



YEAR 12 TERM 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Inclusive Designs



Curriculum Intent	In addition to working further on objectives from Year 11 , pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<ul style="list-style-type: none">To know how designers consider aesthetics, ergonomics and anthropometrics.To know and understand ergonomics and anthropometricTo know, and be able to explain, the development of products that are inclusive in their design so that they can be used by a wide range of users including the disabled, children and the elderly.
Spiritual, moral, social, and cultural development	SMSC: PSHE/British Values: Links to British industries and products Skills Builder: Linking product with the type of material and the reasons why the material is used.
Numeracy	
Literacy	Vocabulary Tier 2: See highlighted above Vocabulary Tier 3: See highlighted above Reading: exam style question, text book terminology Writing: use of technical tier 3 vocabulary within an exam question and annotation Oracy: when questioned pupils are able to use technical subject specific language
Becoming future ready	Careers/Employability: Knowledge of metals, metal industries and processes
Adaptation	Throughout this topic, quality first teaching will provide differentiation: By product: By resource: A Level books, Online resources, Powerpoints 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. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	<ul style="list-style-type: none">To know how designers consider aesthetics, ergonomics and anthropometrics.To know and understand ergonomics and anthropometricTo know, and be able to explain, the development of products that are inclusive in their design so that they can be used by a wide range of users including the disabled, children and the elderly.
Learning Outcomes (Knowledge)	Red denotes interleaving; aspects of knowledge covered previously. Only a small amount of knowledge covered at GCSE
Current learning to be developed in the future within:	Use of anthropometric tables
Assessment	Applied in NEA and NEA mock tasks

Impact

Students to have knowledge and understanding of ergonomics and anthropometrics in order to answer exam style questions and apply knowledge and understanding to NEA tasks.