

## The Warriner School Subject Curriculum Map



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

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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