

S1 Broad General Education Plan – Breadth, Depth, Challenge and Skills								
August-October			October - December		January - April		April - June	
Learning and Teaching Focus: TCH 2-09a Introduction to Health and Safety Learning how to safely work in a workshop. How to use tools and machines correctly.	Learning and Teaching Focus:TCH 2-09a Introduction to Plastics – Making a plastic ice scraper Learning how to work with plastic safely. The different tools used to cut, shape and finish the edges. Using templates to aid marking out How to apply a bend to plastic. Adding extra design using laser cutter	Learning and Teaching Focus: TCH 3-11a Graphic Communication. Intro to 3D CAD Modelling Learning skills in how to 2D sketch, dimension, extrude for simple parts. Learning how to assemble multiple parts together and create production drawings.	Learning and Teaching Focus TCH3-09a Introduction to Woodwork – Making a posable wooden robot Making a robot out of Pine wood or MDF. Learning how to mark out wood and how to safely cut the shape out, using all woodwork machines and tools.	Learning and Teaching Focus TCH 2-11a Graphic Communication – Intro to Perspective sketching Learning about different types of perspective sketching. Using tools efficiently and neatly in the classroom. .	Learning and Teaching Focus TCH 3-09a Introduction to Metalwork – Making a coat hook Learning how to work with metal safely. The different tools we use in metalwork compared to woodwork. How to apply a high finish to your metal using dip coating.	Learning and Teaching Focus TCH 2-12a Engineering Science – Intro to Yenka Learning how to create basic circuits using computer software, Yenka. PUPIL VOICE PROJECT – DTP LIT 2-24a	Learning and Teaching Focus TCH 3-09a, 3-11a Woodwork – Toy Car Making a model toy car out of Pine wood. Learning how to mark out wood and how to safely cut the shape out, using all woodwork machines and tools. How to apply a finish to your work.	Learning and Teaching Focus TCH 3-11a Graphic Communication – Intro to Desktop Publishing and Orthographic Sketching Learning skills in how to 2D sketch, dimension, extrude for simple parts. Learning how to assemble multiple parts together and create production drawings.
Assessment Approach and evidence gathered: Risk Assessment to be completed to highlight potential workshop dangers. Complete a safety poster to be introduced into sketching and safety rules. Agree to follow H&S rules in the department – contract signed.	Assessment Approach and evidence gathered: Practical Model will be completed and then graded. Input from teacher and pupil on good points, what you have learned and how you could improve for next time. Teacher observations of how you work and how safely you work will count towards your grade. Photographic evidence will be taken of model.	Assessment Approach and evidence gathered: 3D Model will be completed and then graded. Input from teacher and pupil on good points, what you have learned and how you could improve for next time. Teacher observations of how you work and how confidently you work will count towards your grade. Screenshot evidence of model will be taken.	Assessment Approach and evidence gathered: Practical Model will be completed and then graded. Input from teacher and pupil on good points, what you have learned and how you could improve for next time. Teacher observations of how you work and how safely you work will count towards your grade. Photographic evidence will be taken of model.	Assessment Approach and evidence gathered: Portfolio – this is sheets of work where all different types of drawing will be completed.	Assessment Approach and evidence gathered: Practical Model will be completed and then graded. Input from teacher and pupil on good points, what you have learned and how you could improve for next time. Teacher observations of how you work and how safely you work will count towards your grade. Photographic evidence will be taken of model.	Assessment Approach and evidence gathered: Yenka Assessment.	Assessment Approach and evidence gathered: Practical Model will be completed and then graded. Input from teacher and pupil on good points, what you have learned and how you could improve for next time. Teacher observations of how you work and how safely you work will count towards your grade. Photographic evidence will be taken of model.	Assessment Approach and evidence gathered: Portfolio – this is sheets of work where all your different types of designs will be completed.
