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| **YEAR 10 2023-2024 TERM 2 & 3**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic:** Mock NEA / NEA | |
| **Curriculum Intent** | **In addition to working further on objectives from Year 9 , pupils will be taught, following National Curriculum guidelines, the following this term:**  **Investigation, primary and secondary data**   * Understand how primary and secondary data can be collected to assist the understanding of client and user needs * Know how to write a design brief and produce a manufacturing specification * Understand how the environment, and social and economic challenges influence designing and making   **The work of others – designers**   * Know how to investigate, analyse and evaluate the work of others * Understand how investigating the work of other designers can inform designing   **Design strategies**   * Be able to use a range of design strategies to help produce imaginative and creative design ideas * Understand how to explore and develop design ideas   **Communication of design ideas**   * Understand how to develop, communicate, record and justify design ideas * Be aware of a range of techniques to support clear communication of design ideas * Know how to design and develop prototypes in response to client wants and needs * Be able to critically evaluate prototypes and suggest modifications   **Selection of materials and components**   * Be able to select and use materials and components appropriate to a specific task * Understand how functionality, availability and cost affect the selection of materials and components   **Material management**   * Understand how effective design planning can minimise waste * Be aware of how design adaptations and use of tessellation can save time and materials * Understand the value of using measurement and marking out to create an accurate prototype * Be able to recognise and characterise the appropriate tools and methods to mark out a range of materials to create prototypes   **Tools, equipment, techniques and finishes**   * Understand how to select and use specialist tools, equipment, techniques and processes * Be aware of relevant health and safety issues when using specialist tools, equipment, techniques and processes to protect yourself and others from harm   **Surface treatments and finishes**   * Know and understand that surface treatments and finishes are applied for functional and aesthetic purposes * Understand how to prepare different surfaces for treatments and finishes * Understand how to select and apply appropriate surface treatments and finishes to a range of surfaces |
| **Skills/Assessment Objective Links** |
| **Spiritual, moral, social, and cultural development** | **SMSC:** H&S, sustainable designs  **PSHE/British Values:**  British designers and comanies  **Skills Builder:**  NEA skills in order to complete the real NEA from June 1st of Yr10 |
| **Numeracy** |  |
| **Literacy** | **Vocabulary Tier 2: See highlighted above**  **Vocabulary Tier 3: See highlighted above**  **Reading:** exam style question  **Writing:** use of technical tier 3 vocabulary within annotation on A3 sheets  **Oracy:** when questioned pupils are able to use technical subject specific language |
| **Becoming future ready** | **Careers/Employability:**  product designer / making skills |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **By product:** Use of examples  **By resource:**  Use of exemplar materials  **By Intervention**: teacher led focused activities  **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue.  **By Grouping:** according to prior attainment, gender, social preference, preferred learning style.  **By Task:**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.  **By Offering Optional Activities:** In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. |
| **QFT/SEND Provision** |
| **Implementation**  **Curriculum Delivery** | To be able to:   * Acquire the relevant skills (see impact above) in order to confidently and independently complete the NEA |
| **Learning Outcomes (Knowledge)** |
| **Current learning to be developed in the future within:** | To be able to apply and develop NEA making skills so that students are able to make their own products without any assistance (as per NEA) |
| **Assessment** | Assess tasks analysis, design specification and design ideas |
| **Impact** | So that pupils have the necessary skills in order to complete the NEA independently |