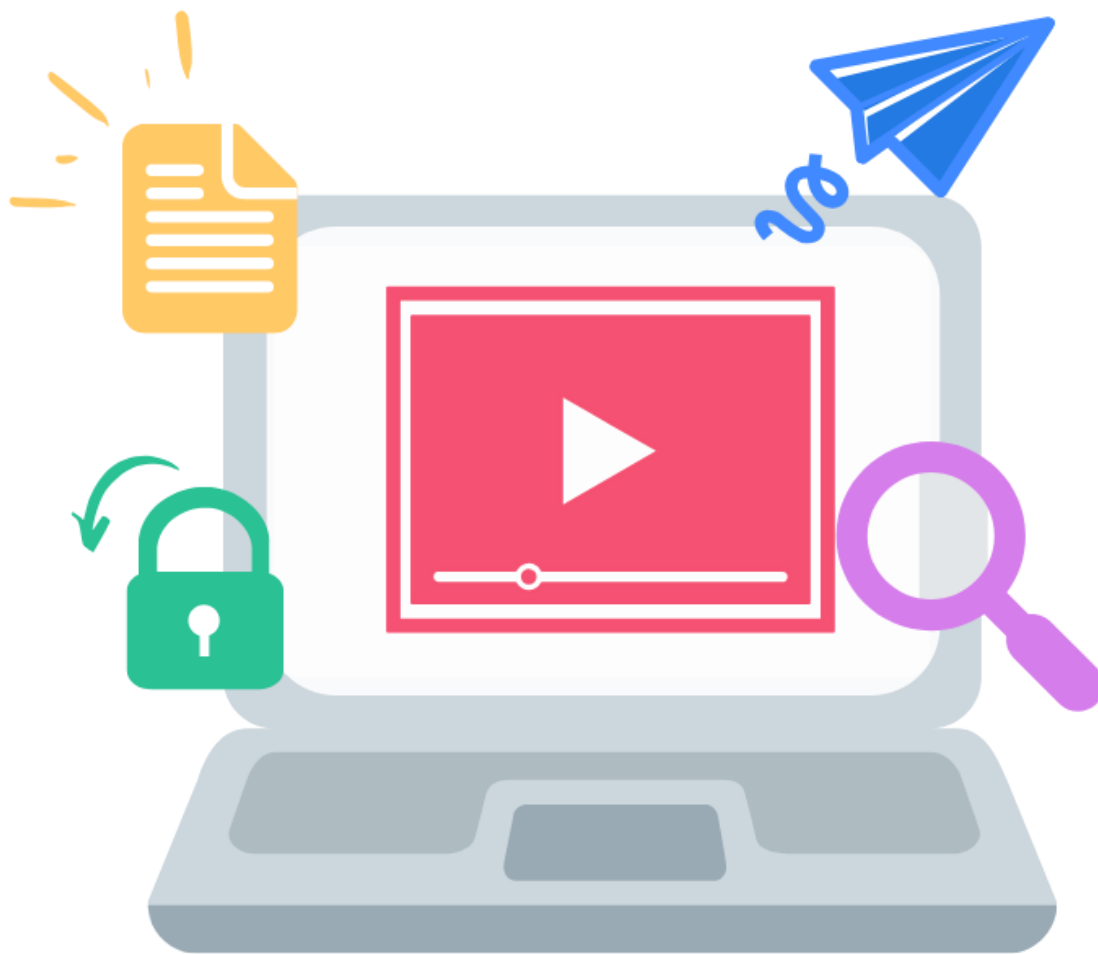
# REMOTE LEARNING MODULE

Subject: GCSE D&T

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Updated:



Subject:	GCSE D&T	Teacher (if applicable):	DJB
Year:	11	Ability/Class (if applicable):	Mixed
Module title:	NEA		
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/>
		8 weeks <input type="checkbox"/>	Other:

## Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?

Students will be applying knowledge they have gained over y10 to an AQA set design task. Other than the D&T curriculum skills this requires planning, creativity and resilience to overcome challenges which are all valuable life skills.

Aims - what do you want pupils to be able to know and do by the time they finish this module?

To have a thorough understanding of the design task and to have identified a clear problem with appropriate research carried out.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

Ambitious – students are encouraged to strive to produce products which are of the highest quality and push their creativity and skills.

Brave – Students are required to be brave when undertaking tasks which require the use of new and interesting tools, equipment and processes in the workshop.

Kind –The end user of the product being designed is always considered and the impact on the wider community has to be taken into account.

Content – what is being covered, ensuring breadth & depth? National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

Investigating the initial task Identifying a problem Carrying out detailed and relevant research	AQA NEA – section A 3.3.1 Investigation, primary and secondary data 3.3.2 Environmental, social and economic challenge 3.3.3 The work of others
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Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

The ability to plan and be creative. Resilience to overcome challenges and adapt their work when reflecting on research findings and the needs of others.

