PLUME ACADEMY - LEARNING OVERVIEW

Year	7
Subject	Resistant Materials

Prior Learning

The Year 7 programme of study in (SUBJECT) builds on a child's key stage two experience by

Curriculum Intent – What are the curriculum aims?

The Year 7 curriculum builds on prior learning in primary school by building upon their prior skills in research, design, planning, making and evaluation. This is delivered through a series of projects used to develop their understanding and skills. Each of these projects also introduces new focuses for development. Students new to Resistant materials will develop an understanding of designing and making skills,

Curriculum Implementation – What my child will be learning?

Term 1	Half Term 1	**Pencil Holder** Design and make task focuses on hand based skills. Manipulation of Wood and Plastics. Understanding of machinery.
	Half Term 2	**Pencil Holder** Design and make task focuses on hand based skills. Manipulation of Wood and Plastics. Understanding of machinery.
Term 2	Half Term 3	**Travel Game** Hand skills based project that focusses on the development of construction methods using Mitre or Lap joints. Students design their own maze and drill holes for their travel game. Manipulation of Wood and Plastics.
	Half Term 4	**Travel Game** Hand skills based project that focusses on the development of construction methods using Mitre or Lap joints. Students design their own maze and drill holes for their travel game. Manipulation of Wood and Plastics.
Term 3	Half Term 5	**Pop up Card – Graphics** Design task that focuses on the use of graphics skills to create a cardboard game. Variation of design skills looking at 2D Design for their finished game and some hand drawing skills. Manipulation of paper and card. Understanding of 2D Design.
	Half Term 6	**Pop up Card – Graphics** Design task that focuses on the use of graphics skills to create a cardboard game. Variation of design skills looking at 2D Design for their finished game and some hand drawing skills. Manipulation of paper and card. Understanding of 2D Design.

Curriculum Impact – How will progress be assessed?

Informally, students work is marked regularly with adjoining feedback. Students will also receive verbal feedback though classroom discussion. **Formal assessments will take place at the end of each project and will cover, research, design, planning, making and evaluation.**

Super-Curricular Opportunities – Extending Learning

Useful supporting resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
Technology Student - http://www.technologystudent.com BBC Bitesize - https://www.bbc.co.uk/bitesize Seneca - https://www.senecalearning.com/	Find out who designed your favourite product. Design & Make a pop up card for Christmas or Halloween Visit the Big Bang Fair at ARU. Listen to the femmes of STEM podcast. Enter the Lego rebrick competition	Visit the Museum of Power, Langford. http://www.museumofpower.org.uk/