

10E - Explorer Curriculum – Long Term Plan D.T 2025 - 2026

	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
Year 10	<p>Topic: Functional furniture - Clock AQA GCSE Introduction to AQA expectations, health and safety in the D.T room. <u>Suggested key questions:</u> Who is responsible for H&S in the D.T room? What do we mean by functional furniture? What sort of things could we design and make it. How can we design to fit the human form? <u>Key skills and knowledge:</u> Ideas and planning. Pupils studying anthropometrics and ideas to help create a moodboard. Experimentation into scale. With support: start to generate and develop ideas through discussion, annotated sketches. Beginning to use research to inform and help develop design criteria which will inform the design to</p>	<p>Topic: functional furniture- Valet stand <u>Suggested key questions:</u> What could we do? How can we get inspiration for our designs? What features in your inspiration do you like? What finishes can we apply to timbers? Explain how the outcome has features like your artist's work? <u>Key skills and knowledge:</u> Pupils design and make a Valet stand inspired by an artist's work of their choice. With support start to generate a multitude of ideas, patterns and designs. Beginning to use research to inform and help develop design criteria which will inform the design to become innovative, functional and appealing. Demonstrate how to use</p>	<p>Topic: Functional furniture- Credenza <u>Suggested key questions:</u> What shape can we use in our credenza design? What is credenza? What designs movements can we look at to help inform our design? (e.g. mid century modern, Memphis) How can we add details? How can we demonstrate our designs in 2D and 3D? <u>Key skills and knowledge:</u> Investigating, modelling and reflecting. Researching a design movement and key features that could be implemented into us designs. With support start to generate a multitude of ideas, patterns and designs. Beginning to use research to inform and help develop</p>	<p>Topic: Functional furniture - Lamp <u>Suggested key questions:</u> What inspires you? What did you like about it? Key aspects? How can you use them work to inspire your own? Techniques? Colour? Shape? <u>Key skills and knowledge:</u> Reflection textural and colour experimentation inspired by their chosen artist. Pupils design a lamp informed by artists they were inspired by. Artist's research. With support students communicate their ideas through discussion, annotated 2D and 3D Sketches.</p>	<p>Topic: Functional furniture- mock (exam prep) Planning for exam final piece and completion of final piece. <u>Suggested key questions:</u> What artist am I interested in? What features of their work do I like? What materials do I need? How can I manipulate the materials? Does my outcome have a similar feature to the artist/ designer I have investigated? Key skills and knowledge: Begin to use research to inform and help develop design criteria which will inform the design to become innovative, functional and appealing. Select appropriate materials, tools and techniques e.g. cutting,</p>	<p>Topic: mock (exam prep) Continuation of mock prep and completion of mock exam. <u>Suggested key questions:</u> What is needed for the mock exam? What needs to be made and planned? What can be practised Before the exam? Have the designs being drawn in 2D and 3D with annotations for the production. Does the outcome have similar features to the artist researched? <u>Key skills and knowledge:</u> Before exam: Students make a prototype of their exam piece to understand timings for each component. Design and plan to make the product. Students then plan what they need to do in the exam: Starting with what can be made in advance, what takes longer to dry or adhere together, construct, add details and Refine the outcome. Review the outcome with</p>

	become innovative, functional and appealing. With growing confidence, apply a range of finishing techniques including those from art and design.	tools safely in the workshop and be accurate and confident when using equipment to create your product	design criteria which will inform the design to become innovative, functional and appealing. Demonstrate how to use tools safely in the workshop and be accurate.		shaping, joining and finishing with some accuracy. Select and use a wide range of materials for experimentation and final outcome to show a range out aesthetic outcomes and functionality experiments.	support: generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams and prototype template pieces
Gatsby Bench mark:	<p>6. Experiences of the workplace. 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.</p>	<p>3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers jewellery and fashion. Express themselves through individual fashion, style, and design. Students work to their ability: Explore what they can do and build on those skills. Experiment and experience new skills. Designers and fashion: form and function. 6. Experiences of workplaces: jewellery design, art, sculpture.</p>	<p>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, organization. Designer: CAD Design in various industries.</p>	<p>3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. 5. Experiences of the workshop/ workplace. Express themselves through individual fashion, style, and design.</p>	<p>6. Experiences of the workshop/ workplace. 7. Linking curriculum learning to careers. Safety in the workshop Skills within a workshop/work place with machinery. Working on understanding branding and commercial design: Consumer, environment, organisation, skillset. paper/ scale modelling in a variety of industries: Architecture, car design, product design. Express themselves through individual fashion, style, and design.</p>	<p>6. Experiences of the workshop/ workplace. 7. Linking curriculum learning to careers. Safety in the workshop Skills within a workshop/workpl ace with machinery. Working on understanding branding and commercial design: Consumer, environment, organization, skillset. paper/ scale modelling in a variety of industries: Architecture, car design, product design. Express themselves through individual fashion, style, design</p>