YEAR 8 2023-2024 Project

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Cultural Clock

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	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. To be able to gain knowledge and understanding in the following areas: Design Use research and exploration, such as the study of different cultures, to identify and understand user needs Identify and solve their own design problems Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations Use a variety of approaches to generate creative ideas Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling. Make Select from and use specialist tools, techniques, processes, equipment and machinery precisely Select from and use a wider, more complex range of materials Evaluate Analyse existing products to help when designing Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups Technical knowledge Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
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 and machines**
Numeracy	**Use of marking and measuring.** **Converting cm into mm.**
Literacy	**Vocabulary Tier 3: Coping saw, flat file, Acrylic, MDF, Plywood, Pillar Drill, Line bender.** **Reading: Health and safety rules** **Writing:** Writing up an evaluation through a big write **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 Cultural clock outcome. **By resource:** Use of templates and writing frames. Modelling completed by the teacher and stud 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: Produce a clock based on cultural designs. Pupils are to use their knowledge of materials, making skills and processes used in year seven and eight in order to complete this project.
Learning Outcomes (Core Knowledge)	Knowledge of materials and how to use the power tools (hegna saws, pillar drills and disc sander) Health and Safety rules when using equipment
Current learning to be developed in the future within:	Graffiti name plate
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.