



YEAR 8 Project

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Chocolate Box

Curriculum Intent	In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Design</p> <p>Use research and exploration to identify and understand user needs</p> <p>Develop specifications to inform the design of innovative, functional, appealing designs</p> <p>Develop and communicate design ideas using annotated sketches</p> <p>Make</p> <p>Select from and use a wider, more complex range of materials</p> <p>Evaluate</p> <p>Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</p> <p>Technical knowledge</p> <p>Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Understanding how to conduct themselves in a classroom environment during a practical lesson, keeping themselves and others around them safe.</p> <p>PSHE/British Values: encouraging students to help one another</p> <p>Skills Builder: Using hand tools and machines</p>
Numeracy	<p>Use of marking and measuring.</p> <p>Scale for lettering and logos</p>
Literacy	<p>Vocabulary: Template, Design, Colour, layout, Vacuum Forming, Persuasive advertising, slogans</p> <p>Writing: Writing up an evaluation through a big write, writing the process of Vacuum forming</p>
Becoming future ready	<p>Careers/Employability: Enable students to develop their practical skills and understand material properties as they become developed and rounded designers.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	<p>By product: Final Wrapper design.</p> <p>By resource: Use of templates and writing frames. Modelling completed by the teacher and student examples shown.</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	
Learning Outcomes (Knowledge)	<p>To be able to:</p> <p>Aim to introduce pupils to Industry and Enterprise through brand identity and marketing. Covering logos, fairtrade, sustainability and environmental packaging symbols.</p>
Current learning to be developed in the future within:	<p>Graffiti name plate</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <p>Design ideas</p> <p>Practical piece</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>

