

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 2025-26

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>Topic: Health and Safety and Mobile Phone Holder/ Coat Hanger</p> <p><u>Suggested Key Questions:</u> 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><u>Key Skills and Knowledge:</u> 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>Topic: Shoe Tying Aid/ Jigsaw puzzle (Kandinsky shapes!)</p> <p><u>Suggested Key Questions:</u> 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><u>Key Skills and Knowledge:</u> 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 ideas for an item, considering its</p>	<p>Topic: catapult</p> <p><u>Suggested key questions:</u> When were catapults made? What are catapults used for originally? What is a dowel used for in?</p> <p><u>Key skills and knowledge:</u> _Begin to understand that there is history behind designs and reasons for why products are made in a specific way. To be able to measure their components and follow instructions step by step with some guidance in order to create a complete product at the end. To understand how we create straight and accurate marks when in the workshop using specific equipment to help.</p>	<p>Topic: catapult</p> <p><u>Suggested key questions:</u> What materials can be used to make a catapult? What does scale mean in DT? What can be used to ensure the catapult works?</p> <p><u>Key skills and knowledge:</u> _Begin to understand that there is history behind designs and reasons for why products are made in a specific way. To be able to measure their components and follow instructions step by step with some guidance in order to create a complete product at the end. To understand how we create straight and accurate marks when in the workshop using specific equipment to help.</p>	<p>Topic: mechanical toy</p> <p><u>Suggested key questions:</u> What is a mechanical toy? How do mechanical toys work? Who (client/ customer) would like your mechanical toys? Who are mechanical toys marketed towards?</p> <p><u>Key skills and knowledge:</u> To understand what the product being made is and who the general consumer is for these types of products. Begin creating detailed designs with some accuracy and using a variety of colour. To be able to begin annotating work and</p>	<p>Topic: Mechanical toy continued</p> <p><u>Suggested key questions:</u> What designs work with the mechanical toy? What materials do we need for the project? What steps will we be taking to make the product?</p> <p><u>Key skills and knowledge:</u> To be able to begin following and marking measurements on materials using a ruler and pencil. To be able to use workshop tools carefully to cut out components from material needed. To begin understanding how to document work and steps taken throughout the project in their books to show what they have done to achieve the end product.</p>

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

		purpose and the user/s. Start to evaluate their product by discussing how well it works			designs throughout the project.	
2	<p>Topic: Create a wooden Toy for children to use.</p> <p><u>Suggested Key Questions:</u> How can we use wood to create a toy? How does a wooden toy need to be finished to be appropriate for children? What tools can cut/sand and connect wood?</p> <p><u>Key Skills and Knowledge:</u> Using skills including accurate measuring and use of templates. Selecting a variety of tools for appropriate purpose. Using tools to create a smooth finish. Adapting designs to make the product unique. To evaluate product and consider ways to improve it</p>	<p>Topic: Create a Desk ornament with a Mondrian design.</p> <p><u>Suggested Key Questions:</u> Who is the artist Mondrian? What style of Artwork does Mondrian use? How can we cut wood in more complex ways? (coping saw) How can we mount/display an ornament?</p> <p><u>Key Skills and Knowledge:</u> To discuss and give critique artists/art work. To replicate an artistic style. Selecting a variety of tools for appropriate purpose. Using tools to create a smooth finish. Adapting designs to make the product unique</p>	<p>Topic: To use Graphic design text and fonts/ pop can design</p> <p><u>Suggested Key Questions:</u> Does all writing look the same? Where do we see writing in different styles? How can some writing represent its meaning?</p> <p><u>Key Skills and Knowledge:</u> To use tools to accurately produce lettering. To replicate a graphic design style. Adapting designs to make the product unique</p>	<p>Topic: Acrylic shapes to use as a keyring</p> <p><u>Suggested Key Questions:</u> What materials can be used to create shapes? What are the properties of plastic? (acrylic) What are the advantages and disadvantages of working with plastic? What different types of plastic are there?</p> <p><u>Key Skills and Knowledge:</u> Selecting a variety of tools for appropriate purpose. Using skills including accurate measuring and use of templates. Adapting designs to make the product unique.</p>	<p>Topic Pneumatic Rockets</p> <p><u>Suggested Key Questions:</u> How is air used to power machines and make things move? What machines and objects using pneumatics? What are the features of an aerodynamic rocket?</p> <p><u>Key Skills and Knowledge:</u> To use recycled materials. To use different techniques to join Selecting a variety of tools for appropriate purpose. Adapting designs to make the product unique To adapt designs to improve product. (Iterative Process)</p>	<p>Topic: Mini-board game</p> <p><u>Suggested Key Questions:</u> What games do we play?</p> <p><u>What Key Skills and Knowledge:</u> Using skills including accurate measuring and use of templates. Selecting a variety of tools for appropriate purpose. Using tools to create a smooth finish. Adapting designs to make the product unique. To evaluate product and consider ways to improve it?</p>
3	<p>Topic: Health and safety and stained glass jars.</p> <p><u>Suggested key questions:</u> What are the rules of the workshop?</p>	<p>Topic: apron/ bag printing making</p> <p><u>Suggested key questions:</u> What inspires us? What is zentangle art?</p>	<p>Topic: functional furniture- Calendar block</p> <p><u>Suggested key questions:</u> What could we do?</p>	<p>Topic: scale den/ structure building</p> <p><u>Suggested key questions:</u> What is a key ring?</p>	<p>Topic: flying toy</p> <p><u>Suggested key questions:</u> What were kids toys originally made from?</p>	<p>Topic: flying toy</p> <p><u>Suggested key questions:</u> Name two tools we use to shape timbers in a</p>

