YEAR 9 2023-2024 Project

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Architectural Project

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 apply knowledge and understanding in the following areas: To design and model a garden room. The design should be based on a designer/architect from the following list: • Zaha Hadid • Gerrit Rietveld • Sir Norman Foster • Daniel Libeskind • Odile Decq Design Use a variety of approaches to present ideas – Isometric, one/two point perspective drawings and Orthographic drawings. Develop and communicate ideas using 3D sketches Evaluate 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 the drawing techniques and the reasons behind them in this project.
Spiritual, moral, social, and cultural development	**SMSC:** Understanding how to conduct themselves in a classroom environment **PSHE/British Values:** encouraging students to help one another **Skills Builder:** Using grid paper and underlay to help
Numeracy	Use of measuring. Converting cm into mm. Scaled drawings
Literacy	**Vocabulary:** Isometric Drawing, One point perspective, two-point perspective, Orthographic projection, Architecture, Design Movement, Function, Aesthetics, Environment
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: different drawing techniques**. **By resource:** Use of templates, grids, underlays. Demonstration 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 **Learning Outcomes (Core Knowledge)**	To design and model a garden room. The design should be based on a designer/architect from the following list: • Zaha Hadid • Gerrit Rietveld • Sir Norman Foster • Daniel Libeskind • Odile Decq
Current learning to be developed in the future within:	Architecture project
Assessment	Refer to assessment maps for formative and summative assessment opportunities. Outcome of drawings – Orthographic drawing and final model
Impact	Attainment and Progress – Refer to assessment results / data review documentation.