## Implementation

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the next academic year, or key stage?
Planning, research and identifying a problem Analysing data and research findings	This is there NEA project and makes up 50% of the final GCSE grade. The ability to compete the task successfully prepares them for similar projects if they opt to study A level Product Design

### LEARNING

<b>Synchronous</b> – what are the synchronous aspects of the module, including new material taught?	<b>Asynchronous</b> – what are the asynchronous aspects of the module, including deliberate practice?
No new material needs to be taught it is all based on using the knowledge and skills gained in Y10. Synchronous delivery will be needed to guide students through the method of analysing the task	All aspects of research and analysis can be covered asynchronously with students completing tasks and receiving feedback on their work.

### ENGAGEMENT

<b>Accessibility</b> – how are you going to ensure students without ICT can engage with this module?	<b>Disengagement</b> – how are you going to ensure students who are not engaging with this module are identified and supported?
It is vital that students have ICT for this task and digital resources need to be made available for the Y11 students who do not have access.	The project will have clear deadlines for completion of sections. Students not meeting these will be identified and appropriate contact will be made with progress leader and parents. Additional support in the form of one to one guidance and extra sessions will be put in place if there is still a lack of engagement.

### FEEDBACK

<b>End of Module</b> – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?  The end of module will be completion of section A of the NEA task. Feedback will be given to state what they have achieved but next steps is not permitted. Students will have to use the specification to identify what they could add to progress.	<b>Review Points</b> – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
	<b>2 Weeks</b>	Feedback is given on each piece of work with reference to what they have achieved from the marking specification. Students have to check against spec to identify how they can progress with time given to improve work.
	<b>4 Weeks</b>	
	<b>6 Weeks</b>	
	<b>8 Weeks</b>	
	<b>Other</b>	

**Delivery** (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1		Remote (live on MS Teams and remote as study)	Set up a PowerPoint presentation using with given information.	What	Investigating the initial task
		Blended (live in classroom and remote as study)		Why	To establish a clear problem
			How	Considering all possibilities and identifying a problem which is clear and relevant to yourself	
	Number of lessons in cycle: 2	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Previous learning – how to analyse a task using what, where, when, how, who and why.		Targeted questioning	Past NEA examples from different tasks and AQA provided examples.		
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	Students creating mind map analysis of the given task	Only limited feedback can be given by identifying what they have achieved and getting students to check success criteria and marking specification	Completed mind map reviewed at start of next session to identify a clear problem to move on with in the project.		
2		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	

	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Review mind map analysis and identify a clear problem	What	Carrying out research		
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to make informed choices for completing designs		
				How	A clear specification using all research findings		
	Number of lessons in cycle: 1	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
Previous learning – What do we want to find out and how will we do it		Checking students research plans to identify if all aspects have been considered	Past NEA examples from different tasks and AQA provided examples.				
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)		
Students create a detailed research plan with what they are going to do and what they are trying to find out.		Only limited feedback can be given by identifying what they have achieved and getting students to check success criteria and marking specification	Exam based Exit ticket on why research is carried out by designers				
3	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Find 4 images of product which relate to your chosen problem.	What	Carrying out research		
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to make informed choices for completing designs		
				How	A clear specification using all research findings		
	Number of lessons in cycle: 3	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Previous learning – Using ACCESSFMM to carry out product analyses		Matching task for ACCESSFMM with whole class review of answers	Past NEA examples from different tasks and AQA provided examples.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
Students carry out detailed product analysis of 2 products and comparison chart of 6.		Only limited feedback can be given by identifying what they have achieved and getting students to check success criteria and marking specification	Review as DNA in next session by collating a clear set of findings				

4		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		Create a list of the key points discovered from your product analyses	What	Carrying out research	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	To be able to make informed choices for completing designs	
			How	A clear specification using all research findings				
	Number of lessons in cycle: 2	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
		Previous learning – carrying out questionnaire/surveys.		Targeted questioning (what are we trying to find out from a survey?)	Past NEA examples from different tasks and AQA provided examples.			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)	
Students compile a list of questions to ask to their client/user		Students use questionnaires on each other to test responses and gauge if they are finding out what they need to.	Homework task – Exam based question on analysing data from a survey/questionnaire.					
5		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		Write a list of all the key dimensions you need to know before designing your product	What	Carrying out research	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	To be able to make informed choices for completing designs	
			How	A clear specification using all research findings				
	Number of lessons in cycle: 2	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
		Previous learning – anthropometric data and ergonomics		Short exam question on anthropometric data and ergonomics (student marked)	Past NEA examples from different tasks and AQA provided examples.			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asyn chro	

	Students gather important dimensions either with data tables, internet research or establishing dimensions from a location visit (where possible)	Only limited feedback can be given by identifying what they have achieved and getting students to check success criteria and marking specification	Success of research section can be gauged by studying the design specification created in the next section of the NEA task.	
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6	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What			
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why			
			How					
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)			Synchronous (live)
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)			Asynchronous (remote)	

7	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What			
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why			
			How					
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)			Synchronous (live)
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)			Asyn chro	

8	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What				
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why				
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
9	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What				
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why				
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asyn chro	



		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What				
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why				
						How				
10	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)				Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)				Asynchronous (remote)