Long-term planning for DT. Woodwork.

Assessment: In KS3 students are assessed against the universal criteria of **Bronze**- *basic application of skill*, **Silver**- *secure application of skill* and **Gold**- *competent application of skill.*
Summative and formative assessments are delivered by the subject teacher.

KS3 Year 7 and 8. Wood and Graphics			
	Year 7	**Year 8**	**Year 9**
Unit title:	**Wood work; Coaster**	**Wood work: Clock**	**Graphics: Brands, Logos and Merchandise**
Unit length:	**12 Weeks.**	**12 Weeks.**	**12 Weeks.**
Key concepts:	DT – Coaster project Aims: • Analysis and research • Specification • Materials • components and adhesive • Drawing and rendering • Designing and annotating • CAD/CAM • Manufacture • Testing and evaluating Subject Content: • Design – Design processes, research, design movements • Evaluate – ACCESSFM • Make – Using tools in workshop to manufacture product.	DT – Clock Project Aims: • A mail order company wishes to offer a range of clock based upon 20th century design movements. • Analysis and research of designers across Western and other cultures in Asia and Africa • Specification • Materials, components and adhesives • Drawing and rendering • Designing and annotating • Sustainability and environmental issues. • CAD/CAM • Manufacture • Testing and evaluating Subject Content: • Design – Design processes, research, design movements • Evaluate – ACCESSFM • Technical knowledge - understand and use the properties of materials, resistant materials, structural construction • Make – Using tools in workshop to manufacture product.	DT – Graphics Project Aims: • Understanding the role of a designer and meeting the needs of the customer. • Understand the fundamentals of Graphic Design and how it works in advertising, marketing and social media. • Using a variety of materials to demonstrate techniques and show understanding of skills. • Look at customer psychology and how colour and shape works in product/graphic design. • Creating through exploration. • Drawing and rendering • Designing and annotating Subject Content: • Design – Design processes, research, design movements • Evaluate – ACCESSFM • Technical knowledge use of colour and digital editing software • Present – making sure the product fulfils the brief of the client.

Culture:		Analysis and research of designers across Western and other cultures in Asia and Africa	Social media influencers and culture around influencers in the world today. Look at designers who influenced our lives in the past and how technology has evolved.
End points covered:	• Confidently critique, analyse and discuss Product Design. visual, written, and oral forms. **(Develop)** • Fluency and confidence in the use of Product Design in DT lessons to demonstrate a sound understanding of the materials and techniques and process used. **(Refine)** • Record ideas, observations, and insights relevant to intentions as work progresses. **(Record)** • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual & History. **(Present)**		
Key vocabulary	Design, colour, shade, measure, discuss, question, learn, Proud, cut, tenon saw, coping saw, machine, health, safety, file, sandpaper, workshop, accurate, glue, machinery, medium density fibreboard, pine. Hardwood, softwood.	Design, colour, shade, measure, discuss, question, learn, Proud, cut, tenon saw, coping saw, machine, health, safety, file, sandpaper, workshop, accurate, glue, machinery, medium density fibreboard, pine, hardwood, softwood, **Movement, cultural, mechanism, influence, recycle, reuse, repair, refuse, environment, pillar drill,**	Texture, Colour, Brand, Logo, Serif/Sans serif, Typeface, Font, Merchandise, Shape, Culture, tradition, bold, Health and safety, Samples Graphic Design, social media, Annotation Customer
National Curriculum aims	Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users Critique, evaluate and test their ideas and products and the work of others		
National Curriculum content	Design - Use research and exploration, such as the study of different cultures, to identify and understand user needs - Identify and solve their own design problems and understand how to reformulate problems given to them - Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations - Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses - Develop and communicate design ideas using annotated sketches, detailed plans, 3D and mathematical modelling, oral and digital presentations and computer-based tools Make - Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture - select from and use a wider, more complex range of materials and components taking into account their properties Evaluate • Analyse the work of past and present professionals and others to develop and broaden their understanding		

	• Investigate new and emerging technologies • Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups • Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists