RECOVERY CURRICULUM

Subject: GCSE D&T
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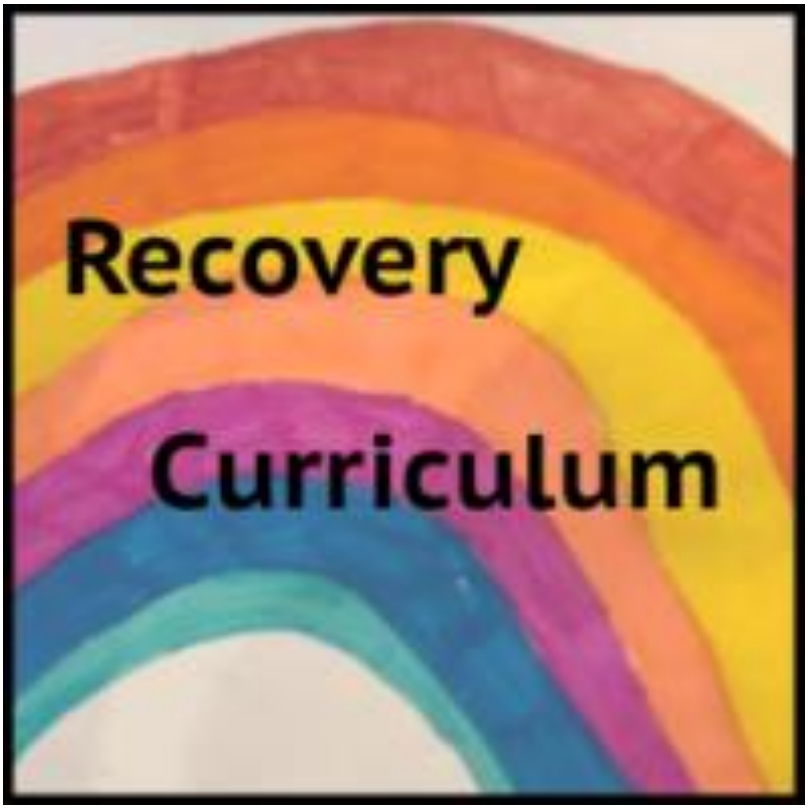

Subject:	GCSE Design & Technology	Teacher:	DJB
Year:	10	Class:	10C/Tp1 & 10D/Tp1
Unit title:	Introduction to design (recovery)		
Duration:	6		

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?	
This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.	
Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?	
To become familiar with the routines and structure of sessions in D&T Where key materials come from and their impact on the environment How to present design ideas	
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?	
Students will be encouraged to be ambitious in their desire to get back to normal and embrace methods of getting back to practical activities. They will be encouraged to be brave and have a go at activities they have become unfamiliar with. Kindness will be shown in understanding that everyone ones has had to deal with their own issues during lockdown and to show understanding of other people's opinions.	
Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
Sources, properties and environmental impact of woods, metals and plastics. Isometric drawing, 1 point & 2 point perspective drawing and rendering	AQA GCSE Spec 3.3.4 Design Strategies 3.1.6.1 Material categories 3.1.6.2 Material properties
Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?	

Being able to make choices on the best materials needed for making products (whether in work or domestically)
Being able to make choices on products being bought taking into account environmental impact
Being able to make choices in how to communicate ideas

Implementation

GAPS	
Identification – how are you going to identify the gaps in knowledge/skills?	**Triage** – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
Project maps and rotations have been analysed to identify missing knowledge and cross referenced with the GCSE spec	Communication of ideas is key to all projects so will be prioritised. Materials will be covered in more depth as they are used in projects so the key basics will be established
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	**Progression** – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Designs can be communicated in different ways depending on what the product being designed is Choosing appropriate materials taking into account properties and environmental impact.	Communication of ideas is key to all projects and students need to have the tools available to them to make the correct choice of communication technique. Materials are at the heart of design and students need to be able to make correct choices in their project work
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	**Social and Emotional** – how will student social and emotional health be supported?
What difficulties they had to overcome to be able to work at home and spend so long in doors. How can design help this	Any discussions will focus on student needs and take into account students different experiences of lockdown. Student experiences of lockdown will be used to influence the lesson content.
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	**Relationships** – how are you going to re-establish classroom relationships?

