




YEAR 10 TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Topic area 1: Designing processes

Curriculum Intent	In addition to working further on objectives from Year 9 , pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<p>To be able to:</p> <ul style="list-style-type: none">• identify linear design, the stages involved• identify iterative design, how continuous improvement takes place and the different stages involved• identify user-centred design and how they target the needs of their users• identify inclusive design, and the four areas involved• understand what sustainable design is and the key things that the designer will need to consider• identify the key parts to ergonomic design including anthropometrics• understand what the design brief is• describe the differences between primary and secondary research• understand how market research is used• understand how focus groups, consumer trends and surveys can inform the design of a product• identify what ACCESS FM is and how it is used• explain how product disassembly is used to identify component parts• understand the design brief and specification• understand the role of the client and designer• understand basic modelling using material such as card• explain the role of virtual modelling• identify the reasons for carrying out modelling• understand the benefits of carrying out modelling
Spiritual, moral, social, and cultural development	SMSC: PSHE/British Values: Skills Builder: Planning for make skills
Numeracy	
Literacy	Vocabulary Tier 2: See highlighted above Vocabulary Tier 3: See highlighted above Reading: Writing: use of technical tier 3 vocabulary within annotation and design specification Oracy: when questioned pupils are able to use technical subject specific language
Becoming future ready	Careers/Employability: CAM industry, manufacturing industry, Product Designer
Adaptation	Throughout this topic, quality first teaching will provide differentiation: By product: Use of Hodder Boost resources By resource: Use of exemplar materials from OCR By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. 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. By Offering Optional Activities: In class or as homework, to extend learning.
QFT/SEND Provision	This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.

Implementation Curriculum Delivery	
Learning Outcomes (Knowledge)	 <ul style="list-style-type: none"> • understand what the design brief is • describe the differences between primary and secondary research • understand the design brief and specification • understand the role of the client and designer <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	Skills to be developed –
Assessment	End of unit test for summative assessment
Impact	Pupils to have knowledge and understanding of the design process in order to link to current projects and then to be able to independently answer exam style questions