




YEAR 10 TERM 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Specific Materials - Timbers

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> <p>Materials – Specific Material Unit:</p> <p>Sources, origins and properties</p> <ul style="list-style-type: none"> Understand the main processes involved in producing workable forms of timber including: <ul style="list-style-type: none"> Conversion Seasoning and The creation of manufactured timbers Be aware of sustainability and ethical factors in timber production and use Understand the advantages and disadvantages of manufactured board compared with natural wood <p>Working with timbers</p> <ul style="list-style-type: none"> Know and understand the commercial stock forms, types and sizes of materials in order to calculate quantities Be aware of school-based cutting, forming and processing techniques, tools and equipment <p>Commercial manufacturing, surface treatments and finishes</p> <ul style="list-style-type: none"> Know and understand how timbers and boards are selected and processed for commercial products Learn how materials are cut, shaped and formed to a tolerance <p>Learn about the preparation and application of treatments and finishes to enhance functional and aesthetic properties</p>
Skills/Assessment Objective Links	
Spiritual, moral, social, and cultural development	<p>SMSC: Sustainability linking to materials and reduction in CO2 emissions</p> <p>PSHE/British Values: UK species of trees</p> <p>Skills Builder: Linking product with the type of material and the reasons why the material is used.</p>
Numeracy	Standard size materials and what measurements they are bought in
Literacy	<p>Vocabulary Tier 2: see highlighted above</p> <p>Vocabulary Tier 3: see highlighted 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"> See 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 use knowledge and understanding and apply to the NEA when selecting, using, processing and finishing their won materials	
Assessment	End of Unit test on material areas – using PG Online resources and text book and linking to PLCs in Doodle	
Impact	Pupils to have knowledge of materials so that pupils are able to know how the material works and select the appropriate material for the NEA and to answer questions in the exam	