

The Warriner School Subject Curriculum Map



Subject: Art, Design, Technology, Food & Nutrition	Year Group: KS3 – Yr9	Unit: D&T: Wood– Desk Lamp
Unit objectives: (NC Statements) <ul style="list-style-type: none"> To develop knowledge of specialist tools, techniques, processes, equipment. That relate to topic. To understand the design process looking closely at the needs and wants of the target audience. To understand the important of sampling to develop knowledge and skills and how to combine these sample together. 		
Context for study: To develop an understanding of wood, hand tools, computer aided design and manufacturing <ul style="list-style-type: none"> Using a range of hand tools develop the skills necessary to manufacture a quality outcome. Learning about woods – both natural and manufactured Learning about the variety of hand tools 		
Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i> <ul style="list-style-type: none"> To know the importance of Health & Safety in the workshop To know the difference between certain materials – hardwood, softwood, plywood, hardboard and MDF To know the names of different tools and equipment – bench hook, steel rule, try square, tenon saw, coping saw, marking gauge, wood glue, sand paper, varnish To know that orthographic plan drawings are used to show how a product is constructed To know that accurately marking out pieces of material will ensure that there is no wastage To know the correct ways to hold and use tools correctly and safely To know the correct saw to use when making choices about cutting material To know the appropriate equipment to accurately mark out joints To know the ways to identify, improve and correct faults that occur during the making stages To know the necessary skills to logically write up a method of production and plan for the next task To know that using various grades of sand paper, in the correct order, will achieve a quality finish To know the reasons for applying a finish, such as varnish, to protect a material To know that CAD (computer aided design) is a programme to produce a designs To know the reasons why computers are a quick and efficient method of communication To know that CAM (computer aided manufacturing) is used to cut/engrave/etch a design onto materials To know the necessary skills and techniques required to evaluate a project and critically analyse their own, and others, work <p>Tier 2 ... aesthetics – ergonomics – anthropometrics – evaluation – specification – components — composite – varnish -</p>		
Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i> <ul style="list-style-type: none"> Q&A during the lessons Short answer questions that demonstrate understanding and AfL Demonstration, scaffolding, exemplar materials. 	Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i> <ul style="list-style-type: none"> Hardwoods and softwoods Written specification 	

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Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

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- Written evaluation of the outcome
- Completed work booklet
- Labelling diagrams
- Feedback on assessed work. Wordsearch starter of technical words
- Encourage students to answer in full sentences