

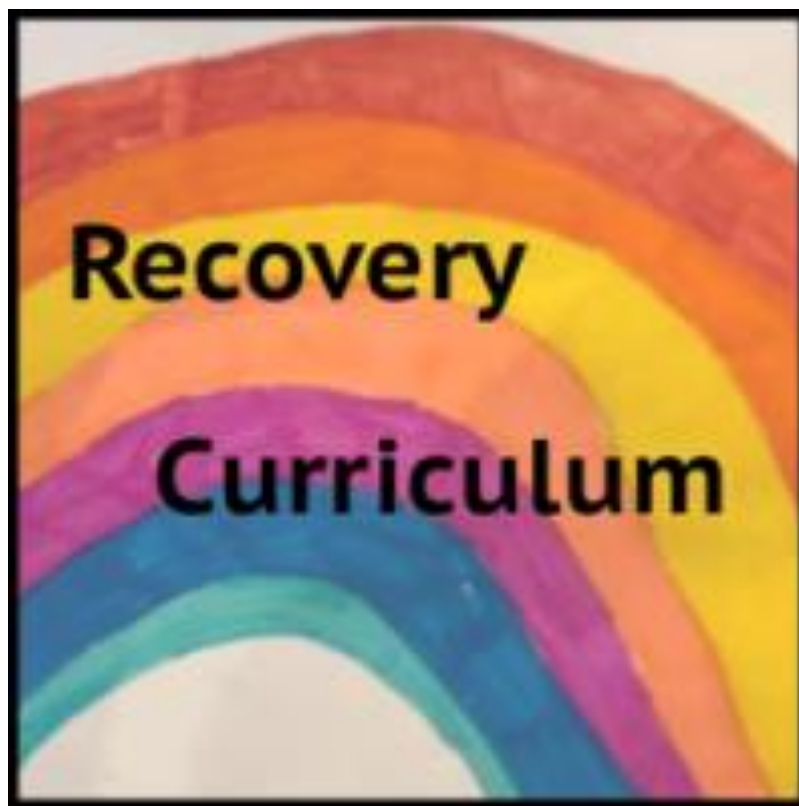
RECOVERY CURRICULUM

Subject: D&T

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Updated:



Subject:	Design & Technology	Teacher:	DJB/NLO
Year:	Y8	Class:	All groups
Unit title:	Recovery		
Duration:	5 sessions		

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

To be able to explain what a healthy meal consists of

To be able to explain the implications of using materials and their impact on the environment

To be able to demonstrate the health, safety and hygiene rules needed to work safely in the D&T area.

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?

Eatwell guide and the healthy eating
Origins of materials (wood, plastics and textiles)
Health and hygiene in the food room
Health and safety in the workshop

All points relate to the technical knowledge section of the NC.
Content will also prepare them to once again access the practical tasks in a safe manner.
The food section relates to NC point 1. Understand and apply the principles of nutrition and health

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?

How to eat healthily on a daily basis, how to work safely when doing practical (DIY at home or working in school) and the environmental impact of using materials to make products (to provide a more sustainable future).

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.	<ol style="list-style-type: none"> 1. New knowledge not yet delivered 2. Knowledge with common themes/links to previous projects

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?
<p>How to eat healthily</p> <p>How to be safe in practical activities</p> <p>How select the most appropriate material for a product</p>	All concepts are at the core of D&T and provide students with the foothold they need to progress into Y8 projects.

WELLBEING

Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
<p>Lockdown diets discussed</p> <p>Online purchases made during lockdown and why they were made (considering environmental impact of materials)</p> <p>Any practical activities they have done at home which they may not have done previously</p>	<p>Any discussions will focus on student needs and take into account students different experiences of lockdown.</p> <p>Student experiences of lockdown will be used to influence the lesson content.</p>

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?
<p>Routines will be recapped (D&T rooms can be different to general classrooms)</p> <p>Walkthroughs will be given in the practical rooms and demonstrations given on equipment use.</p>	<p>Seating plans will be based around known friendship groups</p> <p>Teachers will be sharing their experiences of lockdown to make students realise we have all experienced similar things</p>

OPPORTUNITIES

Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
Discussion of lockdown diets, practical activities undertaken at home, new experiences from lockdown	Comparing analysis of diets, analysing the environmental impact of each other's online purchases

Delivery

1	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)	X	Listing the foods you ate most during lockdown. Stretch – new foods you ate that you never had before	What	What makes up a healthy diet	
		Blended (live and remote as independent study)			Why	So we can eat healthily in the future	
	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)
		The Eatwell Guide and it's sections (new for most but some groups may have already covered)		Questioning existing knowledge. Checking for understanding as plenary.	Eatwell guide template with live modelling of first section		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Guided completion of Eatwell guide		Feedback shared using visualizer for students to self-check	Review at the start of next session during checking for understanding		
2	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)	<input type="checkbox"/>	What did you eat yesterday?	What	What makes up a healthy diet	
		Blended (live and remote as independent study)	X		Why	So we can eat healthily in the future	
	z	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Sync hron

		Builds on learning from session 1		Quick quiz on eatwell guide sections	Modelled example provided.		Asynchronous (remote)		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)				
		Students add their own diet into the Eatwell guide template		Summative assessment of completed eatwell guide	Quick quiz (Kahoot if IT available or multiple choice if not)				
3	Number of lessons in cycle: 2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			Synchronous (live)	
		Classroom (whole sequence completed)	X	What did you buy to help get through lockdown?	What	The impact materials have on the environment			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To build a more sustainable future			
					How	By looking at the purchases we made during lockdown			
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)			Asynchronous (remote)
			Where materials come from and which have the most impact on the environment		Targeted question to gauge understanding	Live modelling of the lifecycle of one material (plastic). Name the steps.			
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)			
			Students complete lifecycle of woods		Light feedback on tasks completed	Next lesson review			
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)	<input type="checkbox"/>	Choose on product you bought in lockdown. What materials is it made from?	What	The impact materials have on the environment			
		Blended (live and remote as independent study)	X		Why	To build a more sustainable future			
					How	By looking at the purchases we made during lockdown			

	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)
		Builds on learning from session 1		Targeted question to gauge understanding	Modelled example provide.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Students produce a product lifecycle for their chosen product		Summative assessment the detailed feedback of completed eatwell guide	Reviewed when new recipes are started.		
5	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)	<input checked="" type="checkbox"/>	What new activities did you do during lockdown?	What	How to stay safe in the workshop and food room.	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To be able to work safely in future lessons	
					How	Walking through the rooms and identifying hazards	
	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)
		Recap of rules for workshop and food room		Questioning during room tours	Modelling of table response		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Students complete table while touring rooms		Plenary group discussions or students to feedback to each other.	Reviewed regularly whenever practical is completed		
6		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)	<input type="checkbox"/>		What		

	Number of lessons in cycle:	Blended (live and remote as independent study)	<input type="checkbox"/>		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	1) Lesson Type (classroom or blended for remote homework)	Classroom (whole sequence completed)	<input type="checkbox"/>	2) DNA (Do Now Activity/Reading)	What	
					Why	
		Blended (live and remote as independent study)	<input type="checkbox"/>		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)	
8		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)	<input type="checkbox"/>		What		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why		
	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)
9	1) Lesson Type (classroom or blended for remote homework)	Classroom (whole sequence completed)	<input type="checkbox"/>	2) DNA (Do Now Activity/Reading)	What		
		Blended (live and remote as independent study)	<input type="checkbox"/>		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)
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)	<input type="checkbox"/>		What		
		Blended (live and remote as independent study)	<input type="checkbox"/>		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)	