



## YEAR 13 TERM 2

'An ambitious curriculum that meets the needs of all'



### Medium Term Planning - Topic: Technology and Cultural Changes

<b>Curriculum Intent</b>	<p>In addition to working further on objectives from Year 9 , pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"> <li>To be able to discuss how <b>socio-economic</b> influences have helped shape product design.</li> <li>To know how <b>Bauhaus</b> developed furniture for <b>mass production</b> (post WW1)</li> <li>To know how <b>rationing</b> and developments in “utility” products shaped furniture</li> </ul>
<b>Skills/Assessment Objective Links</b>	<ul style="list-style-type: none"> <li>To be able to identify product which change in <b>fashion, demands and decorative designs</b></li> <li>To be able to know how major changes in technology shape product design and manufacture. Focus on: <b>micro-electronics, new materials, new methods of manufacture and advancements in CAD/CAM</b></li> <li>To know the <b>Product Life Cycle</b> using <b>introduction, evolution, growth, maturity, decline and replacement</b></li> <li>To be able to be familiar with examples of how designers refine and re-develop products in the <b>life cycle</b>.</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Cultural designs and changes in societal needs, wants and fashion  <b>PSHE/British Values:</b> Links to British culture and fashion, Post war designs  <b>Skills Builder:</b> Linking product with the type of material and the reasons why the material is used.</p>
<b>Numeracy</b>	
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> See highlighted above  <b>Vocabulary Tier 3:</b> See highlighted above  <b>Reading:</b> exam style question, text book terminology  <b>Writing:</b> use of technical tier 3 vocabulary within an exam question and annotation  <b>Oracy:</b> when questioned pupils are able to use technical subject specific language</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b> Circular economy, use of recyclable and reusable materials in order to make a living</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:  <b>By product:</b>  <b>By resource:</b> A Level books, Online resources, Powerpoints  <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.</p>
<b>Implementation Curriculum Delivery</b>	<ul style="list-style-type: none"> <li>See Above</li> </ul>
<b>Learning Outcomes (Knowledge)</b>	<p>Red denotes interleaving; aspects of knowledge covered previously.  Only a small amount of knowledge covered at GCSE</p>
<b>Current learning to be developed in the future within:</b>	
<b>Assessment</b>	<p>End of Unit assessment – use of AQA Exampro questions</p>
<b>Impact</b>	<p>Pupils to have knowledge and understanding of Technological and Cultural Changes in order to fully answer questions on paper 2</p>