




YEAR 10 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:
Skills/Assessment Objective Links	<p>Materials – Core Unit:</p> <ul style="list-style-type: none"> • Timbers – hardwoods, softwoods, manufactured boards • Polymers – PVC, Acrylic HIPs • Paper and Boards • Metals – ferrous, non-ferrous, alloys • Textiles – fabrics – technical, natural <p>To introduce pupils to a range of core material areas, linking at least three to a physical design and make task.</p> <p>To gain knowledge and understanding of raw materials, stock forms, types, properties and uses of each core material area.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Sustainability linking to materials and reduction in CO2 emissions</p> <p>PSHE/British Values:</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: material, colour, grain</p> <p>Vocabulary Tier 3: properties, characteristics, specific materials (see list above)</p> <p>Reading: exam style question</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	Careers/Employability: Materials scientist / product designer
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product:</p> <p>By resource: PG Online booklets, teacher let focus, PG Online books</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>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • 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
Learning Outcomes (Knowledge)	Red denotes interleaving; aspects of knowledge covered previously.

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 to PLCs in Doodle	
Impact	Pupils to have knowledge of materials so that they are able to know how the material works and select the appropriate material for the NEA	