



Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School: **Crosshill School**

Subject: **Design Technology - Explore**

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

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| Curriculum Leadership | Katie Phillips – Science and Technology Lead |
| School Intent | <p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p> |
| Subject Intent | <p>At Crosshill, Design and Technology is a creative and practical subject that helps children become independent, curious, and confident learners. Our curriculum gives pupils the chance to design and make real, purposeful products, encouraging them to solve problems and think critically. We teach through an ongoing cycle of planning, making, evaluating, and improving, helping children to reflect on their work and build resilience. Pupils learn to use tools and materials safely, developing both technical skills and personal skills such as teamwork and communication. We link Design and Technology to real life and other curriculum areas, making learning meaningful and memorable. Through hands-on activities, children explore how things are made, how they work, and how they can make a positive difference in the world around them.</p> |

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| Key Stage 2, National Curriculum Aims | KS1 Material exploration, basic cutting/joining, creativity Simple construction, building structures Textiles, cutting, joining (simple sewing) KS2 Tool use, combining materials, techniques Measuring and cutting accurately, strengthening structures Accurate measuring, stitching, evaluating products | Key Stage 3, National Curriculum Aims | KS3 Specialist tools and techniques, creative design ideas Advanced tool use, timber properties, structural design Specialist textile techniques, evaluating for user/aesthetic need |
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Year 11

Topic: Let's Get Crafty

ASDAN Lifeskills Challenge – Craft Skills 6309

Knowledge:

By the end of this unit, pupils will:

- Be able to plan a craft activity.
- Know equipment and materials required for a craft activity.
- Be able to carry out a craft activity.

Skills:

- Identify a craft activity
- Plan the activity
- Identify the equipment to be used for the craft activity
- Identify materials to be used for the craft activity
- Participate in carrying out the craft activity

Topic: Wonderful Wood

ASDAN Lifeskills Challenge - Making a wooden product 1009

Knowledge:

By the end of this unit, pupils will:

- Be able to identify examples of wooden products
- Be able to identify tools required to make a wooden product
- Know who to ask for help to make the wooden product

-Be able to contribute to making a wooden product

Skills:

- Identify 2 products that could be made out of wood.
- Decide on 1 wooden product that could be made.
- Find out how to make the wooden product.
- Identify 3 tools that may be needed to make the wooden product.
- Check with a skilled person that the tools are correct.
- Identify an appropriate person who can help make the wooden product.
- Decide on when the wooden product will be made.
- Decide of where the wooden product will be made.
- Help to mark out the wood for any cutting that is required.
- Help to shape and/or cut out the wood, moulding and/or joining the wood to make the required shape.
- Apply a suitable finish to the wooden product.

Topic: Super Sewing (make fabric bunting for EOY Celebration Assembly)

ASDAN Lifeskills Challenge - Making a string of fabric bunting 7827

Knowledge:

By the end of this unit, pupils will know:

- How to prepare for sewing.
- How to make the bunting triangles.
- How to create the string of bunting.

Skills:

- Select a fabric and a contrasting option if desired
- Attach a triangle template using pins
- Cut fabric shapes
- Pin fabric shapes together with pins
- Sew the triangles together along two longer sides using an appropriate method
- Turn the triangles the right side out
- Attach the triangles to bunting tape with pins
- Use a suitable method of sewing to attach the triangles to the bunting tape