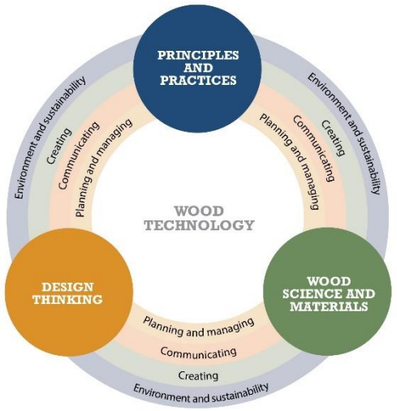
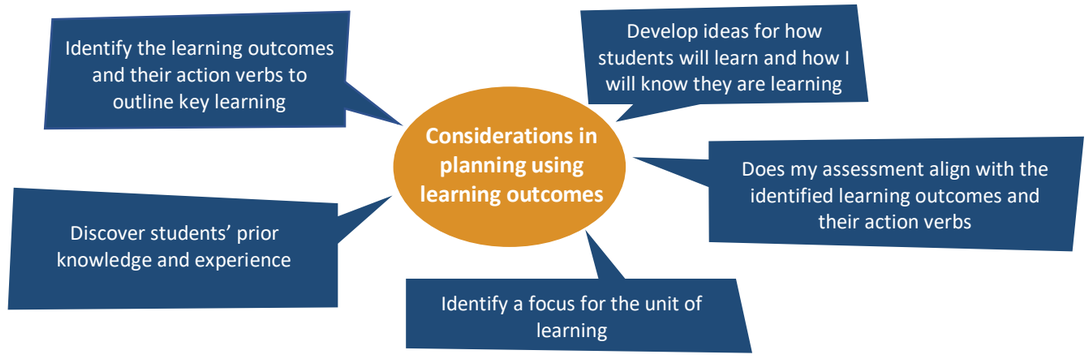
Wood Technology Planning





	Strand 1: Principles and practices *Students should be able to:*	Strand 2: Design thinking *Students should be able to:*	Strand 3: Wood science and materials *Students should be able to:*
Planning and managing	1.1 **explore** key elements required for the completion of tasks 1.2 **justify** the selection of plans, processes and materials for the completion of tasks 1.3 **collaborate** effectively in a workshop learning environment 1.4 **manage** themselves and their resources	2.1 **explore** design problems 2.2 **manage** information and thinking to support an iterative design process 2.3 **evaluate** their own progress to inform future learning 2.4 **understand** key principles of design and ergonomics	3.1 **identify** common species of wood 3.2 **evaluate** the characteristics and properties of common species of wood 3.3 **understand** the properties associated with a range of materials applicable to Wood Technology 3.4 **evaluate** the use of wood in comparison to alternative materials
Communicating	1.5 **represent** key information graphically 1.6 **create** sketches and working drawings to recognised standards using a variety of media 1.7 **explain** the function and application of a range of tools, equipment, fixtures and fittings	2.5 **communicate** relevant information 2.6 **produce** sketches, drawings and models/prototypes to explore design ideas 2.7 **communicate** a suitable approach to solving a problem 2.8 **compile** a folio through appropriate media	3.5 **explain** the properties associated with the classification of wood 3.6 **discuss** the use of wood in comparison to alternative materials 3.7 **justify** the use of materials based on characteristics and properties within a context
Creating	1.8 **apply** knowledge of and skills in a range of appropriate existing and emerging principles, processes and techniques 1.9 **demonstrate** principles of craft excellence through the design and realisation of tasks and artefacts 1.10 **apply** recognised health and safety practices in the use of tools, equipment and materials	2.9 **evolve** their solutions based on critical reflection 2.10 **devise** templates and models using various media 2.11 **produce** purposeful, functional, appealing artefacts 2.12 **create** an artefact having considered factors such as materials, cost, time resources and skills	3.8 **utilise** the natural aesthetics and properties of wood to enhance the appearance and function of an artefact 3.9 **create** an artefact that demonstrates an understanding of the properties associated with a range of materials applicable to Wood Technology
Environment and sustainability	1.11 **investigate** the environmental impacts of using wood as a natural and renewable resource 1.12 **appreciate** sustainable practice throughout their learning	2.13 **recognise** the environmental and social impacts of design decisions 2.14 **investigate** how to minimise material use and manage waste	3.10 **appreciate** the role of forestation and wood in terms of local/global ecology and sustainability 3.11 **investigate** the use of wood from forest to end use 3.12 **consider** the impact on the natural environment when sourcing materials

