YEAR 7 2023-2024 Project

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Pencil Holder

Curriculum Intent	**In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:**
Skills/National Curriculum Links	To be able to gain skills in: Research a theme – Bauhaus, Memphis, Harry Beck or Pop Art Measure and mark out using steel rule and tri-square Joining materials – comb joint Health and safety rules and using the hand drill Materials, adhesives and joining methods Being able to evaluate their own work How to present their final idea using isometric grid paper
Spiritual, moral, social, and cultural development	**SMSC: Understanding how to conduct themselves in a classroom environment during a practical lesson, keeping themselves and others around them safe.** **PSHE/British Values:** encouraging students to help one another **Skills Builder: Using hand tools. Applying the design process and iterative design process.**
Numeracy	**Use of marking and measuring.** **Converting cm into mm.**
Literacy	**Vocabulary Tier 2: Template, measurements.** **Vocabulary Tier 3: Coping saw, flat file, Acrylic, MDF, Plywood, Pillar Drill, Line bender, Comb Joint, Tri-square, hand drill, drill bit.** **Reading: Health and safety rules** **Writing:** Writing up an evaluation to suggest improvements **Oracy: Evaluate the final outcome.**
Becoming future ready	**Careers/Employability: Enable students to develop their practical skills and understand material properties as they become developed and rounded designers.**
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	**By product:** Final photo frame outcome. **By resource:** Use of templates and writing frames. Modelling completed by the teacher and student examples shown. **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.
Implementation Curriculum Delivery	To be able to: • Measure and mark out the comb joint • Cut the comb joint • File, sand, polish acrylic piece • Lightly add my design to my MDF pieces

Learning Outcomes (Core Knowledge)	• Add paint pen to my MDF pieces • File the bottom flat ready for gluing • Glue together with PVA glue
Current learning to be developed in the future within:	Clock project in Year 8
Assessment	Refer to assessment maps for formative and summative assessment opportunities. Design ideas Practical piece
Impact	Attainment and Progress – Refer to assessment results / data review documentation. Students should be able to understand how to conduct themselves in a workshop environment and during a practical lesson. How to use a range of different hand tools for their intended purpose. Accuracy Presentation