



YEAR 13 2022-2023 TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Responsible Design



Curriculum Intent	<p>In addition to working further on objectives from Year 9 , pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none">To understand the importance environmental issues play in designing and manufacturing productsTo know the responsibilities of designers and manufacturers to ensure products are made from sustainable materials
Skills/Assessment Objective Links	<ul style="list-style-type: none">To know the environmental impact of excessive use of packaging and polymers in packagingTo be able to discuss the concept of a circular economyTo know how products are designed to minimise the impact on the environment. Focussing on how raw materials, extraction, energy, use, repair, maintenance, end of life, waste and chemicals have an impact on the environment.
Spiritual, moral, social, and cultural development	<p>SMSC: Environmental impact and reduction of CO2 emissions, as well a pollution in to the local environment</p> <p>PSHE/British Values: Links to exemplar start up companies which reuse, repair and upcycle furniture</p> <p>Skills Builder: Linking product with the type of material and the reasons why the material is used.</p>
Numeracy	
Literacy	<p>Vocabulary Tier 2: See highlighted above</p> <p>Vocabulary Tier 3: See highlighted above</p> <p>Reading: exam style question, text book terminology</p> <p>Writing: use of technical tier 3 vocabulary within an exam question and annotation</p> <p>Oracy: when questioned pupils are able to use technical subject specific language</p>
Becoming future ready	<p>Careers/Employability: Circular economy, use of recyclable and reusable materials in order to make a living</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product:</p> <p>By resource: A Level books, Online resources, Powerpoints</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: 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>
QFT/SEND Provision	
Implementation Curriculum Delivery	<ul style="list-style-type: none">See Above
Learning Outcomes (Knowledge)	<p>Red denotes interleaving; aspects of knowledge covered previously.</p> <p>Only a small amount of knowledge covered at GCSE</p>
Current learning to be developed in the future within:	
Assessment	<p>End of Unit assessment – use of AQA Exampro questions</p>
Impact	<p>Pupils to have knowledge and understanding of Responsible Design in order to fully answer questions on paper 2</p>