# Wood Technology – Planning Tool – 2019/2020



### Action Verbs:

**Apply:** select and use information and/or knowledge and understanding to explain a given situation or real circumstances

**Appreciate:** recognise the meaning of, have a practical understanding of

Collaborate: work jointly with others or together on an activity or project

Communicate: use visual gestural, verbal or other signs to share meaning or exchange information; interaction between sender and recipient; both work together to understand

**Compile:** to build up gradually

Consider: think carefully about something, typically before making a decision

Create: process and give form to the topic of what is to be created using selected methods and material and/or to give the material used a new form

Demonstrate: prove or make clear by reasoning or evidence, illustrating with examples or practical application

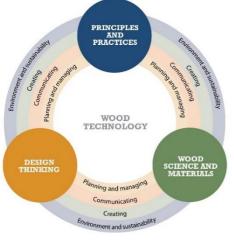
Devise: to plan or invent with careful thought

Discuss: offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions are supported by appropriate evidence

Evaluate: (data) collect and examine data to make judgements and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgements about the ideas, solutions or methods

**Evolve:** to develop through experience





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#### Strand 1: Principles and practices

In this strand, students learn about and employ They learn to work safely and efficiently with equipment and materials, and apply principles of craft excellence through design and manufacture. They will investigate the wood as a natural and renewable resource and learn about sustainable practice.

#### Strand 2: Design thinking

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models/prototypes and artefacts that illustrate their design thinking. Students consider factors to produce purposeful, functional, appealing environmental benefits and impacts of using artefacts. They also consider the environmental nvestigate how to minimise material use and sourcing materials.

n this strand, students explore design briefs. In this strand, students explore the natural and the fundamental principles and practices and their solutions. They use key principles of physical properties and characteristics of wood. associated with the study of Wood Technology. design and produce sketches, drawings, They learn how to use the natural aesthetics and properties of wood to enhance the appearance and function of artefacts. They explore the role of forestation and wood ir terms of local/global ecology and sustainability and recognise the importance of considering and social impacts of design decisions and the impact on the natural environment wher

chvironment and sustainabuirs	Students should be able to:	Students should be able to:	Students should be able to:
earning and managing earning outcomes in this element encourage ents to develop a range of project agement skills while evolving their designs to creation stage. Students develop the ssary knowledge and skills that will enable to effectively solve contextual problems.	<ul> <li>1.1 explore key elements required for the completion of tasks</li> <li>1.2 justify the selection of plans, processes and materials for the completion of tasks</li> <li>1.3 collaborate effectively in a workshop learning environment</li> <li>1.4 manage themselves and their resources</li> </ul>	<ul> <li>2.1 explore design problems</li> <li>2.2 manage information and thinking to support an iterative design process</li> <li>2.3 evaluate their own progress to inform future learning</li> <li>2.4 understand key principles of design and ergonomics</li> </ul>	<ul> <li>3.1 identify common species of trees</li> <li>3.2 evaluate the characteristics and proof common species of trees</li> <li>3.3 understand the properties associate a range of materials applicable to Wood Technology</li> <li>3.4 evaluate the use of wood in comparalternative materials</li> </ul>
earning outcomes in this element encourage ents to select and use appropriate media to municate design ideas and technical mation. Students will use technical language ciated with wood science and technology. learn about the important role that munication plays in addressing global and environmental issues. ents will plan and narrate their design ution highlighting critical features of their ions to design problems.	<ul> <li>1.5 represent key information graphically</li> <li>1.6 create sketches and working drawings to recognised standards using a variety of media</li> <li>1.7 explain the function and application of a range of tools, equipment, fixtures and fittings</li> </ul>	<ul> <li>2.5 communicate relevant information</li> <li>2.6 produce sketches, drawings and models/prototypes to explore design ideas</li> <li>2.7 communicate a suitable approach to solving a problem</li> <li>2.8 compile a folio through appropriate media</li> </ul>	<ul> <li>3.5 explain the properties associated with classification of wood</li> <li>3.6 discuss the use of wood in comparis alternative materials</li> <li>3.7 justify the use of materials based on characteristics and properties within a comparise within a comp</li></ul>
earning outcomes in this element encourage ents to be creative and to explore ways in h they can apply their knowledge and skills appreciate the practices needed to produce oseful, functional, appealing artefacts. ents develop their creativity across the three ids and use the natural aesthetics and erties of wood to enhance the appearance function of their artefacts.	<ul> <li>1.8 apply knowledge of and skills in a range of appropriate existing and emerging principles, processes and techniques</li> <li>1.9 demonstrate principles of craft excellence through the design and realisation of tasks and artefacts</li> <li>1.10 apply recognised health and safety practices in the use of tools, equipment and materials</li> </ul>	<ul> <li>2.9 evolve their solutions based on critical reflection</li> <li>2.10 devise templates and models using various media</li> <li>2.11 produce purposeful, functional, appealing artefacts</li> <li>2.12 create an artefact having considered factors such as materials, cost, time resources and skills</li> </ul>	<ul> <li>3.8 utilise the natural aesthetics and properties of wood to enhance the apperand function of an artefact</li> <li>3.9 create an artefact that demonstrate understanding of the properties associa with a range of materials applicable to V Technology</li> </ul>
earning outcomes in this element encourage ents to appreciate the environmental fits and impacts of using wood as a natural renewable resource, and to use sustainable cice throughout their learning. Students ore the role of forestation and wood in terms obal and local ecology and sustainability.	<ul> <li>1.11 investigate the environmental impacts of using wood as a natural and renewable resource</li> <li>1.12 appreciate sustainable practice throughout their learning</li> </ul>	<ul><li>2.13 recognise the environmental and social impacts of design decisions</li><li>2.14 investigate how to minimise material use and manage waste</li></ul>	<ul> <li>3.10 appreciate the role of forestation a wood in terms of local/global ecology ar sustainability</li> <li>3.11 investigate the journey of wood frof forest to end use</li> <li>3.12 consider the impact on the natural environment when sourcing materials</li> </ul>

