




YEAR 9 Project

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Architectural Project

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>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>To be able to apply knowledge and understanding in the following areas:</p> <p>To design and model a garden room. The design should be based on a designer/architect from the following list:</p> <ul style="list-style-type: none">• Zaha Hadid• Gerrit Rietveld• Sir Norman Foster• Daniel Libeskind• Odile Decq <p>Design Use a variety of approaches to present ideas – Isometric, one/two point perspective drawings and Orthographic drawings. Develop and communicate ideas using 3D sketches</p> <p>Evaluate Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</p> <p>Technical knowledge Understand the drawing techniques and the reasons behind them in this project.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Understanding how to conduct themselves in a classroom environment</p> <p>PSHE/British Values: encouraging students to help one another</p> <p>Skills Builder: Using grid paper and underlay to help</p>
Numeracy	<p>Use of measuring.</p> <p>Converting cm into mm.</p> <p>Scaled drawings</p>
Literacy	<p>Vocabulary: Isometric Drawing, One point perspective, two-point perspective, Orthographic projection, Architecture, Design Movement, Function, Aesthetics, Environment</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: different drawing techniques.</p> <p>By resource: Use of templates, grids, underlays. Demonstration 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>
QFT/SEND Provision	

	<p>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.</p>
Implementation Curriculum Delivery	<p>To design and model a garden room. The design should be based on a designer/architect from the following list:</p> <ul style="list-style-type: none"> • Zaha Hadid • Gerrit Rietveld • Sir Norman Foster • Daniel Libeskind • Odile Decq
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	Architecture project
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <p>Outcome of drawings – Orthographic drawing and final model</p>
Impact	Attainment and Progress – Refer to assessment results / data review documentation.