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

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

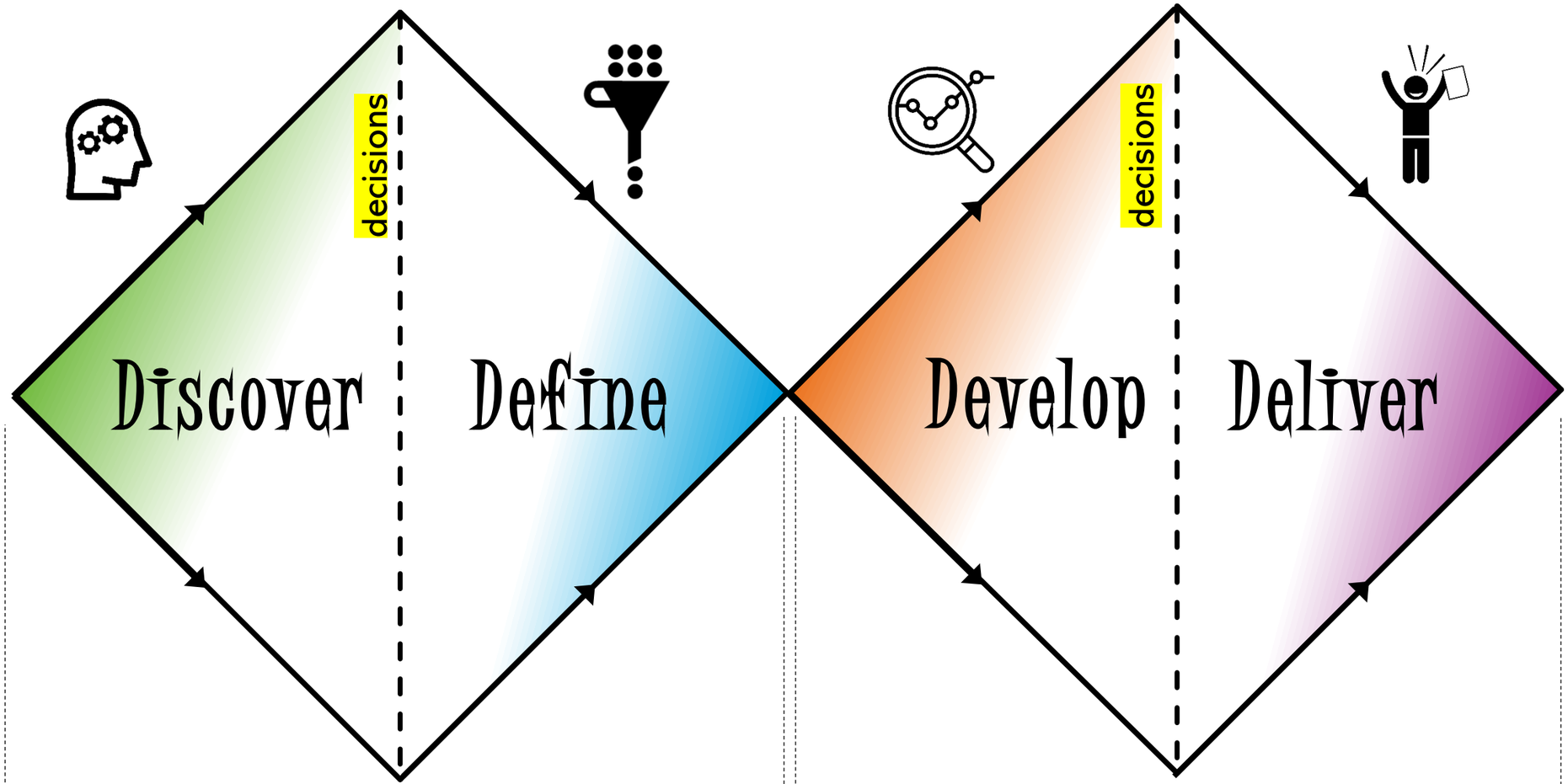
Produce: make or manufacture from components or raw materials

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 well-organised body of knowledge

Utilise: make practical and effective use of



Consider the age, stage and prior learning of the students.

What learning do we want to focus on?

Explore both the strands and elements when choosing learning outcomes.

Identify the learning outcomes for your unit of learning.

Identify the key learning for students using action verbs to support your thinking.

Consider how we will assess student learning.

Develop ideas for how students could experience this learning.

How will I know they are learning?

Using your own classroom context, decide on the learning experiences that will best support your students in experiencing the chosen learning outcomes.

Ensure assessment aligns with the learning outcomes and their action verbs.