

AUTUMN TERM	<p>Health and Safety</p> <p>Unit A2- Developing a personal progression plan.</p> <p>Unit Con07- Making carpentry joints</p>	<p>Health and Safety Personal Protective Equipment Accuracy Various tool names</p> <p>Specific Measured Goals Relevant SMART Short term Long term Skills Essential Desirable Research</p> <p>Accuracy Various tool names See H&S Skill Measuring Various Joint Names</p>	<p>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:</p> <p>Design</p> <ul style="list-style-type: none"> ☑ 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, crosssectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ☑ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ☑ 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> ☑ 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 understanding of computing to program, monitor and control their products. 	<p>Art- Links to 'My World' in Art at KS3/4. - sculpting techniques</p> <p>Food Tech- Health and Safety</p> <p>PSHE- QA techniques and the importance in the industry</p> <p>PSHE -Planning</p> <p>All BTEC Subjects- Running the same unit</p> <p>Careers- Work experience students based in the carpentry industry</p>
SPRING TERM	<p>Unit A1- Being Organised</p> <p>Unit Con11- Decorating and inside wall</p>	<p>Specific Measured Goals Relevant Plan Preparation</p> <p>Paint Primer Undercoat Preparation Emulsion Tape Technique Various painting tool names</p>	<p>Key Stage 3: See Long Term Plans: KS3 Technology</p>	<p>Careers- Work experience students based in the carpentry industry</p>
SUMMER TERM	<p>Unit Con05- Drawing a plan of a room</p>	<p>Accuracy Computer aided design Scale Various drawing tool names</p>		<p>Careers- Work experience students based in the carpentry industry</p> <p>Art- Links to designing and interpretation</p>