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| **Name** | | | | | | **W Bullen** | | | | | | | | | | **Date** | | | |  | | | | | | | | **Letterhead**  **LESSON PLAN**  **HOLY FAMILY**  **RC & CE COLLEGE** | | | | | | | | | |
| **Subject / Class** | | | | | | **Year 9 DT** | | | | | | | | | | **Time / Period** | | | |  | | | | | | | |
| **Number in class** | | | | | |  | | | | | | | | | | **Boys** | | | |  | | | **Girls** | |  | | |
| Key Stage 3: Highlight the levels targeted in this lesson. Record number of students currently working at each level. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below level 3 | | | | | Level 3 | | | | | | Level 4 | | | | | | Level 5 | | | | | | | Level 6 | | | | | Level 7 | | | | | Level 8 | | | |
| 1 | 2c | 2b | | 2a | 3c | | | 3b | 3a | | 4c | 4b | | | 4a | | 5c | | 5b | | 5a | | | 6c | 6b | | 6a | | 7c | | 7b | 7a | | 8c | 8b | | 8a |
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| Key Stage 4: Highlight the grades targeted in this lesson. Record number of students currently working at each grade. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | | | F | | | | E | | | D | | | | C | | | | B | | | | A | | | | A\* | | | | Pass | | | Merit | | | Dist. | |  |  |
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| ***How many students are currently:*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below Expected Progress: | | | | | | | | | | | | | Making Expected Progress: | | | | | | | | | | | | | | Above Expected Progress: | | | | | | | | | | |
| Context of the lesson  **STOP – ABILITY TO PAUSE BEFORE (MORAL) CHOICES ARE MADE**  The focus of the lesson is on the evolution of product design. The main theme is to identify what triggers changes to the design of a product – customer demand, technological change, cultural/religious issues, social and/or economic situations, environmental issues. Students will look at products from the 20th century and discuss and decide why the change occurs and extend this by deciding if the change is of value. The purpose is to stimulate curiosity about the world we live in, how it has changed over time and how product design has moved alongside a changing world. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Objectives (please display on whiteboard)   * To *question* why the design of familiar products has changed over time * To *investigate* what causes change to the way products are made, look and function * To *ask* and *debate* if these changes are necessary – who or what benefits from evolution and new development of products? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key words:  Question; investigate; deliberate; debate; compare; decide; justify | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Questions | | | | | | | | Lesson outline | | | | | | | | | | | | | | | | | Progress checks | | | | | | | | | | | | |
| Do Now/Self-starter (engage): | | | | | | | | A3 images of products from early 20th century – identify what they are, what has changed and what is similar. | | | | | | | | | | | | | | | | | Are students identifying products by observing familiar design features on each of the products? | | | | | | | | | | | | |
| Starter (links to prior learning, new concept or skill) | | | | | | | | Using the images of swimwear, the camera, domestic kettle and the telephone, ask students in small groups to identify how the design of the basic product has changed over time. Discuss what has changed over time and decide why the change has occurred – who or what made it happen. | | | | | | | | | | | | | | | | | Identify prior knowledge of what can trigger change to products by using the images alone without the Human Factors text to give clues. Are students questioning the design differences and linking these to the product to the time in which it would have been used? | | | | | | | | | | | | |
| Main (model, apply, implement, consolidate, understand) | | | | | | | | Using the A3 sheet with the collection of products listed – ask students to read together the human factors that can trigger the change in the design of products. Students to work individually completing information on what has changed, what aspects of the product remain the same and to decide which of the human factors has triggered this change. Students to extend this response by considering whether the change is for the better. | | | | | | | | | | | | | | | | | Can students apply what has been discussed so far with individual insights and further questioning of what has changed about the products and the reasons for the change.  Are students relating the information on Human Factors widely to the range of products. Are they relating the human factors and then able to explain why these are the triggers for change? | | | | | | | | | | | | |
| Plenary (review, evaluate, assess) | | | | | | | | Gather together the information collected and recorded. As a whole class tally the results for the response to whether the change of each of the products was for the better or was it unnecessary? Recap what has changed and what remains the same. Discuss the reasons for the changed linking this to the human factors introduced in the main activity. | | | | | | | | | | | | | | | | | Have students made informed decisions about whether the change of the given products is for the best or have they assumed that if a product is more modern/new it must be better.  Can they link market pull and technological push to the products. When looking at accessibility of designs for all users, are they sensitive to and tolerant of the varying needs of different groups within society? | | | | | | | | | | | | |
| Opportunities to develop Numeracy skills: looking at products in date chronological order; comparing the scale and proportion of the design of products in relation to function and ease of use. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Opportunities to develop Literacy skills: reading given text; using persuasive language to justify and explain opinions on why product evolution occurs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Opportunities to develop SMSC: considering the needs of a user in the design of a product; being aware of the world around us in influencing our choices towards products and their necessity at different stages in time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Differentiation Strategies (for key groups of students inc. SEND, PP, G&T, EAL): class discussion before recording ideas to support the less able and to act as a springboard for the ideas of more able students. Human factors text – highlight key phrases and information to break down the text for less able readers and/or EAL. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |