



Lesson Plan

Structures (Year 7 – Key Stage 2)	Week number 19	Date: 9/2/16	Time: 1100 - 1150	Venue: Design Technology	Teacher: Mr. Oyeboye
Aims: Big Picture: To interpret an Engineering drawing based on 'sketches'					
Objectives - by the end of the session, students will:	Teaching and Learning Activity	Assessment	Timing	Resources	
To investigate different types of structures. To complete Design Brief, task analysis and the mind map. HOMEWORK: Find an example of a structure Explain what you like and dislike about it Explain how your chose structure can be made stronger	Introduction activity- As students come into the room there is a question on the board. As I call their name in the register they will give their answer to the question "Name a tall building, bridge or structure?"		2 minutes	PowerPoint Class Register	
	Starter: Can you name those famous structures; can you name the country you think it is in?	Walk around classroom assessing progress. Group feedback.	5 minutes	PowerPoint Pen/Pencil Paper	
	Main: Explain to students, differences between natural structures and man-made structures. Explain to students, differences between Frame Structures and Shell Structures	Walk around classroom assessing progress. Feedback/Questioning Questioning Feedback Peer assessment	10 minutes	PowerPoint Pen/Pencil Paper	
	Main Activity One: What type of structure is it? Students will have examples on PowerPoint.				
	Main Activity Two: In small groups, design a scale model of a frame structure that can hold at least a bag of sugar. In pairs, make a scale model of a frame structure that can hold at least a bag of sugar. Task analysis: Thinking about the structure you've just made; how can you improve it further to make it a more stable structure.	Walk around classroom assessing progress. Peer Assessment	5 minutes 20 minutes 5 minutes	PowerPoint Pen/Pencil Paper Art Straws Pipe cleaner Sticky Tape Masking tape Bag of sugar x3 small and big	
	Plenary: 2 stars and a Wish! Can you use the 'post it note' to write 2 things you have learnt this lesson and 1 thing you are still unsure of.	Walk around classroom assessing progress. Group Feedback	3 minutes	PowerPoint Pen/Pencil Paper	
Differentiated work, Learning Support/LSP Activity: adjustments to teaching materials, Student profiles. Extension Tasks to be provided to students that quickly complete planned activity.		Employability Skills: e.g. literacy, numeracy, team working and interpersonal skills, use of initiative, analysing and problem solving, verbal communication, personal planning and organising, flexibility, IT) Team working (discussing ideas), Verbal communication (answering questions and talking to peers), Interpersonal skills , use of initiative (making decisions whilst analysing products).			
Reflection: To be completed at the end of lesson...					

A Scheme Of Work For Key Stage 3 Design And Technology

Alex McArthur, Tristram Shepard



A Scheme Of Work For Key Stage 3 Design And Technology:

Design and Technology ,2000 Product Design for Key Stage 3 Andy Biggs,Melanie Fasciato,Tristram Shepard,2001 Enhances classroom effectiveness and helps raise standards of teaching and learning This pack addresses issues concerning differentiation progression and continuity within D and T It places emphasis on individual target setting whereby pupils achievement is easily monitored Food Technology for Key Stage 3 Hazel King,Tristram Shepard,1999 Accompanying the pupils full colour textbook this pack enhances classroom effectiveness and helps raise standards of teaching and learning

Textiles Technology for Key Stage 3 Alex McArthur,Tristram Shepard,2000-08 Accompanying the pupils full colour textbook this pack enhances classroom effectiveness and helps raise standards of teaching and learning It places emphasis on individual target setting whereby pupils achievement is easily monitored **Ideas to Inspire - A Practical Guide to the Key Stage 3 Strategy in Design and Technology** Jayne Ashman,Julie Donnachie,Jill Jackson,2003 Designed to be of use to any school D T department this set of resources provides ready to use classroom activities tailor made for meeting the requirements of the Key Stage 3 Strategy in Design Technology The photocopiable teacher s file contains ready to go activity sheets full supporting teacher notes and lesson guidance Separate sections of activities for food technology textiles technology and product design all with a Year 7 focus are also included Customisable activities colour artwork and photographs are available on an accompanying website and colour acetates ready made for OHT use are available separately

Aspects of Teaching Secondary Design and Technology Gwyneth Owen-Jackson,2003-09-02 Beginning by outlining the national curriculum for design and technology *Aspects of Teaching Secondary Design and Technology* goes on to look at what design and technology is in the primary school at examination level and post 16 Vocational qualifications relevant to design and technology are also discussed There are chapters looking at the relationship between design and technology and the wider social and cultural context The development of cross curricular skills and value judgements are discussed as are sustainability and the role of the community in the teaching and learning of design and technology Together these articles comprise a sound guide to good classroom practice related to the requirements of the curriculum and rooted in the professional perspectives of experienced teachers Meeting SEN in the Curriculum: Design & Technology Louise T.

Davies,2012-12-06 All teachers are meeting more pupils with special needs in mainstream classrooms Although there are general issues to be aware of subject specialists will always want specific guidance and examples This series combines SEN expertise with subject knowledge to produce practical and immediate support Covers policy writing and how to do it simple explanation of SEN labels creating an inclusive classroom environment monitoring and assessment working with TAs For secondary teachers subjects Heads of Departments SENCOs Learning Support Departments and LEA advisers This book includes health and safety standards selecting and using the right resources and materials choosing the right teaching strategy to meet specific learning styles **Enabling Access** Barry Carpenter,Rob Ashdown,Keith Bovair,2017-10-05 This

Routledge Classic Edition brings together widely experienced editors and contributors to show how access to a whole school curriculum can be provided for learners with moderate to profound and multiple learning difficulties Along with a new appraisal of the contents from the editors the contributors raise debates illustrate effective teaching ideas and discuss strategies for providing a high quality education for these pupils and a celebration of their achievements The book also discusses the active involvement of family members and the learners themselves in these processes and considers issues surrounding empowerment of learners professional development of the workforce and curriculum principles such as differentiation personalisation and engagement Winner of the prestigious nasen TES Academic Book Award in 1996 Enabling Access is an essential read for students and lecturers in higher education and for teachers support staff and other professionals in all educational settings in the UK and abroad catering for these learners

Design and Make It! Tristram Shepard, Melanie Fasciato, Diana Mitchell, 1998 This is an assessment resource which aims to give a reliable judgement of pupils levels of attainment at the end of Key Stage 3 through structured assignments These involve designing and making desk top picture frames a portable night light and environmentally responsible packaging posters and other items The pack includes lesson plans an assessment check list template sheets project sheets and an end of project test

International Handbook of Research and Development in Technology Education, 2009-01-01 This international handbook reflects on the development of the field of technology education From reviewing how the field has developed and its current strengths consideration is given to where the field might go and how it can be supported in this process This handbook argues that technology is an essential part of education for all and it provides a unique coverage of the developing field of technology education It is divided into eight sections from consideration of different approaches to education in different countries through thinking about the nature of technology perceptions of technology relationships between science technology and society learning and teaching assessment teacher education and professional development and developed and developing research approaches This book constitutes a significant collection of work from numerous countries and authors actively engaged in technology education research and development It is intended for graduate students academics researchers curriculum developers professional development providers policy makers and practitioners The development of this handbook represents an important step in the maturity of the field of technology education The field has matured as our technological society has matured to the point that research and practice can be documented as shared in this publication Historians will look at this international handbook as a significant comprehensive step for a field of education that focuses on technology innovation design and engineering for all students Kendall Starkweather Ph D DTE CAE ITEA Executive Director

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