

Year group: 9 Subject: DESIGN AND TECHNOLOGY				
Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
<p>Terms 1&2 Focus: Moving pictures</p> <p>TOPICS: T1 - London T2 - People of history</p> <p>Suggested ideas: making pop up books showing 3D landmarks.</p> <p><i>Suggest trying all 3 mechanisms.</i></p> <p>https://dandtfordandt.files.wordpress.com/2013/01/popupbooky4.pdf</p> <p>Resources: -card -scissors -craft knives -safety rulers</p>	<p>DESIGN: <i>To use symbols, pictures and/or words to convey what I want to design/make.</i></p> <p><i>To use research to inform my design.</i></p> <p>MAKE: <i>To understand that a range of mechanisms can be used to create movement.</i></p> <p><i>To begin to fold and cut paper and card, cutting along lines, straight and curved.</i></p> <p><i>To cut materials, measure, select resources, build/stack, stick/join resources to build a specific structure.</i></p> <p><i>To use simple finishing techniques.</i></p>	<p>WHY? Gives pupils wider opportunities to start to apply/strengthen their fine motor skills to build structures, developing pupil interest, creative thinking and providing greater opportunities for life beyond Culverhill.</p> <p>Each unit is planned to give pupils opportunities to consolidate skills linked to their ECHP outcomes as well as other areas of the</p>	<p>Communication and interaction *listening and following instructions to complete the task. *expanding vocab to , name/identify a range of materials *Use strategies to organise, sequence and clarify thinking/ideas.</p> <p>Self-care and independence *identify and manage safety within a range of situations and environments.</p> <p>Social, emotional mental health *working collaboratively with others.</p>	<p>Social - Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual-enjoy learning about oneself, others and the surrounding world</p>

<p>-work mats -masking tape -split pins</p>	<p>EVALUATE: <i>To evaluate their product and comment on ways that it can be improved.</i></p> <p>Vocab: <i>Cut, measure, fold, straight, curved, insert, lever, slider, movement, 2D, paper, card, stick, pop up, flap.</i></p>	<p>wider curriculum. See links.</p> <p>WHY NOW? Tasks link to the termly topics.</p> <p>Reflects spiral curriculum where pupils will re-visit but also build on technical knowledge and processes covered in Years 7/8. They will focus on embedding these skills, preparing them for the KS4 curriculum.</p> <p>Gives opportunities for pupils to gain more confidence, independence and resilience in using</p>	<p>*building resilience *behaving appropriately</p> <p>Cognition and learning *plan, monitor and evaluate learning *developing a sense of pride and achievement *selecting appropriate resources and tools for the task *use strategies to develop resilience and perseverance</p> <p>Physical and Sensory *developing fine and gross motor control to manipulate a variety of tools.</p>	<p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p>
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		these techniques, applying them to different tasks.		
<p>Terms 3&4 Focus: structures</p> <p><i>For both topics, can explore adding wheels/axels to structures.</i></p> <p>TOPICS: T3 - Brunel T4 - Travelling</p> <p>Suggested ideas: making modes of transport e.g. trains, cars, bridges</p> <p>https://www.twinkl.co.uk/resource/ks1-making-a-toy-car-instructions-t-d-69</p>	<p>DESIGN: <i>To use symbols, pictures and/or words to convey what I want to design/make.</i></p> <p><i>To use research to inform my design.</i></p> <p>MAKE: <i>To cut materials, measure, select resources, build/stack, stick/join resources to build a specific structure.</i></p> <p><i>To explain why materials and tools are suitable for the specific purpose.</i></p> <p><i>To use simple finishing techniques.</i></p> <p><i>To begin to learn ways to make a structure stronger.</i></p>	<p>WHY? Gives pupils wider opportunities to start to apply/strengthen their fine motor skills to build structures, developing pupil interest, creative thinking and providing greater opportunities for life beyond Culverhill.</p> <p>Each unit is planned to give pupils opportunities to consolidate skills linked to their ECHP</p>		

<p>https://www.stem.org.uk/resources/elibrary/resource/25329/bridges-and-structures</p> <p>Resources:</p> <ul style="list-style-type: none"> -Spaghetti -Plasticine -construction staws -kinex 	<p>EVALUATE: <i>To evaluate their product and comment on ways that it can be improved.</i></p> <p><u>Vocab</u> <i>Materials, measure, build, stack, stick, join, structure, mould, insert, wheels, axels, movement, stable, decorate.</i></p>	<p>outcomes as well as other areas of the wider curriculum. See links.</p> <p>WHY NOW? Tasks link to the termly topics.</p> <p>Reflects spiral curriculum where pupils will re-visit but also build on technical knowledge and processes covered in Years 7/8. They will focus on embedding these skills, preparing them for the KS4 curriculum.</p> <p>Encourages pupils to gain more confidence,</p>		
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		independence and resilience in using these techniques, applying them to different tasks.		
<p>Terms 5&6 Focus: Fabric and textiles</p> <p>TOPICS: T5 - Rivers T6 -</p> <p>Suggested ideas: fabric fish toys (could make waterproof)</p> <p>https://www.pinfold.tameside.sch.uk/textile-projects/</p> <p>Resources: -felt</p>	<p>DESIGN: <i>To use symbols, pictures and/or words to convey what I want to design/make.</i></p> <p><i>To use research to inform my design.</i></p> <p>MAKE: <i>To select an appropriate fabric and cut out shapes which have been created by drawing round a template onto the fabric.</i></p> <p><i>To join fabrics by using different methods e.g. running stitch, glue, staples, over sewing, tape.</i></p> <p><i>To begin to colour fabrics using a range of techniques e.g. fabric paints, printing, painting</i></p>	<p>WHY? Gives pupils wider opportunities to start to apply/strengthen their fine motor skills to manipulate different fabrics and textiles, developing pupil interest, creative thinking and providing greater opportunities for life beyond Culverhill.</p> <p>Each unit is planned to give pupils opportunities</p>		

<ul style="list-style-type: none"> -needles (metal and plastic) -cotton -glue gun -fabric pens -sequins -stuffing 	<p>EVALUATE: <i>To evaluate their product and comment on ways that it can be improved.</i></p> <p><u>Vocab:</u> Fabric, cotton, thread, needle, sew, puppet, template, felt, stitch, decorate, template, stuff.</p>	<p>to consolidate skills linked to their ECHP outcomes as well as other areas of the wider curriculum. See links.</p> <p>WHY NOW? Tasks link to the termly topics.</p> <p>Reflects spiral curriculum where pupils will re-visit but also build on technical knowledge and processes covered in Years 7/8. They will focus on embedding these skills, preparing them for the KS4 curriculum.</p>		
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		Encourages pupils to gain more confidence, independence and resilience in using these techniques, applying them to different tasks.		
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