

KS3 DT Mini Enterprise?

(Year 3 rolling programme)

Subject curriculum intent:	<p>Through this topic pupils will design and sell products from a range of materials..</p> <p>They develop their designs by thinking about the purpose of their product and the needs of possible users; to mark, measure, cut, and bake.</p> <p>They use a variety of tools with precision and care.</p> <p>They will consider appearance of their product to make it sell able</p> <p>They will market it appropriately with posters advertising</p>		
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome	
Pupils will have engaged in art and DT lessons creating a variety of projects, in a range of styles and using a variety of materials. Pupils will begin to develop communication skills to discuss and evaluate their work and follow the structure of design, make and evaluate within their work.	Pupils will have participated in a vocational learning day each week and develop basic skills for the work place. Pupils will have built on skills developed in KS3 to start to explore manufacturing processes through creative lessons.	By the end of KS5 pupils will have developed skills needed to succeed in work, social and further learning settings. Pupils will have developed an understanding of the world of work and begin to map out their futures. Pupils will be able to transfer skills into a variety of settings.	
Intent for this topic:	Students will develop their understanding of materials and equipment needed to create products safely. Students will understand the production process including researching, planning, making and evaluating. Students will have the opportunity to think creatively, devise new products and problem solve processes.		
Core vocabulary needed for this subject/topic:	Products, research, equipment (clay, rolling pin, cutter,), PPE (gloves, goggles, apron), safe, danger, hazard, impact, quality (good/bad/high/poor), customer, survey, feedback, advertise, marketing, packaging, evaluating.		
Key skills taught in this subject/topic	<p>Research - Students will predict and extract information from a range of sources.</p> <p>Evaluating - Students will express their own views and preferences against agreed criteria to evaluate the success of their own work and the work of others. Students will evaluate production lines/sales.</p> <p>Empathy - Students to understand what customers might be thinking or feeling in different situations</p> <p>Social skills - When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.</p> <p>Communication - Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. Pupils will use communication tools to work within a production line.</p> <p>Reading skills: will be used when following a range of instruction to complete products and to follow health and safety signage.</p>		
Prior knowledge: what pupils may already have studied			

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	Art	Various topics	3 year rolling programme	<p>Know work from different artists and designers from different cultures backgrounds and disciplines.</p> <p>To show preference and/opinions in relation to own ideas and the work of others.</p> <p>To develop an understanding of colour, pattern, texture, line, shape, form and space</p> <p>To develop skills manipulating a range of materials to design and make with</p>
	DT	Puppets Canoes	3 year rolling programme	<p>To develop creativity with the emphasis is on designing and making a set of puppets together with a puppet theatre, which the children themselves can use in putting on a performance</p> <p>Design and make a floating canoe from a range of materials.</p> <p>They will adapt their canoe to make it go stay afloat.</p> <p>Pupils will investigate how long their canoe can stay afloat for</p> <p>They develop their designs by thinking about the purpose of the canoe and the needs of possible users; to mark, measure, cut and join materials with increasing accuracy.</p>
KS4	Art award Creative Manufacturing as part of vocational curriculum.		2 year rolling programme	<p>To actively participate in a range of arts activities, including a personal response about what they have learnt from taking part</p> <p>To experience art organisations, artists and their work</p> <p>To create a piece of art work</p> <p>To identify what they have enjoyed and/or achieved, and their communication of this to others</p>
KS5	N/A			

Links to other subjects:

ICT - Researching information, use of online tools, navigating websites, uploading information, creating adverts

Maths - handling money

Drama - to create video advertisements.

Vocational - following instructions and health and safety rules.

English- reading and understanding safety signage. Reading and following visual/written instructions.

Through this unit pupils will: Design and sell products from a range of materials..

They develop their designs by thinking about the purpose of their product and the needs of possible users; to mark, measure, cut, and bake.

They use a variety of tools with precision and care.

They will consider appearance of their product to make it sell able

They will market it appropriately with posters advertising

Keywords: Product, make money, advertise, sell, appearance, buy, customers, practice, faults,

	<u>B2PS1</u>	<u>B2PS2</u>	<u>B2PS3</u>
<u>Subject specific knowledge</u>	Know that people buy things Know different places that people can buy things Will be able to work alongside at number of others when an adult is present	Know that some shops sell specific things. Know why certain shops sell things Can make changes to a plan based on research undertaken. Is able to evaluate their design and give some ways they can improve it. Pupils explore familiar products say who might buy it and why and communicate views about them when prompted	Know why certain shops sell things To understand that shops provide a service for the public Know that they need to make a profit Will select appropriate ingredients or equipment and processes, explaining their choices when prompted Participate in decision making
<u>What do pupils need to know?</u>			

			Explore familiar products and communicate views about them when prompted. Will generate design proposals that match the criteria
<u>Subject specific skills</u> <u>What do pupils need to be able to do?</u>	Explore and evaluate a range of existing products Will follow TSI led activity of putting items together Uses scissors to cut out a simple template Collect specific equipment required With adult support will follow verbal, gestural and pictorial instructions to assist in the construction process of an item. Evaluates their product by stating what they like/dislike	Draw own pattern to decorate decorations Evaluates their product by looking at appearance Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Can change item to attract a wider audience Pupils can suggest how to improve their product	Will be able to estimate and with support work out if a profit or loss has been made. Will use money (Coins and notes) to pay for items. Pupils will generate ideas and plan what to do next, suggesting things that they could do better in the future. Pupils will talk about their ideas, saying what they like and dislike Pupils identify what they could have done differently or how they could improve their product
<u>Subject specific knowledge</u> <u>What do pupils need to know?</u>	Will be able to work as part of a team Will identify the team leader within their group	Can make changes to a plan based on research undertaken. Is able to evaluate their design and give some ways they can improve it. Pupils explore familiar products say who might buy it and why and communicate views about them when prompted.	Will select appropriate ingredients or equipment and processes, explaining their choices when prompted Participate in decision making Explore familiar products and communicate views about them when prompted. Will generate design proposals that match the criteria

<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p>Will accept suggestions on how to improve product</p> <p>Pupils will, with help begin to assemble components provided their product.</p>	<p>Can change item to attract a wider audience</p> <p>Pupils can suggest how to improve their product</p> <p>Evaluate their ideas and products against design criteria</p>	<p>Pupils will generate ideas and plan what to do next, suggesting things that they could do better in the future.</p> <p>Pupils will talk about their ideas, saying what they like and dislike</p> <p>Pupils identify what they could have done differently or how they could improve their product</p>
<p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p>	<p>Class questionnaires</p> <p>Key Stage questionnaires</p> <p>Sequence instructions</p> <p>Make item in stages</p> <p>Design a poster</p> <p>Evaluate your item</p>	<p>What do people like to buy at fairs?</p> <p>How much money would people spend on a product?</p>	<p>What would people like to buy at Christmas time?</p> <p>What would make a profit?</p>