




## YEAR 10 2023-2024 TERM 2

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning - Topic: Topic area 2: Design Requirements

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 9 , pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/Assessment Objective Links</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• identify needs and wants when designing a product</li><li>• understand how to carry out and use qualitative and quantitative data</li><li>• identify and use ACCESS FM</li><li>• develop their understanding of how to use ACCESS FM to inform a design specification</li><li>• identify types of production methods</li><li>• explain how different production methods impact the design</li><li>• identify and explain the different production processes used</li><li>• explain how production costs can impact on the design of a product</li><li>• identify British and international standards and their impact on a product</li><li>• identify what market pull and technology push are and how they inform the design of a product</li><li>• identify the 6Rs and explain sustainability</li><li>• identify the circular economy and the impact this has for product design</li></ul>
<b>Spiritual, moral, social, and cultural development</b>	SMSC: Health and safety rules in the workshop PSHE/British Values: Skills Builder: Planning for make skills
<b>Numeracy</b>	
<b>Literacy</b>	Vocabulary Tier 2: See highlighted above Vocabulary Tier 3: See highlighted above Reading: Writing: use of technical tier 3 vocabulary within annotation and design specification Oracy: when questioned pupils are able to use technical subject specific language
<b>Becoming future ready</b>	Careers/Employability: CAM industry, manufacturing industry, Product Designer
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> Use of Hodder Boost resources</p> <p><b>By resource:</b> Use of exemplar materials from OCR</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	
<b>Learning Outcomes (Knowledge)</b>	Red denotes interleaving; aspects of knowledge covered previously.

<b>Current learning to be developed in the future within:</b>	Skills to be developed –	
<b>Assessment</b>	End of unit test for summative assessment	
<b>Impact</b>	Pupils to have knowledge and understanding of sustainability, 6Rs, ACCESS_FM, BSI symbols and the design specification in order to link to current projects and then to be able to independently answer exam style questions	