#### Strand 3: Wood science and materials

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### Action Verbs:

Explain: give a detailed account including reasons or causes

Evaluate: (ethical judgement) collect and examine evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about the ideas, solutions or methods

Explore: to think or talk about something in order to find out more about it

Identify: recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Investigate: observe, study, or make a detailed and systematic examination, to establish facts and reach new conclusions

Justify: give valid reasons or evidence to support an answer or conclusion

Manage: to work upon or try to alter for a purpose

Produce: make or manufacture from components or raw materials

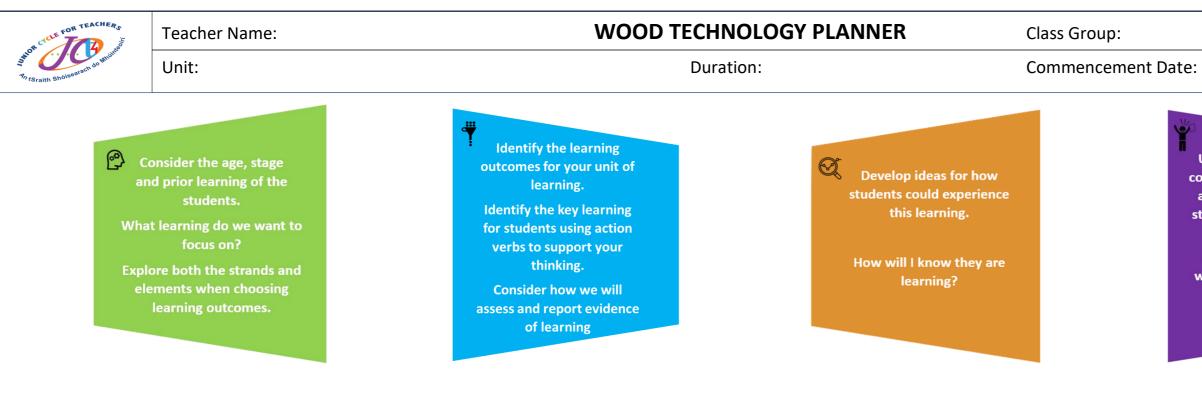
Recognise: identify facts, characteristics or concepts that are critical (relevant/ appropriate) to the understanding of a situation, event, process or phenomenon

Represent: bringing clearly and distinctly to mind by use of description or imagination

Understand: have and apply a wellorganised body of knowledge

Utilise: make practical and effective use of







Using your own classroom context, what methodologies and resources will support students in experiencing the learning outcomes.

Ensure assessment aligns with the learning outcomes and their action verbs