

Curriculum Intent Subject ...Year 9 Design & Technology



PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

- Enjoyment of learning
- Knowledge acquisition and recall
- Extensive vocabulary
- Effective communication through writing, speaking & listening, and use of technology
- Numeracy
- Critical evaluation of information
- Enterprise and problem-solving
- Working with others
- Practical skills

KEY QUESTIONS TO CONSIDER

1. Why has content been selected? Is there sufficient focus on the most powerful knowledge, concepts and skills?

2. Does learning provide sufficient challenge? Is there

sufficient challenge for all learners in all year groups?

3. Why is learning sequenced in this way? Does the sequence enable students to build on prior learning, and learn in increasing breadth and depth over time?

4. How is learning sequenced or spaced to promote long-term memory?

SUBJECT CURRICULUM INTENT

Design and Technology (D&T) is the inspiring, rigorous and practical subject which prepares all young people to live and work in the world of designing and industry. Design and technology build on the skills and knowledge that students will need when entering the working environment and leverages increasingly sophisticated resources like 3D printer and laser cutters to keep up with the ever-evolving industry and practices. Design and Technology provides opportunities to learn about manufacturing and advancements in new technology, using a wide variety of skills from using hand tools to developing their understanding of virtual modeling and the use of sophisticated CNC machines. Additionally, it provides excellent opportunities for students to develop and apply value judgments of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.

PDE Links

- What is the impact of human activity?
- What is the impact of modern lifestyle on the planet?

Essential knowledge

- Students will need to be able to identify the different materials used and their properties.
- What is the difference between the different categories of materials; plastic (thermo forming, thermosetting) woods (Softwoods, Hardwoods and Manufactured boards)
- Be able to identify the different processes CAD and CAM
- Students will be able to identify the different join techniques (permanent and semi-permanent)
- Identify the different manufacturing processes (One off, batch and mass)

Essential Skills

- Student will be able to cut and shape a variety of different materials using a range of tools and machines.
- They will be able to glue and clamp their work together to laminate the wood together.
- Student will be able to file and round edges of their work using a variety of shaping tools. (files, rasp, sanding machine)
- Students will be able to measure and mark effectively using a rule and marking tools (Tri square)
- Designing using a range of different software (CAD) (Google Sketch Up, 2D Design)
- Students will be able to solder their circuit boards
- Programming circuits using symbolic programming

	YEAR 9				
	KNOWLEDGE	KEY CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
	Phone Stand Students will learn	Design	Cutting skills- Tenon saw	Students will develop new sets skills and build upon	Introducing technical drawing.
	about different types of	User-centred design	Plotter cutter (CAD)	knowledge from previous	Cultural design work
	materials and the	Communication of ideas	Drilling- <mark>Forstner bit</mark>	years. Students will use	Reduce task
	different properties. Thermo plastic and		Shaping skills- Joining material	materials in new ways developing their	Reading and extracting
	thermosetting plastics.	Make	Line bending	understanding of the	information from the textbooks
	Students will learn	Sources and origins	Jack plane Files	properties of these	
	about the difference between the two types	Stack formers to man and	Chiselling	materials, students will bend and shape plastic	
	of materials. Thermo	Stock forms, types and sizes	Sanding machine <mark>Bobbin sander</mark>	using heat this will help	
	plastics can be reheated		BODDIT Sander	them understand the	
	and reshaped were thermo setting plastics	Cut materials efficiently to minimise waste.	Marking out- using a	difference between thermo forming plastics	
	set once cold and		range of tools- Tri Square	and thermo setting plastics	
	cannot be reheated.	how to shape and form	Rule	and how this has an impact	
	Students will learn about different types of	using abrasion, cutting and addition	Pencil	on society. This will also develop their knowledge of	
	wood, where they are		Literacy- Writing,	the working world and	
	sourced from as well as	Tolerance	evaluating, methodology, fact sheets.	show how products can	
	the different properties and cost.	Quality Control (QC)		have an impact on their daily lives for example	
	Student will lean about	Specialist tools and	Maths- Measurements	where are these plastics	
	the tools and their	equipment	Be able to use the	used and why, also how do	
	specific uses and names, they should also	Evaluate	different tools used for	they impact on our environment and are they	
	learn key terminology	Testing	measuring and marking out.	ethical. Students will also	
	link to these tools i.e.	-		learn about laminating	
	marking datum lines and perpendicular lines	Technical knowledge	Utilise the different methods for economically	materials together (gluing wood) this will help	
	using a Tri square.	Commercial processes	marking out on materials	students to understand	
	Students will learn		and be able to economically mark out	about the different stock	
	about CAD / CAM process including the	Materials and their working properties	using the correct tools on	forms that materials come in, this will help develop	
Tern	knowledge they need to	Material categories	the pieces of material.	students' knowledge of the	
	use 2D Design. They will learn about industrial	Key names of materials	Students will have the	manufacturing process involved in changing stock	
	processes using a vinyl	and their properties	skills to utilise the tools and techniques needed to	into products we use in our	
	cutter and apply this in		measure and mark out to	daily lives. Students will	
	their own work. They should learn about user		minimise wastage of the materials.	develop their skills using a wide range of practical	
	focused design.		materials.	skills, working on harder	
	Students will learn		Be able to make choices about the finishes that	techniques and enhancing	
	about laminating and edging materials,		need to be applied to	students' skills in attempt to push them to the extent	
	student should learn		their personal valet design	of their capabilities.	
	why we undertake this		and apply them to enhance the functional	Students will work on CAD	
	process and how it is used in industry and		and aesthetic properties.	software (2D Design and Google Sketch up) to help	
	affects their everyday		Students will have the	them understand about	
	lives. Students will learn		ability to create a final	industry and the working	
	about the different		<mark>design using 3D CAD</mark> (Google SketchUp)	world, this will help them understand the design	
	joining techniques and			process more clearly and	
	should understand the differences between		Students will have the skill for creating a set of initial	show them parts of the iteration design process.	
	semi-permanent and		design ideas by using the	Students will also focus on	
	permanent fixings for		iterative design process.	user-centred design	
	example Screws are semi-permanent as they		Have the skills to produce exploded/parts drawings	developing and understanding of the	
	can be removed, gules /		to help with the	importance of designing	
	nails are permanent.		designing.	for different markets.	
	Students should understand about		Students will use a range	Student will use a range of joining techniques to help	
	aesthetics and choose		of joining skills, nails,	them make informed	
	colours, design and		screws, gluing	decision in the future to	
	patterns to suit their user.			which the appropriate technique is.	

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