Design and Technology Long Term Plan Year 9 2019-20

Chichester Free School
Nurture • Challenge • Inspire

Temperance Term

W/C	2nd September	9th September	16th September	23rd September	30th September	7th October	14th October	21st October
Topic	**1. Product in a Tin: Analysing the Context**	**2. Product in a Tin: Practical Research – Making a plywood Tic-Tac-Toe**	**3. Product in a Tin: Practical Research – Making a plywood Tic-Tac-Toe**	**4. Product in a Tin: Making the base for the tic-tac-toe**	**5. Product in a Tin: Improving practical research Tic-Tac-Toe**	**6. Product in a Tin: Practical Research – Making a felt monster**	**7. Product in a Tin: Practical Research – Making a felt monster**	**8. Product in a Tin: Improving practical research Tic-Tac-Toe**
	Collect books Workshop safety, rules and responsibilities Analyse the context Possibilities and problems Specification	Revisit plywood construction video Cutting and finishing the 'X' Photograph work and evaluate	Oiling wood Drilling and finishing the 'O' Photograph work and evaluate	Homework presentations How to construct the base Gluing on the string Designing the artwork and printing Complete the base Photograph the base. Evaluate the pouch Design improvements and/or adaptation	Homework presentations Evaluate the Tic-Tac-Toe Design improvements and/or adaptation 1. Finish tic-tac-toe 2. Correct mistakes 3. Develop the tic-tac-toe	Wood keywords introduced How felt is made video Fabric patterns Cutting felt 3 Stitches: running, whipping and blanket Make the monster	Wood keyword test Embellishing the felt monster Adding stuffing Completing the monster Photograph monster	Wood keyword retest Evaluate the felt monster Design improvements and/or adaptation 1. Finish felt monster 2. Correct mistakes 3. Develop the monster
Challenge	Analysis is of PEE style Range of analysis techniques used	All 5 Xs have been made with precision and similarity	All 5 Os have been made with precision and similarity	Artwork is original and creative. Base is made well	Evidence that each of 2-3 have been met	Felt monster has been sewn ready for embellishment	Has been completed to a good standard and embellished	Evidence that each of 2-3 have been met
Assessment	Student assessment	Teacher VF		Homework VF Student assessment	Homework VF Peer assessment	Teacher VF		Peer and self-assessment

W/C	HALF TERM	4th November	11th November	18th November	25th November	2nd December	9th December	CHRISTMAS
Topic		**9. Product in a Tin: Practical Research – Making an acrylic puzzle**	**10. Product in a Tin: Practical Research – Making an acrylic puzzle**	**11. Product in a Tin: Developing a product for a tin**	**12. Product in a Tin: Preparing materials**	**13. Product in a Tin: Cutting materials**	**14. Product in a Tin: Joining and adding a finish to materials**	
		Textile keywords introduced How acrylic is made video Cutting acrylic Shaping acrylic Edge finishing acrylic	Textile keyword test Evaluate the puzzle Design improvements and/or adaptation 1. Finish puzzle 2. Correct mistakes 3. Develop the puzzle	Textile keywords retest Revisit the context and specification Write a brief Design a product Model the product	Acrylic keywords introduced Plan the making Collect materials Mark out the materials	Acrylic keywords test Q&A for cutting materials Cut materials Photograph and evaluate making	Acrylic keywords retest Q&A for joining and finishing materials Join materials Add a finish to materials Photograph and evaluate making	
Challenge		Acrylic puzzle has been made to good standard	Evidence that each of 2-3 have been met	Model is life size, creative and accurate	All materials are accurately prepared and ready for cutting	All materials are cut to the correct size	All materials are joined and have a finish to a good standard	
Assessment		Teacher VF	Peer and self-assessment	Self-assessment and peer feedback	Self-assessment and teacher VF			