Routines will be recapped (D&T rooms can be different to general classrooms) Walkthroughs will be given in the practical rooms and demonstrations given on equipment use.	Seating plans will be based around known friendship groups Teachers will be sharing their experiences of lockdown to make students realise we have all experienced similar things
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	**Group** – what are the group work based opportunities (while still ensuring social distancing)?
What difficulties they had to overcome to be able to work at home and spend so long in doors. How can design help this	Presenting a range of ideas which all tie together to enhance the appearance of one room in the home.

Delivery

1		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	☐	Students to produce a sketch of a given 3D shape	What: How to communicate design ideas Why: To be able to present different product designs in the most appropriate way How: By practicing each technique and comparing results to initial attempts	
		Blended (live and remote as independent study)	X			
	Number of lessons in cycle: 1	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Recap on isometric drawing for all students		Students review each other's work against a set of success criteria	Teachers live model isometric using grid and freehand	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students to recreate a range of isometric shapes first with isometric grid and then freehand		Student work shared on visualizer and critiqued.	Skill practiced as DNA for next session	
2		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	☐	Isometric drawing task	What: How to use isometric drawing and develop organic shapes	

		Blended (live and remote as independent study)	X		What: To be able to communicate more complex shapes and designs How: By practicing crating and comparing results to initial attempts	
	Number of lessons in cycle: 1	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Crating technique new to some but a recap for others due to module rotations in Y9		Students given opportunity to walk through and demonstrate the technique live on the board or visualizer	Teacher demo of crating technique, breaking the process into steps. (video demo if asynchronous needed)	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students independently create a range of organic shapes		Student work shared on visualizer and critiqued.	Skill practiced as DNA for next session	
3		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	☐	Isometric crating drawing task	What: How to use rendering to enhance communication Why: Designs are better communicated when materials are visible How: By comparing rendered images with real life materials	
		Blended (live and remote as independent study)	X			
	Number of lessons in cycle: 1	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Some rendering techniques new to some but a recap for others due to module rotations in Y9		Students review each other's work against a set of success criteria	Teacher demo (or YouTube clip) of rendering techniques	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students render a range of shape with different materials		Examples discussed/critiqued and materials being represented identified through discussion. Improvements suggested.	All techniques reviewed in an end of module presentation test to compare work to initial session DNA task.	

4		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	☐	Which product has the worst environmental impact?	What: What impact use of materials has on the environment Why: To be able to make informed choices How: By comparing lifecycle of different products	
		Blended (live and remote as independent study)	X			
	Number of lessons in cycle: 2	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		What aspects of a products lifecycle impact the environment		Initial responses checked against success criteria	Modelled lifecycle analysis of a product (live when possible or printed for asynchronous)	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students create a lifecycle analysis and compare 2 products		Detailed feedback given on pages produced with progress points identified	Lifecycle analysis will be revisited in the 6R's module term 2.	
5		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	☐	Responding to feedback on Lifecycle analysis	What: Why: How:	
		Blended (live and remote as independent study)	☐			
	Number of lessons in cycle: 1	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		NA Test on drawing techniques and application of skills				
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Test on drawing techniques and application of skills				

6	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐		What	
		Blended (live and remote as independent study) ☐		Why	
				How	
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
7	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐		What	
		Blended (live and remote as independent study) ☐		Why	
				How	
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

8	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐		What	
		Blended (live and remote as independent study) ☐		Why	
				How	
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
9	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐		What	
		Blended (live and remote as independent study) ☐		Why	
				How	
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

10		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	☐		What	
		Blended (live and remote as independent study)	☐		Why	
					How	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)