

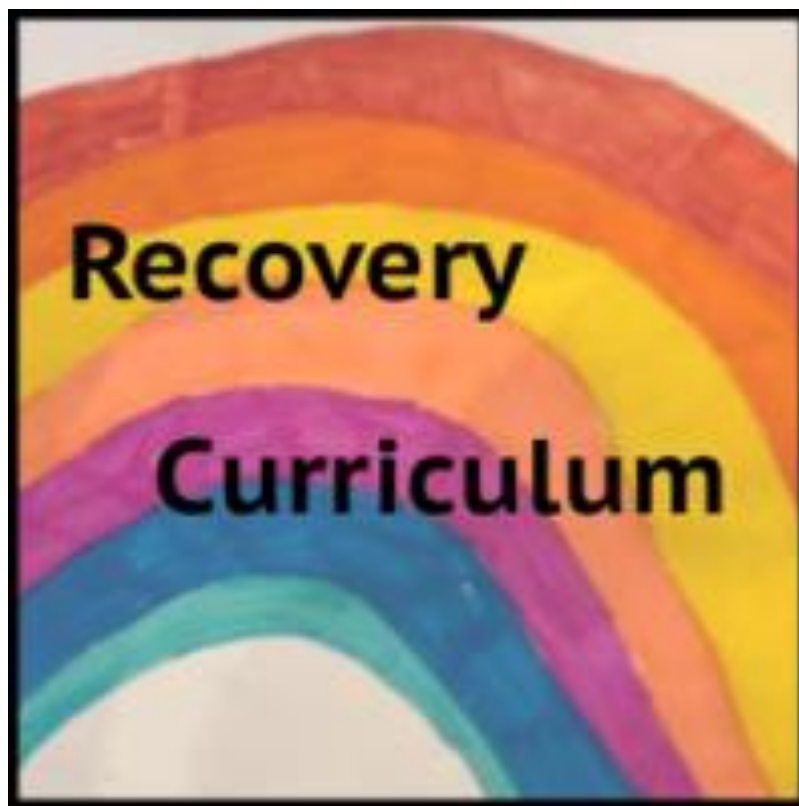
# RECOVERY CURRICULUM

Subject: D&T

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Subject:	Design & Technology	Teacher:	DJB/NLO
Year:	9	Class:	All groups
Unit title:	Recovery		
Duration:	6 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			
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?	
Properties of individual nutrients Raising agents (yeast) Use of CAD (2D Design) Anthropometrics & ergonomics		All points relate to the technical knowledge section of the NC. The food section relates to NC points 1. Understand and apply the principles of nutrition and health & 2. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet	
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 and how this can impact different people in different ways.  
 How to present and model ideas in alternative ways.  
 How products are made to suit different individuals dependent on their physical needs.

## Implementation

### GAPS

**Identification** – how are you going to identify the gaps in knowledge/skills?

Project maps and rotations have been analysed to identify missing knowledge.

**Triage** – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance?

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?

How production techniques in school link to the industrial production of products.  
 How a balanced diet can have a dramatic effect on future health.  
 How products are designed taking into account individual user's needs.

**Progression** – how will studying these key concepts support progression to the traditional curriculum that has been planned?

All concepts are at the core of D&T and provide students with the foothold they need to progress into Y9 projects.

### WELLBEING

**Lockdown** – how will students share their experiences of lockdown?

Discussion of their diet in lockdown and of any cooking they have practiced.  
 What difficulties they had to overcome to be able to work at home and spend so long in doors (could their work space be more ergonomically designed)

**Social and Emotional** – how will student social and emotional health be supported?

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
<b>OPPORTUNITIES</b>	
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – what are the group work based opportunities (while still ensuring social distancing)?
Discussion of their diet in lockdown and of any cooking they have practiced. What difficulties they had to overcome to be able to work at home and spend so long in doors (could their work space be more ergonomically designed)	Designing ideal workspaces.

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)	<input type="checkbox"/>	How has your diet changed during lockdown?	What	What impact does diet have on our long term future	
		Blended (live and remote as independent study)	X		Why	To be able to stay healthy	
					How	By comparing lockdown diets to government guidelines	
	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)
		New – government guidelines for healthy eating (eatwell, 5 a day, reducing salt, sugar and sat. fats)		Cold call to check for previous knowledge to build on.	Example modelled of teacher's lockdown diet.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Guided - Students identifying the key ingredients in dishes and how they fit into government guidelines.		Light feedback through class discussion plenary	Reviewed during next lesson		
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)	<input type="checkbox"/>	What was a typical day's diet during lockdown?	What	What impact does diet have on our long term future	
		Blended (live and remote as independent study)	X		Why	To be able to stay healthy	
					How	By comparing lockdown diets to government guidelines	
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		Quick quiz on healthy eating guidelines	Modelled example provided.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Independent – Students analyse their lockdown diet and compare to government guidelines		Summative assessment of completed work	Quick quiz (Kahoot if IT available or multiple choice if not)		
3	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)	X	How difficult was working at home and what were they barriers?	What	How are work spaces design to suit individual needs?	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	We can use the skills to adapt our own environment	
					How	By designing an ideal work space for home	
	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)
		What is anthropometric data and ergonomics?		Cold calling to gauge understanding	Model example of how teacher had to work at home		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Students independently produce a layout of their work environment at home		Discuss and highlight common errors identified.	Next lesson		

4	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)	<input type="checkbox"/>	Identify the main problems with the room layout.	What	How are work spaces design to suit individual needs?	
		Blended (live and remote as independent study)	<input checked="" type="checkbox"/>		Why	We can use the skills to adapt our own environment	
			How		By designing an ideal work space for home		
	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 questions	Example provided of ideal layout to solve teacher's problem layout.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
Students independently produce an ideal solution to their environment		Written deep feedback in preparation for session 6 in order to develop and present final solution.	Exam question exit ticket				

5	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)	<input checked="" type="checkbox"/>	Draw 4 simple give shapes on a piece of paper. Develop sketches to improve them	What	How to use 2D Design CAD software	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To have a wider range of design and modelling tools	
			How		Practice of key tools in 2 D Design software.		
	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)
		Use of 2D Design software (New for some but recap for others due to module rotation)		Cold call for student demonstration	Teacher demo of key tools in software (independent recap task for those who have used it before)		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asyn chro

		Students given a range of shapes to independently reproduce on 2D Design	Student work projected on to screen and discussed	At the end of the module	
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)	Draw the simple shapes from last sessions DNA but this time on 2D Design	What	How to use 2D Design CAD software
		Blended (live and remote as independent study)		Why	To have a wider range of design and modelling tools
				How	Practice of key tools in 2 D Design software.
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		Builds on learning from session 3 previous sessions and combines all work in a final piece	Student work projected on to screen and discussed	Teacher example of room layout transferred from paper to 2D Design.	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		Students independently transfer their sketched room layout environment to 2D Design	Review final 2D Design layout with written feedback	2D Design is revisited regularly when use of CAD is needed in future projects.	
7		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	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	

		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)		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	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		
	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)