



YEAR 12 TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Timber Project – Jewellery Box



Curriculum Intent	<p>In addition to working further on objectives from Year 911, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>To be able to:</p> <ul style="list-style-type: none"> investigate the three design movements from the brief produce some initial sketches for the patterns on the top identify the user/client and have them in mind when designing produce a range of designs following the design theme and brief how to develop a chosen design idea and apply rendering to design apply the iterative design approach through sketches, templates and models make a template for the shape of the body of the box use a range of measuring and marking out tools use a range of measuring and marking out tools use the wasting process for the body of the jewellery box know how the properties of timbers react when applying the wasting process shape the outside of the box apply QA/QC measures to ensure the quality of the product cut the lid and detail on top using hardwoods use the laser cutter in order to cut the hardwood marquetry apply QC methods in order to sand, smooth and wet and dry all components ready for a finish apply a range of finishes understand why a finish is needed in order to enhance the appearance and protect the material test a range of finishes and select the best one for the user and theme
Skills/Assessment Objective Links	
Spiritual, moral, social, and cultural development	<p>SMSC: Sustainability, wasting materials</p> <p>PSHE/British Values: Design styles – e.g. Charles Rennie Mackintosh,</p> <p>Skills Builder: designing, developing the product, making, how to present using rendering technique</p>
Numeracy	
Literacy	<p>Vocabulary Tier 2: See highlighted above</p> <p>Vocabulary Tier 3: See highlighted above</p> <p>Reading: exam style question, text book terminology</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	<p>Careers/Employability: Design industry, manufacturing industry</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product:</p> <p>By resource: use of exemplar materials</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"> investigate the three design movements from the brief produce some initial sketches for the patterns on the top identify the user/client and have them in mind when designing produce a range of designs following the design theme and brief how to develop a chosen design idea apply the iterative design approach through sketches, templates and models make a template for the shape of the body of the box use a range of measuring and marking out tools use the wasting process for the body of the jewellery box know how the properties of timbers react when applying the wasting process shape the outside of the box apply QA/QC measures to ensure the quality of the product cut the lid and detail on top using hardwoods use the laser cutter in order to cut the hardwood marquetry apply QC methods in order to sand, smooth and wet and dry all components ready for a finish apply a range of finishes understand why a finish is needed in order to enhance the appearance and protect the material test a range of finishes and select the best one for the user and theme
Learning Outcomes (Knowledge)	Red denotes interleaving; aspects of knowledge covered previously in Yr11 if studied at GCSE
Current learning to be developed in the future within:	To be applied to NEA annotations and Paper 2 style questions. NEA skills being developed through the iterative design process and building skills for the future in Yr13 and beyond
Assessment	<p>Formative – Use of PLCs and self-reflection in order to make improvements</p> <p>Summative – presentation of ideas/making outcome</p>
Impact	Pupils to have knowledge and understanding of how to apply theoretical principles and build skills for the NEA and beyond.