Key Skills: Literacy/Numeracy/ HB/Digital Literacy HWB - Safety in the workshop and classroom. Following instructions. HWB 2-16a/HWB 2-17a Numeracy: Measuring and marking to stated tolerance. MNU 3-11a Literacy: Conveying information in different ways. LIT 2-28a	Key Skills: Literacy/Numeracy/ HWB/Digital Literacy HWB - Safety in the workshop and classroom. HWB 2-16a/HWB 2-17a Numeracy: Measuring and marking to stated tolerance. Working with units (mm) MNU 3-11a	Key Skills: Literacy/Numeracy/ HWB/Digital Literacy HWB: Safety in the workshop and classroom. Following instructions HWB 2-16a/HWB 2-17a Numeracy: Working within set tolerances. MNU 4-01a Digital Literacy: Using Inventor 3D modelling programme. Improving computer skills. TCH 3-01a	Key Skills: Literacy/Numeracy/ HWB/Digital Literacy HWB: Safety in the workshop and classroom. HWB 2-16a/HWB 2-17a Numeracy: Measuring and marking to stated tolerance. MNU 3-11a	Key Skills: Literacy/Numeracy/ HWB/Digital Literacy HWB: Safety in the workshop and classroom. HWB 3-24a Numeracy: Working within set tolerances. MNU 4-01a	Key Skills: Literacy/Numeracy/ HWB/Digital Literacy HWB: Safety in the workshop and classroom. HWB 2-16a/HWB 2-17a Numeracy: Measuring and marking to stated tolerance. MNU 3-11a	Key Skills: Literacy/Numeracy/ HWB/Digital Literacy HWB: Safety in the workshop and classroom. Following instructions. HWB 3-19a Numeracy: Working within set tolerances. MNU 4-01a Digital literacy/Computing: Using Inventor 3D modelling programme. Improving computer skills. TCH 3-15a	Key Skills: Literacy/Numeracy/ HWB/Digital Literacy HWB: Safety in the workshop and classroom. HWB 2-16a/HWB 2-17a Numeracy: Measuring and marking to stated tolerance. MNU 3-11a	Key Skills: Literacy/Numeracy/ HWB/Digital Literacy HWB: Safety in the workshop and classroom. Following instructions HWB 2-16a/HWB 2-17a Numeracy: Working within set tolerances. MNU 4-01a Literacy: LIT 2-06a

<p>Skills for learning, work and life</p> <p>Developing hand and motor skills. To improve confidence in using tools.</p> <p>Developing problem solving skills. Understanding how items go together and work.</p> <p>Metaskills: Sense-making, Focusing, Adapting, Feeling</p>	<p>Skills for learning, work and life</p> <p>Developing hand and motor skills. To improve confidence in using tools.</p> <p>Developing problem solving skills. Understanding how items go together and work.</p> <p>Transferring skills to Science.</p> <p>Metaskills: Focusing, Initiative, Communicating, Curiosity</p>	<p>Skills for learning, work and life</p> <p>Digital Literacy. Gaining an understanding of how to use CAD and improving computer knowledge.</p> <p>Metaskills: Curiosity, Creativity, Critical Thinking</p>	<p>Skills for learning, work and life</p> <p>Developing hand and motor skills. To improve confidence in using tools.</p> <p>Developing problem solving skills. Understanding how items go together and work.</p> <p>Transferring skills to Science.</p> <p>Metaskills: Creating, Adapting, Focusing</p>	<p>Skills for learning, work and life</p> <p>Numeracy and Literacy. Gaining an understanding of how to sketch 3D objects.</p> <p>Metaskills: Creativity, Initiative, Sense-making, Collaborating</p>	<p>Skills for learning, work and life</p> <p>Developing hand and motor skills. To improve confidence in using tools.</p> <p>Developing problem solving skills. Understanding how items go together and work.</p> <p>Metaskills: Focusing, Critical Thinking, Curiosity, Adapting</p>	<p>Skills for learning, work and life</p> <p>Digital Literacy. Gaining an understanding of how to use digital software and improving computer knowledge.</p> <p>Metaskills: Sense-making, Critical Thinking, Leading, Initiative</p>	<p>Skills for learning, work and life</p> <p>Developing hand and motor skills. To improve confidence in using tools.</p> <p>Developing problem solving skills. Understanding how items go together and work.</p> <p>Transferring skills to Science.</p> <p>Metaskills: Curiosity, Adapting, Focusing, Communicating</p>	<p>Skills for learning, work and life</p> <p>Digital Literacy. Gaining an understanding of how to use Desktop Publishing Software and improving computer knowledge</p> <p>Metaskills: Sense-making, Critical Thinking, Leading, Initiative</p>
<p>Home Learning</p> <p>Health & Safety Task. (Recapped throughout year.)</p>	<p>Home Learning</p> <p>Materials – Thermoplastics/Thermosetting plastics Hand tools/machines Finishing - plastics Use of templates Safety</p>	<p>Home Learning</p> <p>CAD setup 2D CAD commands 3D CAD commands</p>	<p>Home Learning</p> <p>Safety Materials – Softwood/Hardwood Woodworking tools</p>	<p>Home Learning</p> <p>Sketching Understanding CAD</p>	<p>Home Learning</p> <p>Tools/Machines - Metalwork Safety Materials – Ferrous/Non-ferrous</p>	<p>Home Learning</p> <p>Basic Circuits</p>	<p>Home Learning</p> <p>Safety Materials – Softwood/Hardwood Woodworking tools</p>	<p>Home Learning</p> <p>DTP Features Colour Theory</p>