

# Design Technology Long Term Plan Year 10 2020-21



## Temperance Term

W/C	7 September	14 September	21 September	28 September	5 October	12 October	19 October	Half term
Topic	<b>1. GCSE Woodwork: Introduction to the workshop</b>	<b>2. GCSE Woodwork: Wood joints</b>	<b>3. GCSE Woodwork: Investigating the picture frame context</b>	<b>4. GCSE Woodwork: Gathering Research</b>	<b>5. GCSE Woodwork: Needs of the client</b>	<b>6. GCSE Woodwork: Working drawings</b>	<b>7. GCSE Woodwork: Making the picture frame 1</b>	
Min 1 Task & Learning Journey & Plenary	Collect books Workshop safety, rules and responsibilities Butt wood joint made Self-assessing wood joints	Dowel Joint Halving Joint Adapting a wood joint	Wood Types keywords introduced Analyse the context Make a model of the picture frame	Wood keywords test Painting the picture frame model Introduction to Bauhaus Introduction to Art Deco Era inspired design	Wood Tools keywords introduced Homework presentation: Design era Planning interviews Presenting a client profile Developing a product for a client	Wood Tool keywords test Painting the picture Introduction to Techsoft 2d Design Introduction of orthographic projection Creating a working drawing Planning the making	Wood Finishes keywords introduced Homework presentation: Famous designer Prepare materials for the picture frame Cut and mark out materials for the frame Start cutting the wood joints	
Challenge	Wood joint is 8/10	Wood joints are 8/10	Detailed analysis Accurate and lifelike frame model	Detailed designs focussing upon the research	Client interview is used to develop a product	Working drawing and making plan show great detail	Frame materials are ready for cutting and are accurately marked out	
Assessment & Homework	Self-assessment	Self-assessment Teacher VF	Self-assessment Teacher VF	Self-assessment Teacher VF	Self-assessment Teacher VF	Self-assessment Teacher VF	1:1 feedback for woodworking	
W/C	2 November	9 November	16 November	23 November	30 November	7 December	CHRISTMAS	
Topic	<b>8. GCSE Woodwork: Making the picture frame 2</b>	<b>9. GCSE Metalwork: Investigating the sundial context</b>	<b>10. GCSE Metalwork: Making the dog-tag</b>	<b>11. GCSE Metalwork: Making the sundial face</b>	<b>12. GCSE Metalwork: Making the dog-tag</b>	<b>13. GCSE Metalwork: Making the sundial face</b>		
Min 1 Task & Learning Journey	Wood Finishes keywords test. Pairing the wood joints Gluing the wood joints Introduction to the router Adding the frame back Assembling the picture frame	Metal Types keywords introduced Analyse the context Make a model of the sundial	Metal types keywords test Investigation into metals Making the dog-tag Adding a finish to metal	Metal Tools keywords introduced Annealing copper Marking out the sundial face Cutting the sundial face Marking out the times	Metal Tools keywords test Precision marking tools Marking out the sundial aluminium base Cutting the aluminium base Using the sheet bending machine	Metal Finishes keywords introduced Introduction to permanent and non-permanent metal fixings Attaching the sundial face to the base		
Challenge	Frame materials are ready for cutting and are accurately marked out	Detailed analysis Accurate and lifelike sundial model	Dog-tag is very accurate and well made	Sundial face is accurately made and well finished	Dog-tag is very accurate and well made	Range of fixings used with accuracy		
Assessment & Homework	1:1 feedback for woodworking	Student assessment Keyword Quiz	Teacher VF Keyword Definitions	Student assessment Why has it never been invented yet	Student assessment Why has it never been invented yet	Teacher VF Responding to Feedback		

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## Courage Term

W/C	19 April	26 April	3 May	10 May	17 May	24 May	Half Term
Topic	<b>27. GCSE Wood Industrial Practices: Scales of Production</b>	<b>28. GCSE Wood Industrial Practices: What is a jig?</b>	<b>29. GCSE Wood Industrial Practices: Improving jigs</b>	<b>30. GCSE Wood Industrial Practices: Manufacturing a candle stick 1</b>	<b>31. GCSE Wood Industrial Practices: Manufacturing a candle stick 2</b>	<b>32. Awesome Ornaments: Cutting Materials</b>	
Min 1 Task & Learning Journey	Scales of production activity Introduction to the bird box challenge	Demonstrate 3 jigs Explain the birdbox construction Demonstrate how to batch produce the birdbox Students begin batch production	Review the batch production: WWW Explore how to improve the production Modify production method Complete making the 6 birdboxes	Explain the candle stick challenge Teams: 1. design candle stick 2. Plan production 3. Make jigs	Teams: 1. Review making process 2. Make 6 candle sticks 3. Review the making	Metalwork keywords revisited and notes expanded Video of making steel Explain metalwork cutting tools Cut out metal parts for ornament	
Challenge	Evidence of being able to explain the 5 scales of production	Student can use jigs with precision	Has identified and applied at least one improvement to the production method	Lead teams in the design of an effective production line	Evidence of assuring quality of the candle sticks	Ornament parts are cut out precisely Detailed steel production flow map	
Assessment & Homework	Self-assessment Teacher VF	Self-assessment Teacher VF	Self-assessment Teacher VF	Year 10 Mock Exams	Year 10 Mock Exams	Year 10 Mock Exams	
W/C	7 June	14 June	21 June	28 June	5 July	12 July	Summer Holidays
Topic	Work Experience	<b>33. GCSE Metal Industrial Practices: Tolerances 1</b>	<b>34. GCSE Metal Industrial Practices: Tolerances 2</b>	<b>35. GCSE NEA: Understanding the context</b>	<b>36. GCSE NEA: Gathering research</b>	<b>37. GCSE NEA: Possible Ideas</b>	
Min 1 Task & Learning Journey		Explain what is meant by 'Precision Engineering' Introduction to: tolerances, QA and QC Making a go/not-go gauge	Creating a drawing with tolerances Making a simple product within tolerance	Explain the NEA process Analyse the contexts Choose a context Research the context Create a design folder	Create a research plan Understanding the purpose of research Client profile Interviewing the client	Introduction to the Summer task Designing a solution Modelling a solution	
Challenge		Can work out and apply tolerances	Can work out and apply tolerances	Will have a broad and strong understanding of what the context means	Interview questions are insightful and supportive of solving the context	Model is well made and lifelike	
Assessment & Homework		1:1 post exam feedback	1:1 post exam feedback	1:1 post exam feedback	1:1 post exam feedback	1:1 post exam feedback	