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Justice Term

W/C	6th January	13th January	20st January	27th January	3rd February	10th February	
Topic	**15. Product in a Tin: Testing and evaluating the Product in a Tin**	**16. Product in a Tin: Improving Product in a Tin**	**17. Nik-Nak Box: Designing a box**	**18. Nik-Nak Box: Making the frame 1**	**19. Nik-Nak Box: Making the frame 2**	**20. Nik-Nak Box: Finishing the box**	
	Plan test using specification Peer assess products Evaluate product Make tin label	Product improvements and/or adaptation 1. Finish Product in a Tin 2. Correct mistakes 3. Develop the Product	Analyse the context Learn how the box is constructed Create a design brief Design the box lid	Learn how to cut a lap joint Make practice joint Prepare materials for the box	Mark out the lap joints Jut the 4 laps Glue and clamp frames	Marking out the base Cutting the base Attaching the base Adding a finish to the box	HALF TERM
Challenge	Test will be creative and evaluation signposts improvements	Evidence that each of 2-3 have been met	Box design is original and creatively uses KS3 making skills	Lap joint score 8/10+	Frame is accurate in size and squareness	Box is neatly sanded and oiled	
Assessment	Peer and self-assessment	Teacher formal feedback	Self-assessment	Self-assessment Teacher VF			
W/C	24th February	2nd March	9th March	16th March	23rd March	30th March	
Topic	**21. Nik-Nak Box: Making the acrylic lid**	**22. Nik-Nak Box: Making the hinge and latch 1**	**23. Nik-Nak Box: Making the hinge and latch 2**	**24. Nik-Nak Box: Making the hinge and latch 2**	**25. Nik-Nak Box: Revisit to Pewter casting**	**26. Nik-Nak Box: Pewter casting 1**	
	Marking out the lid Cutting the lid Edge finishing the lid	Revisit 3d printer Printing the hinges Designing a latch	Continue printing the hinge Make the latch	Complete hinge printing and latch making Assemble the lid to the box	Video of casting Demonstration of pewter casting Designing box lid decoration Make the pewter mould	Pewter safety poster completed Complete moulds Rota of pewter casting Demonstrate cutting, drilling and finishing a pewter casting	EASTER
Challenge	Box design is original and creatively uses KS3 making skills	Hinge has been printed	Latch has been made	Lid and latch are attached to the box	Creative and original pewter embellishment	Casting is made	
Assessment	Self-assessment	Self-assessment Teacher VF			Teacher VF		

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Courage Term

W/C	20th April	27th April	4th May	11th May	18th May	HALF TERM
Topic	**27. Nik-Nak Box: Pewter casting 2**	**28. Nik-Nak Box: Test and Evaluate the Nik-Nak box**	**29. Catapults: Investigate the context**	**30. Catapults: Gathering research**	**31. Catapults: Preparing materials**	
	All complete the casting Evaluate casting Attach to the box lid	Plan a test for the Nik-Nak box using the specification Test the box Evaluate the box	Analyse the context Study the example catapult Learn how to make a halving joint	Revisit the halving joint: chisel safety Cut the halving joint Glue the halving joint	GCSE students work independently others in table groups of 4 Mark out the spar lengths Cut the spar Sand ends	
Challenge	Casting is finished to a high standard and attached to the box lid	Evaluation is insightful and signposts improvements	Halving joint is marked out accurately	Halving joint is 8/10+	All pieces have been cut to length	
Assessment	Teacher VF	Teacher formal feedback	Self-assessment			

W/C	1st June	8h June	15th June	22nd June	29th June	6th July
Topic	**32. Catapults: Marking out the wood joints**	**33. Catapults: Cutting out the wood joints 1**	**34. Catapults: Pairing the wood joints**	**35. Catapults: Gluing the catapult frame**	**36. Catapults: Finishing the catapult**	**37. Catapults: Finishing the catapult**
	Mark out the wood joints Check accuracy against shadow board	Saw all joints	Revisit chisel safety Pair the wood joints	Demonstrate clamping Glue frames	Sand frames Attach firing string Test catapult Develop design	Develop Catapult
Challenge	Joints are marked with accuracy	Sawing is within tolerance	Sawing is within tolerance		Frame is accurately made	Add wheels to the frame
Assessment	KS3 Internal Exams		Teacher VF			