

| | <i>Autumn Term</i> | <i>Spring Term</i> | <i>Summer Term</i> | <i>Desired end of year outcomes</i> |
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| Key Stage 3 | <p><u>DT Carousel</u> This introduction to DT consists of small fine-motor skills and problem solving tasks designed to expose students to DT vocabulary and critical thinking. This includes an introduction to the workshop and rules to applying health and safety to their conduct in this environment.</p> <p><u>Jigsaw puzzle and box project</u> Students will begin to develop their designing skills, problem solving and ability to follow and interpret visual/ verbal instructions. This will transfer into the creation of a painted pre-cut puzzle and a box for the puzzle to go in. Students will use a template to assist them in making and folding a box from card and decorate the final result using both hand drawn and digital images. Students will have exposure to cross curricular topics such as nets for 3D shapes and naming shapes.</p> | <p><u>Food Tech Project:</u> Students will further their knowledge of basic cooking skills and food safety in response to the book The Lighthouse Keeper’s Lunch. They will use their design skills to come up with lunch options that fit a brief and suit someone else’s dietary preferences. They will continue to develop their cutting, grating and spreading skills alongside the use of common kitchen appliances (toaster, kettle, microwave, grill).</p> <p><u>Finger Joint Box Project</u> Students will build upon their knowledge of materials and transfer this knowledge into a finger joint box project. Students will use a template to assist them in building a box from Jelutong and Pine wood. Students will use appropriate adhesives hold the box together (PVA). They will personalise their box using decorative techniques</p> | <p><u>Textiles</u></p> <p><u>Wet felt bag project</u> Students will be introduced to textiles, their properties and what they are used for. Using wool fibre, students will experiment with and produce pieces of flat felt to their own design. They will develop this technique over time culminating in the production of a small felt bag.</p> <p><u>Dying and surface decoration project</u> Students will experiment with different dying and surface decorating techniques including tie dye, cyanotype dye, marbling, fabric painting and fabric pens. Once students have experienced all dying techniques they will have the opportunity to choose their favourite method to decorate their own t-shirt.</p> | <p>Students will learn the basics of staying safe in the workshop. Students will be trusted to operate tools both independently and under supervision.</p> <p>Students will begin to develop design skills and make design decisions independently. They will make choices based on their interests and tastes.</p> <p>Students will experience a range of design and technology topics to broaden their experience and exposure to all aspects of technology in the world.</p> |
| Key Stage 4 | <p><u>DT Carousel</u> This introduction to DT consisted of small fine-motor skills and problem solving tasks designed to expose them to DT vocabulary and critical thinking. This included an introduction to the workshop and rules to applying health and safety to their conduct in this environment.</p> <p><u>Finger Joint Box Project</u> Students will build upon their knowledge of materials and transfer this knowledge into a finger joint box project. Students will use a template to assist them in building a box from Jelutong and Pine wood. Students will use appropriate adhesives hold the box together (PVA). They will personalise their box using decorative techniques.</p> | <p><u>Big Wheel Project</u> This project is all about structures and is kicked off with a bridge building lesson. Students work as a team and test their bridges to destruction, to find out which is the strongest. Students then use this knowledge of structures and triangulation to create a big wheel. The project further tests students’ ability to use tools safely and has cross curricular links with maths and physics. Students learn about forces and also learn names of basic shapes. Students are able to customise their big wheels and the base of their Big Wheel is customised on the laser cutter.</p> | <p><u>Maze Game Project</u> Students are introduced to basic workshop tools and machinery in this project and demonstrate they can work safely in the workshop environment. Students are introduced to adhesives and selecting appropriate adhesives for the chosen material. Students are able to customise their maze games on a theme of their choice. Students are also required to create a pattern on 2D design which embellishes their maze game. The project has cross curricular links to Maths using measuring and patterns.</p> | <p>Students will have made cross curricular links and have a greater understanding of patterns, forces, measuring, shape</p> <p>Students will experience working as a team.</p> |
| Assessment | | | | |
| Students will be assessed on their outcomes at the end of each project. There will also be formative assessments which take place throughout the project. | | | | |