

Oswaldtwistle School **KS3 TECHNOLOGY** Long Term Plan

KS3 Technology	Topic/Learning Pathway	Key Words	Links to previous learning	Links to wider curriculum
<b>AUTUMN 1</b>	<ul style="list-style-type: none"> <li>• H&amp;S and procedures.</li> <li>• Wood Sculpting</li> <li>• Quality Assurance (theory)</li> </ul>	<ul style="list-style-type: none"> <li>○ Health and Safety</li> <li>○ Personal</li> <li>○ Protective</li> <li>○ Equipment</li> <li>○ Accuracy</li> <li>○ Various tool names</li> </ul>	<p><b>Key stage 2:</b> 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><b>Design</b></p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<p><b>Autumn 2 – Maths – Constructions, measuring and accuracy</b></p> <p><b>Summer 1 – Maths – Area and Perimeter</b></p>
<b>AUTUMN 2</b>	<ul style="list-style-type: none"> <li>• Mood Light</li> <li>• Technology Push and Pull (theory)</li> </ul>	<ul style="list-style-type: none"> <li>○ Soldering</li> <li>○ Solder</li> <li>○ Volcano</li> <li>○ Various circuit components</li> <li>○ Designs</li> <li>○ Technology Push</li> <li>○ Technology Pull</li> <li>○ Need</li> <li>○ Want</li> </ul>		<p><b>Spring 2 – Art – Shading to make 3D</b></p>
<b>SPRING 1</b>	<ul style="list-style-type: none"> <li>• Clock</li> <li>• Bauhaus Design Style</li> <li>• Packaging (theory)</li> </ul>	<ul style="list-style-type: none"> <li>○ Bauhaus</li> <li>○ Design movement</li> <li>○ Function</li> <li>○ Form</li> <li>○ Aesthetic</li> </ul>		<p><b>Spring 2 – Maths – Telling the time</b></p>
<b>SPRING 2</b>	<ul style="list-style-type: none"> <li>• Wood Joinery- Lap Joint</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>○ Precise</li> <li>○ Measurement</li> <li>○ Gauge</li> <li>○ Wood</li> <li>○ Strength</li> </ul>		<p><b>Summer 1 – Art – Using recycled materials</b></p> <p><b>Summer 2 – Nurture – Creating volcanoes</b></p>

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<p><b>SUMMER 1</b></p>	<ul style="list-style-type: none"> <li>• Phone Holders</li> <li>• Logos and Advertising (theory)</li> </ul>	<ul style="list-style-type: none"> <li>○ Function</li> <li>○ Precision</li> <li>○ Creativity</li> <li>○ Process</li> <li>○ Target Market</li> <li>○ Advertising</li> <li>○ Theory</li> <li>○ Colours</li> <li>○ Packaging</li> </ul>	<p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>♣ 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</li> </ul>	<p><b>Spring 1 and 2 – Arts Award – Logos and advertising</b>  <b>Summer 2 – PSHE – Enterprise</b>  <b>Summer 2 – Nurture - Posters</b></p>
<p><b>SUMMER 2</b></p>	<ul style="list-style-type: none"> <li>• Design and Make your own project</li> <li>• Fairtrade (theory)</li> </ul>	<ul style="list-style-type: none"> <li>○ Creativity</li> <li>○ Suitability</li> <li>○ Evaluate</li> <li>○ Fairtrade</li> <li>○ Ethical/ ethics</li> </ul>	<p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>♣ investigate and analyse a range of existing products</li> <li>♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge</li> <li>♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>♣ apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p><b>Autumn 2 – Maths Constructions</b>  <b>Summer 1 – Science – Renewable energy</b></p>