



# YEAR 10 2023-2024 TERM 3



'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Topic area 3: Communicating Design Outcomes

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 9 , pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/Assessment Objective Links</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>identify the different types of <b>freehand sketching</b> used within <b>engineering</b></li> <li>have a full understanding of the advantages and disadvantages of each type of drawing</li> <li>identify what <b>BS 8888</b> does and how it is used</li> <li>produce an <b>orthographic drawing</b> using a range of drawing line types and conventions</li> <li>identify drawing abbreviations used</li> <li>identify and explain how <b>mechanical features</b> are shown on an engineering drawing</li> <li>identify what <b>CAD</b> is and how it compares to hand-drawn methods of drawings</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<b>SMSC:</b> Health and safety rules in the workshop <b>PSHE/British Values:</b> <b>Skills Builder:</b> Planning for make skills
<b>Numeracy</b>	
<b>Literacy</b>	<b>Vocabulary Tier 2:</b> See highlighted above <b>Vocabulary Tier 3:</b> See highlighted above <b>Reading:</b> <b>Writing:</b> use of technical tier 3 vocabulary within annotation and design specification <b>Oracy:</b> when questioned pupils are able to use technical subject specific language
<b>Becoming future ready</b>	<b>Careers/Employability:</b> CAM industry, manufacturing industry, Product Designer
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<b>By product:</b> Use of Hodder Boost resources <b>By resource:</b> Use of exemplar materials from OCR <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.
<b>Implementation Curriculum Delivery</b>	<ul style="list-style-type: none"> <li>identify the different types of freehand sketching used within engineering</li> <li>produce an orthographic drawing using a range of drawing line types and conventions</li> </ul>
<b>Learning Outcomes (Knowledge)</b>	Red denotes interleaving; aspects of knowledge covered previously.
<b>Current learning to be developed in the future within:</b>	Skills to be developed – Drawing and freehand drawing skills, CAD skills on Solidworks
<b>Assessment</b>	End of unit test for summative assessment,

**Impact**

Pupils to have knowledge and understanding of different types of engineering and freehand drawings, BSI symbols on engineering drawings and CAD skills in order to link to current projects and then to be able to independently answer exam style questions