	Topic/Learning Pathway	Key Words	Links to previous learning	Links to wider curriculum
AUTUMN TERM	• Health and Safety • Unit A2- Developing a personal progression plan. • Unit Con07- Making carpentry joints.	• Health and Safety • Personal • Protective • Equipment • Accuracy • Various tool names • Specific • Measured • Goals • Relevant • SMART • Short term • Long term • Skills • Essential • Desirable • Research • Accuracy • Various tool names • See H&S • Skill • Measuring • Various Joint Names	**Key stage 2:** Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: **Design** ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products. **Key Stage 3:** See Long Term Plans: KS3 Technology	**Art-** Links to 'My World' in Art at KS3/4. - sculpting techniques **Food Tech-** Health and Safety **PSHE-** QA techniques and the importance in the industry **PSHE** -Planning **All BTEC Subjects-** Running the same unit **Careers-** Work experience students based in the carpentry industry.
SPRING TERM	• Unit A2- Developing a personal progression plan. • Unit Con07- Making carpentry joints.	• Specific • Measured • Goals • Relevant • SMART • Short term • Long term • Skills • Essential • Desirable • Research • Accuracy • Various tool names • See H&S • Skill • Measuring • Various Joint Names		**Careers-** Work experience students based in the carpentry industry.
SUMMER TERM	• Unit Con07- Making carpentry joints.	• Accuracy • Various tool names • See H&S • Skill • Measuring • Various Joint Names		**Careers-** Work experience students based in the carpentry industry.