

| Term | Week | Focus | Summary | Learning Outcomes | Learning skills |
|-----------------|------|---|--|--|---|
| Term 1.1 | 1 | Introduction to NEA | Introduction and explanation of the NEA Contextual challenges provided by the exam board | Strong understanding of the different Contextual challenges leading to the ability to choose one for their NEA project | Collaborative learning Critical thinking |
| | 2 | Design problem/ situation/ identification of need | Investigating the design problem and brainstorming ideas to identify the needs for the project | Clear comprehension of the problem grasped through thorough mind-mapping and investigation | Enquiring Collaborative working |
| | 3 | Client Profile | Selecting an appropriate Client profile and creating a questionnaire/interview questions. | Informative research on client specific requirements, wants & needs. | Enquiring Agile thinking |
| | 4 | Product Analysis | Analyse a range of relevant existing products. | Detailed analysis that influences the next stages in the design project | Analytical thinking Critical thinking |
| | 5 | Product Disassembly | Deconstruct an existing product into components and research what materials, machines, tools and processes would be used to create it. | Supportive research that will further inform material and process choices. | Connection finding Analytical thinking |
| | 6 | Brief & Specification | Write individualised brief & design specification that outlines all the requirements | Clear measurable specification points set to structure project & support in evaluating success later on in the project | Connection finding Agile thinking |

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| Term 1.2 | 1 | Initial Designs | Use different sketching techniques to hand draw initial design ideas | Use drawing techniques to visually communicate initial ideas and concepts in a clear and legible way. | Creative learning Hard working |
| | 2 | Initial Designs continued | Continue to use different sketching techniques to hand draw initial design ideas and ensure all are annotated clearly | Ensure that there is a wide variety of design ideas and that they are all clearly explained with annotation. | Creative learning Agile thinking |
| | 3 | Review of Ideas | Use specification to judge whether or not your designs meet the set criteria. | Detailed analysis of initial ideas compared back to specification and suggestions for improvements written out clearly | Critical thinking Analytical thinking |
| | 4 | Further Research | More targeted research to help further develop designs into a more solid concept | Very specific and supportive research with clear explanations of how it will influence and support the design development | Connection finding Enquiring |
| | 5 | Development | Developing versions of chosen design to create variations. | Neatly drawn developed versions of chosen design that are more refined and fully annotated with explanations of how and why changes were made. | Creative work Hardworking |
| | 6 | Further Development | Developing versions of designs into a final chosen idea | Narrowing down developed ideas into a final concept visually. Clearly annotated with references to specification and client profile. | Agile thinking Connection finding |