

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

## Class - Quest 2 Curriculum - DT/Lessons weekly

Year	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
1	<p><b>Topic: Health and Safety and Mobile Phone Holder/ Coat Hanger</b></p> <p><b>Suggested Key Questions:</b>            What are the rules for the workshop?            When should the Emergency stop buttons be used? What is the Shaker Design Style?            What material are we using?            How are materials recycled?</p> <p><b>Key Skills and Knowledge:</b>            Begin to draw on their own experience to help generate ideas and research conducted on criteria            Understand how to identify a target group for what they intend to design.            With help measure, mark out, cut and shape a range of materials. Begin to select tools and materials; use correct vocabulary</p>	<p><b>Topic: Shoe Tying Aid/ Jigsaw puzzle (Kandinsky shapes!)</b></p> <p><b>Suggested Key Questions:</b>            What is the name of a famous shoe logo? What is a specification?            What is MDF?            Why do we make and use templates?            How is MDF made?</p> <p><b>Key Skills and Knowledge:</b>            Begin to draw on their own experience to help generate ideas and research conducted on criteria. Begin to understand the development of existing products: What they are for, how they work, materials used.            Start to generate ideas by drawing on their own and other people's experiences.            Begin to develop their design ideas through discussion,            With growing confidence generate</p>	<p><b>Topic: Enamelled, Copper Pendant/ Key ring.</b></p> <p><b>Suggested Key Questions:</b>            Who is <b>Mondrian</b> and explain what he is famous for?            Can you name the two classes of metal? What are the H&amp;S issues working with sheet metals?            How do we enamel copper?            What are the H&amp;S issues with enamel and using the kiln?</p> <p><b>Key Skills and Knowledge:</b>            Start to suggest ideas and explain what they are going to do.            Develop their ideas through talk and drawings and label parts.            Identify feature of the art style when prompted.            Begin to use simple finishing techniques to improve the appearance of their product.            With help measure, cut and score with some accuracy. Start to work safely and accurately</p>	<p><b>Topic: Acrylic Key Tag</b></p> <p><b>Suggested Key Questions:</b>            Who is <b>Salvador Dali</b>?            What are the two types of plastic? What is a specification?            How do we finish the edges of acrylic? What are the H&amp;S issues with the strip heater/ vacuum former?</p> <p><b>Key Skills and Knowledge:</b>            Make use of templates, make templates and mock ups of their ideas            Sketch identifiable 2d shapes            Make templates and mock ups of their ideas in card and paper or using ICT. Will learn about inventors, designers, engineers talk about their ideas, saying what they like and dislike about them.</p>	<p><b>Topic: Steel Bug / Shopping list holder</b></p> <p><b>Suggested Key Questions:</b>            Can you find 3 features of Steampunk?            How many classes of metal are there? What are the properties of steel? What is a permanent and non-permanent joint?            What are the H&amp;S issues with spot-welder / glue gun?</p> <p><b>Key Skills and Knowledge:</b>            Start to suggest ideas and explain what they are going to do.            Begin to develop their design ideas through discussion, observation, drawing and modelling.            Start to order the main stages of making a product            With help measure, mark out, cut and shape a range of materials cut, shape and join materials as they make progress and be willing to change things</p>	<p><b>Topic: Steel Bug/ Shopping list holder</b></p> <p><b>Suggested Key Questions:</b>            Name two tools we use to cut and shape steel?            What are the H&amp;S issues working with sheet metals?            What is a permanent / non- permanent joint?            How can we make rough wood smooth?            What is an adhesive for wood?</p> <p><b>Key Skills and Knowledge:</b>            Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.            With confidence talk about their ideas, saying what they like and dislike about them.            Evaluate the key designs of individuals in design and technology and how it has helped shape the world.</p>

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		ideas for an item, considering its purpose and the user/s. Start to evaluate their product by discussing how well it works				
<b>Links to Gatsby Benchmarks:</b>	6. Experience's of the workplaces. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in a joinery workshop: conditions, environment, skill set, organisation. Designer: CAD Design in various industries.	3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. 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.	3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers.  Safe working in a workshop/ workplace.  Working in a jewellery/ metal workshop: conditions, environment, skill set, organisation.  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.	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.	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, car design, product design Designer: CAD Design in various industries.