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| **YEAR 10 2023-2024 TERM 1**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Core Materials** | |
| **Curriculum Intent** | **In addition to working further on objectives from Year 9 , pupils will be taught, following National Curriculum guidelines, the following this term:**  Materials – Core Unit:   * Timbers – hardwoods, softwoods, manufactured boards * Polymers – PVC, Acrylic HIPs * Paper and Boards * Metals – ferrous, non-ferrous, alloys * Textiles – fabrics – technical, natural   To introduce pupils to a range of core material areas, linking at least three to a physical design and make task.  To gain knowledge and understanding of raw materials, stock forms, types, properties and uses of each core material area. |
| **Skills/Assessment Objective Links** |
| **Spiritual, moral, social, and cultural development** | **SMSC:** Sustainability linking to materials and reduction in CO2 emissions  **PSHE/British Values:**  **Skills Builder:**  Linking product with the type of material and the reasons why the material is used. |
| **Numeracy** |  |
| **Literacy** | **Vocabulary Tier 2:** material, colour, grain  **Vocabulary Tier 3:** properties, characteristics, specific materials (see list above)  **Reading:** exam style question  **Writing:** use of technical tier 3 vocabulary within an exam question and annotation  **Oracy:** when questioned pupils are able to use technical subject specific language |
| **Becoming future ready** | **Careers/Employability:** Materials scientist / product designer |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **By product:**  **By resource:**  PG Online booklets, teacher let focus, PG Online books  **By Intervention**: by providing different levels of supervision and support  **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:   * Know a range of core material areas, linking at least three to a physical design and make task. * Know and understand raw materials, stock forms, types, properties and uses of each core material area listed above   Red denotes interleaving; aspects of knowledge covered previously. |
| **Learning Outcomes (Knowledge)** |
| **Current learning to be developed in the future within:** | To be able to apply to NEA annotations and link to their own design ideas |
| **Assessment** | End of Unit test on material areas – using PG Online resources and text book and linking to PLCs in Doddle |
| **Impact** | Pupils to have knowledge of materials so that the are able to know how the material works and select the appropriate material for the NEA |

