



Lesson Plan

Structures (Year 7 - Key Stage 2)	Week number 19	Date: 9/2/16	Time: 1100 - 1150	Venue: Design Technology	Teacher: Mr. Oyeboade
Aims: Big Picture: To interpret an Engineering drawing based on 'sketch'					
Objectives - by the end of the session, students will:	Teaching and Learning Activity	Assessment	Timing	Resources	
To investigate different types of structures.	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	
To complete Design Brief, task analysis and the mind map.	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	
HOMEWORK: Find an example of a structure	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	
Explain what you like and dislike about it	Main Activity One: What type of structure is it? Students will have examples on PowerPoint.				
Explain how your chose structure can be made stronger	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/LLP 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. (1) 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

Louise Davies



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

Design and Technology ,2000 *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 *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 *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

A Practical Guide to Teaching Design and Technology in the Secondary School Gwyneth Owen-Jackson,2007-06-11 This practical and accessible workbook is designed to support student teachers NQTs and beginning teachers as they develop their teaching skills and increase their broader knowledge and understanding for teaching design and technology

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 *Learning to Teach Design and Technology in the Secondary School* Gwyneth Owen-Jackson,2013-01-11 Design and technology is a subject that interests and excites most young people It requires them to work both practically and theoretically to investigate and research design plan make and evaluate It encourages creativity decision making and problem solving as pupils get to grips with real needs and real products Design and technology covers work with electronics food materials such as wood metal plastics and textiles and requires the

development of graphical skills practical skills and theoretical knowledge and understanding Learning to Teach Design and Technology in the Secondary School second edition aims to help student teachers develop their subject knowledge and professional knowledge and skills It looks at the theory underpinning important issues and links this to practice in the classroom Fully updated to take account of changes in the curriculum there are new chapters on teaching graphics 14 19 vocational qualifications and cross curricular links to literacy numeracy citizenship and sustainability There are also chapters on design and technology in the school curriculum developing areas of subject knowledge the importance of health and safety the use of ICT in the teaching of design and technology planning lessons managing the classroom assessment issues the integration of citizenship and sustainability into design and technology your own professional development Bringing together insights from current educational theory and the best contemporary classroom teaching and learning this book will prove an invaluable resource in enhancing the quality of initial school experience for the student teacher Meeting the Needs of Your Most Able Pupils in Design and Technology Louise Davies,2013-06-20 Featuring comprehensive appendices and an accompanying CD this book presents specific guidance on a range of areas including teacher questioning skills homework and recording and assessment Pedagogy for Technology Education in Secondary Schools P. John Williams,David Barlex,2020-05-21 This book explores pedagogy appropriate for the secondary school technology education classroom It covers the dimensions of pedagogy for technology with scholarly research including information strongly related to practice The book discusses the nature of technology courses in secondary schools across various jurisdictions and considers how they might be viewed with regard to different epistemological frameworks The writing is informed by but not limited to research and strongly related to practice with acknowledged experts in the field of technology education contributing chapters supported by evidence from technology education research or other fields The authors speculate on pedagogical possibilities in their areas of expertise in order to consider pedagogical possibilities and develop a view of where pedagogy for technology education should move and how teachers might respond in the way they develop their practice 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 Design and Technology Louise T. Davies,2004 Accompanied by 1 CD **Product Design** Andy Reid,Chris Ralls,2003 Student workbook designed to teach the subject of Design and Technology as part of the British Key Stage 3 curriculum Suggested level intermediate junior secondary **Design and Technology in your School** HildaRuth Beaumont,Torben Steeg,2024-03-29 This book addresses the practicalities of establishing Design Technology as a worthwhile subject in the secondary school Written by two leading experts in the field it explores the way in which Design Technology may be taught so that it makes a unique contribution to the learning of young people It provides Design Technology departments with practical information and guidance around key issues such as planning and assessing the subject justifications for teaching it as well as ways in which schools can manage and sustain teaching Design Technology long term In dealing with the breadth and depth of Design Technology this book Provides rationales for Design Technology which go far beyond the usual limited economic utility argument Considers the underpinning philosophies of technology and design and the essential place of values clarifying the substantive and disciplinary knowledge Discusses five important issues decolonising the subject gender disruption global warming pollution and waste Describes how a Design Technology curriculum may be planned taking into account content resources and learning activities to achieve breadth balance and progression Defines how the subject may be taught through a range of complimentary methods Considers a wide range of assessment practices that meet the varied learning embedded within the subject Discusses how support for the subject can be achieved by collaboration with a wide range of interested parties This book is a valuable resource for heads of departments trainee and practicing teachers those engaged in further professional development and all who want to make the learning of Design Technology an interesting motivating and exciting experience for young people **Food Technology** Barbara Mottershead,Lesley Woods,2003 Create is a Design and Technology course for Key Stage 3 It provides all the material needed to deliver the demands of the new Key Stage 3 strategy The course follows the QCA scheme and the materials support ICT requirements **Learning to Teach ICT in the Secondary School** Steve Kennewell,John

Parkinson,Howard Tanner,2003-08-27 This book is designed specifically for students training to teach ICT as a curriculum subject at secondary level It develops the key ideas of teaching and learning ICT in a structured accessible way and provides a wealth of ideas and inspiration for the learning teacher Key areas covered are the place and nature of ICT as a curriculum subject analyzing and developing subject knowledge planning schemes of work individual lessons activities and resources monitoring assessment and exams ICT across the curriculum differentiation and special educational needs professional development Throughout the book there are useful tasks and activities to help student teachers analyze their own teaching and explore the knowledge and skills needed to become a successful teacher of ICT Rooted in best practice and up to the minute research this book is also the ideal refresher for more experienced ICT teachers Textiles Technology Julie Messenger,Helen Wilson,2003 Create is a Design and Technology course for Key Stage 3 It provides all the material needed to deliver the demands of the new Key Stage 3 strategy The course follows the QCA scheme and the materials support ICT requirements **Teaching and Learning Design and Technology** John Eggleston,2004-12-30 Here is an increasingly wide agreement among teachers researchers inspectors advisers and policy makers that both teaching and research will benefit from being brought closer together But how can this be achieved Hard pressed practitioners cannot be expected to review a constant flow of conference papers journals and other publications even if such items were accessible and clearly understood This unique book synthesizes relevant research findings for the professional practitioner and highlights their implications for the quality of teaching and learning Whether you are a teacher looking to improve your practice through applying the latest thinking in your subject or a researcher looking for a concise review of the literature this book will prove to be a valuable acquisition **EBOOK: Towards Effective Subject Leadership in the Primary School** Derek Bell,Ron Ritchie,1999-07-16 This book examines the post of subject leader in primary schools in the light of the four key areas defined by National Standards for Subject Leadership strategic direction and development teaching and learning leading and managing staff efficient and effective deployment of staff The book combines existing research data and new material gathered by the authors It presents the underpinning principles and analyses the complex set of roles and responsibilities undertaken by subject leaders Most importantly it provides practical advice for subject leaders illustrated by a series of case studies and tasks which are addressed directly to subject leaders The authors have taken a generic approach looking at issues such as changing roles and responsibilities planning for teaching and learning working with colleagues and others managing resources and bringing about school improvement that have to be addressed by all subject leaders whatever their particular area of responsibility Throughout the book emphasises the importance of leadership children s learning professional development and collaboration The book will be of value to all primary school teachers and especially subject leaders

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