



## YEAR 10 TERM 2

'An ambitious curriculum that meets the needs of all'



### Medium Term Planning - Topic: Topic area 4: Evaluating Design Ideas

<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>compare the <b>design brief</b> and <b>specification</b> and be aware of the methods available</li> <li>produce simple <b>models</b> using basic materials</li> <li>explain how a <b>ranking matrix</b> can be used to <b>evaluate</b> a product</li> <li>produce a <b>design specification</b> and carry out an evaluation using the <b>QFD</b> method</li> <li>explain the differences between a range of product evaluation methods</li> <li>identify the advantages and disadvantages of each evaluation method</li> <li>explain the differences between a range of <b>measuring devices</b> that can be used when carrying out a product evaluation</li> <li>understand the advantages and disadvantages of each measuring device</li> <li>explain how <b>quantitative testing</b> is used to compare a product against the design brief and specification</li> <li>explain how user testing is needed to gain the views from the general purchaser or user of the product</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<b>SMSC:</b> <b>PSHE/British Values:</b> <b>Skills Builder:</b> Testing, evaluative and analytical 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>	

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• produce simple models using basic materials</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	Skills to be developed – Testing, evaluative and analytical skills
<b>Assessment</b>	End of unit test for summative assessment,
<b>Impact</b>	Pupils to have knowledge and understanding of how to apply different evaluation methods in order to link to current projects and then to be able to independently answer exam style questions