




# YEAR 7 Project

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Photo Frame Project

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/National Curriculum Links</b>	<p>To be able to gain skills in:</p> <p>Hand tools, use of line bender and pillar/bench drill</p> <p>Health and safety rules and the reasons why</p> <p>Materials, adhesives and joining methods</p> <p>Being able to evaluate their own work</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Understanding how to conduct themselves in a classroom environment during a practical lesson, keeping themselves and others around them safe.</p> <p><b>PSHE/British Values:</b> encouraging students to help one another</p> <p><b>Skills Builder:</b> Using hand tools. Applying the design process and iterative design process.</p>
<b>Numeracy</b>	<p>Use of marking and measuring.</p> <p>Converting cm into mm.</p>
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Template, measurements.</p> <p><b>Vocabulary Tier 3:</b> Coping saw, flat file, Acrylic, MDF, Plywood, Pillar Drill, Line bender.</p> <p><b>Reading:</b> Health and safety rules</p> <p><b>Writing:</b> Writing up an evaluation through a big write</p> <p><b>Oracy:</b> Evaluate the final outcome.</p>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Enable students to develop their practical skills and understand material properties as they become developed and rounded designers.
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> Final photo frame outcome.</p> <p><b>By resource:</b> Use of templates and writing frames. Modelling completed by the teacher and student examples shown.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><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.</p> <p><b>By Offering Optional Activities:</b> 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>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>To apply a theme to a real life problem/design</li> <li>To be able to model and realise their design</li> </ul>

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>To work as a design team on the model</li> </ul> 
<b>Current learning to be developed in the future within:</b>	Pencil holder project
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <p>Design ideas Practical piece</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p> <p>Students should be able to understand how to conduct themselves in a workshop environment and during a practical lesson.</p> <p>How to use a range of different hand tools for their intended purpose.</p> <p>Accuracy Presentation</p>