



Morecambe Community High School Long Term Plan: SPDM Y10

Scheme of Learning:	Assessments
<p>Half Term One:</p> <p>U1-1. Relate opportunities and constraints to a product design. 1.1 describe opportunities for a product or solution. 1.2 describe constraints on a product or solution. 1.3 explain commercial sustainability of a product or solution.</p> <p>The Overarching Inquiry: In what ways do opportunities and constraints lead to product development?</p>	<p>Assessment One: Assessment of coursework covering U1- 1.1 (as specified by BCA exam board)</p> <p>Assessment Two: Assessment of coursework covering U1-1.2, 1.3 (as specified by BCA exam board)</p>
<p>Half Term Two:</p> <p>U1-2. Visualise product solutions to meet identified needs. U1-2.1 explain key aspects in a design brief. U1-2.2 gather information to develop a solution. U1-2.3 design and test sketches and models to visualise a solution. U1-2.4 use appropriate digital and physical media to design a product. U1-2.5 prepare a visual prototype of the solution.</p> <p>The Overarching Inquiry: In what ways can products be visualised to meet identified needs?</p>	<p>Assessment One: Assessment of coursework covering U1-2.1-2.3 (as specified by BCA exam board)</p> <p>Assessment Two: Assessment of coursework covering U1-2.4-2.5 (as specified by BCA exam board)</p>
<p>Half Term Three:</p> <p>U1-3. Present evaluations of designs. U1-3.1 organise evidence for presenting the design. U1-3.2 explain strengths and weaknesses in a visual prototype. U1-3.3 use appropriate digital and/or physical models to support presenting a design. U1-3.4 receive feedback from presenting a design. U1-3.5 act on feedback to improve a design.</p> <p>The Overarching Inquiry: How are evaluations used as an integral part of the design process?</p>	<p>Assessment One: Assessment of coursework covering U1-3.1-3.3 (as specified by BCA exam board)</p> <p>Assessment Two Assessment of coursework covering U1-3.4, 3.5 (as specified by BCA exam board)</p>
<p>Half Term Four:</p>	



Morecambe Community High School Long Term Plan: SPDM Y10

<p>U3-1. understand analogue circuits.</p> <p>U3-1.1 describe the purpose of circuit components and symbols.</p> <p>U3-1.2 build valid circuits.</p> <p>U3-1.3 set up and debug a physical analogue circuit for a purpose.</p> <p>U3-1.4 explain the difference between analogue and digital products.</p> <p>The Overarching Inquiry: Can I set up and debug analogue circuits using electrical components and explain how they work?</p>	<p><u>Assessment one:</u> Assessment of coursework covering U3-1.1, 1.2 (as specified by BCA exam board)</p> <p><u>Assessment Two:</u> Assessment of coursework covering U3-1.3, 1.4 (as specified by BCA exam board)</p>
<p>Half Term Five:</p> <p>U3-2. understand digital control.</p> <p>U3-2.1 describe the purpose of digital circuit components.</p> <p>U3-2.2 create program elements that control physical components.</p> <p>U3-2.3 explain bugs in a control program and get it working.</p> <p>U3-2.4 use logic to control actions.</p> <p>The Overarching Inquiry: What is digital control and how does it work?</p>	<p><u>Assessment One:</u> Assessment of coursework covering U3-2.1, 2.2 (as specified by BCA exam board)</p> <p><u>Assessment Two:</u> Assessment of coursework covering U3-2.3, 2.4 (as specified by BCA exam board)</p>
<p>Half Term Six:</p> <p>U3-3. combine analogue and digital systems.</p> <p>U3-3.1 describe the process of analogue to digital conversion.</p> <p>U3-3.2 build a Smart system.</p> <p>U3-3.3 explain how to use a program to control a physical system.</p> <p>U3-3.4 combine Smart technology in a design to improve the user experience.</p> <p>The Overarching Inquiry: Can I use analogue and digital systems and explain how they work?</p>	<p><u>Assessment One:</u> Assessment of coursework covering U3-3.1, 3.2 (as specified by BCA exam board)</p> <p><u>Assessment Two:</u> Assessment of coursework covering U3-3.3, 3.4 (as specified by BCA exam board)</p>