Key Stage 3 LTP

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| **Curriculum Intent** |
| The fundamental lead for the curriculum is our vision statement. It focuses on our beliefs but also respects the culture and faiths of all. We have a big focus on the personal development of the pupils with an emphasis on Spiritual, Moral, Social and Cultural development and Personal and Social Health. In Year 7 and 8, pupils learn how to research, develop and produce prototypes based on existing creative product produced across the world. Year 7 focus on packaging and branding, learning about a variety of materials, their working properties and the impact they have on us and the environment and the effectiveness of being successful in their design objective. Year 8 focus on designing for a British design company who sells CAD/CAM products. This develops further knowledge from the previous year’s focus on environmental issues and developing designs for the consumer, looking at market trends and quality control. These projects will help GCSE students understand the use of primary and secondary research and effectively produce original design outcomes working safety in a creative environment.  Staff have considered what skills and knowledge would be required at a Gcse level, to be able to access the specification and allow students to be independent, resilient learns that that can be creative and reflective upon their own projects.  The subject staff aim to provide for the spiritual welfare, academic progress, aesthetic awareness and pastoral care of every child, within a secure, stable and stimulating atmosphere valuable to effective learning that reflects St. Joseph’s strong Catholic ethos. We recognise and encourage talent of all kinds and degrees, and to endeavor to stretch intellectual, creative and physical capacity of all our pupils. To ensure that all children have access to the curriculum and that the curriculum through subject specific Schemes of Work, is adapted, where necessary so that all can learn and progress. Therefore our curriculum is progressive and regularly reviewed to adapt to the changing needs of our pupils.  In lessons we provide differentiation by outcome. Workbooks and ppt tasks have opportunities to self-set tasks, independent research/inspirations and challenges. Some provide extension tasks that offer increased difficulty/challenges and there are exemplars for all units. We also have streaming of HA sets but inclusive of G&T and run a just for fun booklet online. Available to students we have HA Booklets and PD extension classes at lunch for year 11 students also allows time for other students to catch up. |

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| **Prior Learning Summary** |
| KS2 learning will be basic making skills depending on the school attended |

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| **Curriculum Structure – Year 7** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | A | A | A | A | A | A | A | A | B | B | B | B | B | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |

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| **Curriculum Structure – Year 8** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | A | A | A | A | A | A | A | A | B | B | B | B | B | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D |

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| **Curriculum Structure – Year 9** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E | E | E | E | E | E | E | E | E | E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Unit A – Skills and knowledge** | |
| **Overview** | Technical drawing skills and working properties of materials. |
| **Aims** | Students will be able apply rendering, textures and blend using colour pencils. Produce sketches when using isometric, crating and other presentation skills.  Students will be able to explain how various materials are sourced, produced, manufactured into products and disposed of at the end of their working life. |

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| **Unit B – CAD/CAM prototyping** | |
| **Overview** | Learning how to use CAD software’s and manufacture a prototype on the laser cutter |
| **Aims** | Students will be able to use tech V3 software to create a personalised product on the laser cutter. Pupils will be able to test and evaluate the product. |

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| **Unit C – Olympic Merchandise** | |
| **Overview** | Research, design and development based around merchandise and packaging, sustainability and design techniques. |
| **Aims** | Students will be able to analyse products and its packaging that is currently on the market to help inform design decisions. Students will understand the impact of design features, on the environment, and manufacturing choices when using various materials appropriate for Key rings and packaging taking into consideration their working properties. |

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| **Unit D – Design era Clocks** | |
| **Overview** | Research, design and development based around a design era, sustainability and CAD/CAM techniques. |
| **Aims** | Students will be able to analyse products that is currently on the market to communicate and inform design decisions. Students will use their knowledge of material properties and current social issues and trends to help develop design choices and produce a prototype. |

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| **Unit E – Public Venture** | |
| **Overview** | Research, design and development based around a design era Bauhaus and British architect Norman Foster, sustainability and market pull. |
| **Aims** | Students will be able to investigate and disassemble products to inform their design decisions. Using technical hand sketching techniques and hand prototype modelling to communicate their design ideas. |