

# Subject Long Term Plan Year 7 Design Technology 2021-22

## Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
Area of Study	Baseline Test – Character Cube			Baseline Intervention		Drawing Techniques		
Core Learning	<b>Graphic and modelling skills to identify the level of understanding for the design process</b> <ul style="list-style-type: none"> <li>Guided introduction of all aspects of the design process from Brief to Evaluation, including paper/card prototypes</li> <li>Design booklet template used to record student outcomes</li> <li>Introduction/explanation of the 11 Assessment Criteria (AC) modelled on GCSE DT spec</li> <li>Explanation and fundamental experiences of using the DT Sketchbook</li> </ul>			<b>Individual tasks for each student as identified in the assessment of the baseline</b> <ul style="list-style-type: none"> <li>Explain how students use the TA of the Character Cube baseline to improve their work</li> <li>Grouped intervention tasks, focusing upon improving the standard of the Character Cube work based upon TA</li> <li>Re assessment of student work by the teacher. This will be recorded on the DT tracker and used for Y7 data drop 1</li> </ul>		<b>3d drawing and colouring skills</b> <ul style="list-style-type: none"> <li>Introduce isometric projection (cubes, cylinders and combinations)</li> <li>Hatching and toning skills, using graphite and pencil colour</li> <li>Identifying isometric shapes in everyday objects and learning how to deconstruct objects into 'crates'</li> <li>Drawing simple isometric buildings</li> </ul>		
Opportunities for Challenge	By outcome as it is a baseline test <b>Homework:</b> Activities which deepen understanding of the design process and paper/card work covered in the lesson			Exemplars indicate High, Medium and Low <b>Homework:</b> Time given to respond to teacher feedback		Complexity of the drawing and toning techniques <b>Homework:</b> Isometric drawing and rendering of the student's home		
Assessment	Self- Assessment (SA)	SA	Teacher formative assessment (TA)	Peer Feedback (PF) and Teacher verbal feedback (TVF)		Peer Feedback (PF) and Teacher verbal feedback (TVF)		

W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS
Area of Study	<b>Trinket Box Project (full design process)</b>						
Core Learning	<b>Intermediate experience of the design folder, introduction to core woodworking skills and prototyping using resistant and well as compliant materials</b> <ul style="list-style-type: none"> <li>Trinket box design booklet issued. Introduced by analysis of the project context (problem) and brief</li> <li>Introduction to Health and safety in the Workshop: responsibilities, protection of humans and equipment, safe woodworking (polymer) practices</li> <li>Recording and reviewing the quality of manufacture and suitability of processes chosen, in the completion of a simple trinket box design</li> <li>Greater independence given to recording work in the design booklet. Guidance given through agreed success criteria and exemplars</li> <li>Marking out tools used for wood: stress learning keywords, safety and precision</li> <li>Cutting natural woods and manufacture boards using saws, drills and sanding (mechanical and by hand)</li> <li>Joining woods using glue (PVA vs Hot glue)</li> <li>Adding a finish to woods (Danish oil and water-based paints)</li> <li>Developing an opening device for the box and exploring the most suitable material for the lid (woods and/or polymers)</li> </ul>						
Opportunities for Challenge	Exemplars indicate High, Medium and Low <b>Homework 1-2:</b> Keyword learning and assessment <b>Homework 3-4:</b> Why has it never been invented yet? <b>Homework 5-6:</b> Time given to respond to teacher feedback						
Assessment	<b>Peer/Self-Assessment each lesson</b> <b>TA on the design folder and wooden trinket box 1</b>						

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## Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM
Area of Study	Trinket Box Project (full design process)					Metalwork 1	
Core Learning	Development of a new product (trinket box 2) Intermediate woodworking skills (dowel joint) Design process – planning, testing and evaluating					Core metalworking skills taught through making a standard dog-tag	
Opportunities for Challenge	Exemplars indicate High, Medium and Low for the trinket box 2					Accuracy of the making	
Assessment	Peer/Self-Assessment each lesson TA summative on the whole Trinket Box Project					SA	

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
Area of Study	Metalwork 1		Metalwork 2 – Awesome Ornaments				
Core Learning	Core metalworking skills taught through making a standard dog-tag <b>Independence with metalwork by designing and making own dog-tag</b>		Full design process Designing and developing a non-ferrous ornament for the garden Prototyping a product				
Opportunities for Challenge	Taking design risks		Exemplars indicate High, Medium and Low Combining dissimilar materials and fabricating metals				
Assessment	SA		Client feedback TA of the ornament prototype				

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## Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Area of Study	<b>Metalwork 2 – Awesome Ornaments</b>						
Core Learning	<b>Full design process</b> <b>Designing and developing a non-ferrous ornament for the garden</b> <b>Developing a design</b> Planning the making Fabricating a metal product Testing and Evaluating a product <u>with</u> a client						
Opportunities for Challenge	Exemplars indicate High, Medium and Low <b>Combining dissimilar materials and fabricating metals</b>						
Assessment	<b>Client feedback</b> <b>TA of the final ornament and design folder</b>						

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
Area of Study	Design Challenge						
Core Learning	Introduction to papers and cards Writing a design brief Independently following the design process to create a Pop-Up card						
Opportunities for Challenge	Complexity of the mechanism used in the card Use of graphic skills to produce a marketable product						
Assessment	SA throughout TA summative assessment for the year						