

**Curriculum intent (overview) – To deepen students' skills and knowledge through a broad curriculum which prepares students for adulthood.**

## 9E - Explorer Curriculum – Long Term Plan D.T

	2021 – 2022 Autumn 1 Unit 1	2021 – 2022 Autumn 2 Unit 2	2021 – 2022 Spring 1 Unit 3	2021 – 2022 Spring 2 Unit 4	2021 – 2022 Summer 1 Unit 5	2021 – 2022 Summer 2 Unit 6
<b>Year 9</b>	<p><b>Topic: Health and safety Storage for the home</b> <b>Suggested Key questions:</b></p> <p>What are the rules for the workshop? What materials are we using? What are the features of a 'Farmhouse/ Cottage Style'? What are the two joints we are using and tools for marking out and sawing straight cuts. What is a jig and a template? What are the reasons for using a wood finish?</p> <p><b>Key Skills and Knowledge:</b> considering its purpose and the user/s. independently order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Will learn about inventors, designers, engineers and manufacturers. Identify feature of the art style when prompted.</p>	<p><b>Topic: Pewter casting</b> <b>Suggested Key questions:</b></p> <p>What are the methods of Casting? What are some of the features of MDF mould for casting? How many classes of metal are there? How is metal produced? What are the H&amp;S issues with the brazing hearth and casting?</p> <p><b>Key Skills and Knowledge:</b> considering its purpose and the user/s. independently order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the</p>	<p><b>Topic: Plant Pot holder/ Patio light 1.</b> <b>Suggested Key questions:</b></p> <p>Can you define the features of your chosen style? Who is a modern, contemporary metal sculptor? Bruce Gray Wenqin Chen Damon Hyldreth</p> <p>Why is steel good/bad for sculptures? What skills do we need to draw in 2D/ 3D. What is good/ poor about modelling with paper?</p> <p><b>Key Skills and Knowledge:</b> considering its purpose and the user/s. independently order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Measure, mark</p>	<p><b>Topic: Plant Pot holder/ Patio light 2.</b> <b>Suggested Key questions:</b></p> <p>How many classes of metal are there? What are the common properties? Where are they commonly used? What is a permanent and non-permanent joint? Name the wood we are using? What is FSC?</p> <p><b>Key Skills and Knowledge:</b> Will think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Evaluate their product against original design criteria e.g. how well it meets its intended purpose. Evaluate the key designs of individuals in design and technology and how it has helped shape the</p>	<p><b>Topic: Tiki Key Rack 1.</b> <b>Suggested Key questions:</b></p> <p>How do we research an artist or design style? Can a key rack be used for anything else? What are the properties of the materials we are using? How can we finish the wood to make it look like our designs? How could we have increased/ reduced our carbon footprint?</p> <p><b>Key Skills and Knowledge:</b> Evaluate the key designs of individuals in design and technology and how it has helped shape the world. Identify a purpose and establish criteria for a successful product. order the main stages of making a product Explain their choice of tools and equipment in relation to the skills and</p>	<p><b>Topic: Tiki Key Rack 2.</b> <b>Suggested Key questions:</b></p> <p>Which part of the world are Tiki gods found? Can you describe the features of a tiki god to a partner? Can you use dark and light tones in your sketching? Does your annotation reflect the materials, processes and features you have researched? CAD: What is CAD? Can you use sketchup features?</p> <p><b>Key Skills and Knowledge:</b> Will think about their ideas as they make progress and be willing to change things if this helps them to improve their work. evaluate their product against original design criteria e.g. how well it meets its intended purpose. Evaluate the key designs of individuals in design and technology and how it has helped</p>

	Select a wider range of tools and techniques for making their product. Start to measure, tape, cut and join materials with some accuracy. Evaluate its intended purpose.	construction technique. Will learn about inventors, designers, and manufacturers. Identify feature of the art style when prompted.	out, cut, score and assemble components with more accuracy. Start to work safely and accurately	world.	techniques they will be using. Measure, mark out, cut, score and assemble components with more accuracy. Start to work safely and accurately	shape the world.
Gatsby Bench mark:	6. Experiences of the workplaces. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in a joinery workshop/ building site; conditions, environment, skill set, organization-personnel. Designer: CAD Design in various industries.	3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers jewellery and fashion. Express themselves through individual fashion, style, design. Students work to their ability: Explore what they can do and build on those skills. Experiment and experience new skills. Designers and designing for fashion: form and function. 6. Experiences of workplaces: jewellery design, art, sculpture.	3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in a polymer/plastics workshop: conditions, environment, skill set, organisation. Designer: CAD Design in various industries.	4. Linking curriculum learning to careers. 3. Addressing the needs of each pupil. Working in a metal workshop: conditions, environment, skill set, rganisation. Express themselves through individual fashion, style, design. Students work to their ability: Explore what they can do and build on those skills. Experiment and experience new skills.	6. Experiences of workplaces. Addressing the needs of each pupil.. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in an engineering workshop: conditions, environment, skill set, organisation. Paper Modelling in a variety of industries: Architecture, car design, product design Designer: CAD Design in various industries.	6. Experiences of workplaces. Addressing the needs of each pupil.. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in an engineering workshop: conditions, environment, skill set, organisation. Paper Modelling in a variety of industries: Architecture, product design Designer: CAD Design in various industries.