




# YEAR 7 Project 1

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Alessi Kitchen Roll Holder

Curriculum Intent	
Skills/National Curriculum Links	<p>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>To be able to know about previous designers work – Alessi/Phillippe Starck</p> <p>Modelling skills Designing skills Team Work Communication Generating new ideas based on a theme</p>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b> Understanding how to conduct themselves in a classroom environment during a practical lesson, keeping themselves and others around them safe. <b>PSHE/British Values:</b> encouraging students to help one another <b>Skills Builder:</b> Using modelling tools.</p>
Numeracy	<p>Use of marking and measuring. Converting cm into mm.</p>
Literacy	<p><b>Vocabulary Tier 2:</b> Template, measurements. <b>Vocabulary Tier 3:</b> Coping saw, flat file, Acrylic, MDF, Plywood, Pillar Drill, Line bender. <b>Reading:</b> Health and safety rules <b>Writing:</b> Writing up an evaluation through a big write <b>Oracy:</b> Evaluate the final outcome.</p>
Becoming future ready	<p><b>Careers/Employability:</b> Enable students to develop their practical skills and understand material properties as they become developed and rounded designers.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation: <b>By product:</b> Final photo frame outcome. <b>By resource:</b> Use of templates and writing frames. Modelling completed by the teacher and student examples shown. <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> 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. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. 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"> <li>To apply a theme to a real life problem/design</li> </ul>
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> <li>To be able to model and realise their design</li> <li>To be able to problem solve as they model the final outcome</li> </ul>

<b>Current learning to be developed in the future within:</b>	Sweetie pie project	
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <p>Design ideas</p> <p>Practical piece</p>	
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p> <p>Understand the design process</p> <p>Improve presentation skills</p> <p>Understand previous designers work (Phillipe Starck)</p>	