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

	<p>When should the emergency stop buttons be used? What is an example of mediaeval pictorial art? What materials are we using?</p> <p>Key skills and knowledge: Begin to look at examples of mediaeval pictorial art (stained glass windows for example) to help generate ideas and concepts for their stained-glass jars. Understand how to identify a target group or what they intend to design.</p>	<p>What materials are we using? How can we recycle materials?</p> <p>Key skills and knowledge: Begin looking at different zentangle designs and how they will help generate different ideas and concepts. Begin to understand the development of how products are used and how they can be reused at home. Generate ideas based on their own and other people's experiences through discussion in groups or as a class.</p>	<p>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?</p> <p>Key skills and knowledge: Pupils design and make a calendar block 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 tools safely in the workshop and be accurate and confident when using equipment to create your product.</p>	<p>Why do we use keyrings? What is MDF and acrylic? How can we tell the difference between MDF and Plywood? What are the H&S issues with heating up acrylic and cutting wood?</p> <p>Key skills and knowledge: To make and use templates for their designs. Make mock ups of ideas in 2D shapes using card and paper. Investigate what iterative design means and why it is done by designers. Research different inventors, designers, engineers and architects and discuss what is liked or disliked about their work to help inform future designs.</p>	<p>What key features do we see over time in products? What finishes can we apply to timbers? Surface finishes What H&S do we need to be aware of when applying finishes our work?</p> <p>Key skills and knowledge: Start to explain what they are going to do and how they were influenced by the artist to create their concepts. Begin to develop their ideas through discussion, observation, drawings and modelling. Start to order the main stages for making a product.</p>	<p>workshop? What can we use to help refine our work when Making our product? What is an adhesive for wood? Why do we use different types of wood for different objects?</p> <p>Key skills and knowledge: Begin to evaluate their products as they are developed through the project. Identifying strengths and potential changes they would make if they were to make it again Evaluate products made throughout the year and how it has helped shape the world.</p>
Links to Gatsby Benchmarks:	<p>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, organization. Designer: CAD Design in various industries.</p>	<p>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.</p>	<p>3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in a jewelry/ metal workshop: conditions, environment, skill set, organization.</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>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, organization.</p>	<p>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, organization. Paper Modelling in a variety of industries:</p>

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

		Designers and designing for fashion: form and function.	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.		Paper Modelling in a variety of industries: Architecture, car design, product design Designer: CAD Design in various industries.	Architecture, car design, product design Designer: CAD Design in various industries.
--	--	---	--	--	--	---