




YEAR 7 Project

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Pencil Holder

Curriculum Intent	In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p>To be able to gain skills in:</p> <p>Research a theme – Bauhaus, Memphis, Harry Beck or Pop Art</p> <p>Measure and mark out using steel rule and tri-square</p> <p>Joining materials – comb joint</p> <p>Health and safety rules and using the hand drill</p> <p>Materials, adhesives and joining methods</p> <p>Being able to evaluate their own work</p> <p>How to present their final idea using isometric grid paper</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Understanding how to conduct themselves in a classroom environment during a practical lesson, keeping themselves and others around them safe.</p> <p>PSHE/British Values: encouraging students to help one another</p> <p>Skills Builder: Using hand tools. Applying the design process and iterative design process.</p>
Numeracy	<p>Use of marking and measuring.</p> <p>Converting cm into mm.</p>
Literacy	<p>Vocabulary Tier 2: Template, measurements.</p> <p>Vocabulary Tier 3: Coping saw, flat file, Acrylic, MDF, Plywood, Pillar Drill, Line bender, Comb Joint, Tri-square, hand drill, drill bit.</p> <p>Reading: Health and safety rules</p> <p>Writing: Writing up an evaluation to suggest improvements</p> <p>Oracy: Evaluate the final outcome.</p>
Becoming future ready	<p>Careers/Employability: Enable students to develop their practical skills and understand material properties as they become developed and rounded designers.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: Final photo frame outcome.</p> <p>By resource: Use of templates and writing frames. Modelling completed by the teacher and student examples shown.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none">• Measure and mark out the comb joint• Cut the comb joint• File, sand, polish acrylic piece• Lightly add my design to my MDF pieces

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Add paint pen to my MDF pieces • File the bottom flat ready for gluing • Glue together with PVA glue 
Current learning to be developed in the future within:	Clock project in Year 8
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <p>Design ideas</p> <p>Practical piece</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p> <p>Students should be able to understand how to conduct themselves in a workshop environment and during a practical lesson.</p> <p>How to use a range of different hand tools for their intended purpose.</p> <p>Accuracy</p> <p>Presentation</p>