

| KEVICC KS3 Curriculum: Design & Technology | Subject: Product Design | Key terms and vocabulary. |
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| Year: 9 Term: Various | Topic: Small Table Project | Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked? |
| <p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <ul style="list-style-type: none"> • Through practical, gain a full understanding of the use of metals, in particular mild steel and appropriate measuring, marking out, cutting, joining and finishing processes. • Enrich design and manufacturing vocabulary that can be applied to a range of design contexts. (Use of ACCESS FM evaluation and notation structure). • Improve problem solving skills in the development of design ideas and the realisation of these ideas using a range of materials including metal, wood, plastics and textiles. • Understanding of design techniques that allow the development of creative concepts through sketching modelling and reflection in an iterative manner. • Importance of following instructions closely and ensuring accurate measurements. • Development of design ideas, using inspiration, work of designers, awareness of materials, tools and processes. • Develop workshop health and safety awareness and etiquette. | | <p>Vocabulary regularly tested verbally in class and also tested at end of module unit test.</p> <p>Key Words. Aesthetics Customer Cost Environmental Safety Scale/Size Function Materials Ergonomics Social and Moral Issues Inclusion Feedback CAD CAM Mild steel Hack saw Marking/engineers blue Scribe Centre punch Pillar drill Hole saw MIG welder Belt sander Pop riveter Brackets Plywood Bradawl Screws Plasma cutter Laser cutter Lathe Varnish</p> |
| <p>What prior learning supports understanding of this content? Prior experience in a workshop environment, an awareness of health and safety, workshop etiquette and a working knowledge of materials, tools and processes. It also builds on a foundation of research, analysis, designing and making skills that underpin the work covered by this element of the curriculum.</p> | <p>How does this content link to future learning? All research, analysis, design and making skills are directly transferrable to other D&T areas and curriculums. Content is linked to other Year 9 Technology modules, GCSE and 'A' Level courses.</p> | |
| <p>Reading: Students are asked to investigate a range of sources and to evaluate the materials relevance, the designers thinking and to apply the ACCESS FM analysis and notation system. Awareness of inspiration and sources and their influence on designing.</p> | <p>Writing: Notes are made during the research, designing, development and evaluation stages of the project. Students also have to complete home learning assignments where they summarise collected information for presentation and revision.</p> | |
| <p>Key assessments: <i>How will students review the information learned?</i> <i>How will feedback be seen?</i> Students will peer assess and self-evaluate ideas, skills and knowledge midway through the project. Continuous peer and teacher assessment and guidance. Staff will assess work on design research & design sheets, the practical itself and evaluation and sketched improvements. Peer assessment will also occur at design stages as part of the selection process.</p> | | |