

Overview 2022/23 – Creative Technology

	Rotation 1 Term 1	Rotation 1 Term 2	Rotation 2 Term 3	Rotation 2 Term 4	Rotation 3 Term 5	Rotation 3 Term 6
	Animal Clock	Animal Clock	Food and Nutrition	Food and Nutrition	Sweet Dispenser	Sweet Dispenser
Year 7	<p>Week 1 Introduction to the workshop. Health and safety rules in the workshop. Create a Health and safety poster.</p> <p>Week 2 Design brief create a mind map.</p> <p>Week 3 Discuss differences between types of wood and manufactured board. Create a mood board.</p> <p>Week 4 Create four initial designs, choose a final design and develop further include measurements.</p> <p>Week 5</p>	<p>Week 1 Mark out on wood the design of the cock and all the elements of the design.</p> <p>Week 2 Cutting out the individual pieces needed for construction and sand to a smooth finish.</p> <p>Week 3 Construct all the pieces of the clock. Attach the clock mechanism.</p> <p>Week 4 Painting and decoration.</p> <p>Week 5 Finishing off final product and photographs.</p> <p>Week 6 Key Piece assessment. Careers lesson.</p>	<p>Week 1 Introduction to food room, Q&A On bacteria and health and safety practices. washing up in small groups.</p> <p>Week 2 Practical fruit salad demonstrating the correct cutting techniques (bridge and claw) explain usage of lemon as a preservative.</p> <p>Week 3 Diet and Nutrition Annotate eat well guide, work. With peers to show how they could include higher proportions of fruits and vegetable in their diet.</p> <p>Week 4</p>	<p>Week 1 Where does our food come from? Complete farm to fork worksheet. Discuss free range farming complete worksheet.</p> <p>Week 2 Pizza toast practical demonstrate safe usage of the grill, explain dextrinization.</p> <p>Week 3 Environmental issues. Discuss the 6 R's of sustainability and complete table in books.</p> <p>Week 4 Careers. Discuss all the types of farming in the uk and how the topography effects</p>	<p>Week 1 Design Brief and create mind map.</p> <p>Week 2 Research materials wood vs plastic complete worksheet on suitable materials.</p> <p>Week 3 Create four initial designs, chose final design and develop.</p> <p>Week 4 Cutting internal strips checking measurements start sanding to a smooth finish.</p> <p>Week 5 Continue sanding, Drilling holes in internal strips and through the top.</p>	<p>Week 1 Drilling hole in jar lid and screwing in place.</p> <p>Week 2 Gluing sweet dispenser together.</p> <p>Week 3 Sand edges of the pull bar to allow it to slide smoothly.</p> <p>Week 4 Sand and shape edges of completed dispenser to approve aesthetics.</p> <p>Week 5 Finish construction by adding pull bar and securing with dowelling rods add decoration. Photograph final product.</p> <p>Week 6</p>



<p>Create a prototype of final design using card or paper plates.</p> <p>Week 6 VIP Assessment.</p>		<p>Practical salad pot. Demonstrate how to use a knife, peeler and grater and how to use spatula to minimise waste.</p> <p>Week 5 VIP Assessment.</p> <p>Week 6 Practical Fruit Crumble Demonstration of the rubbing in method continue to ensure high standards of health and safety are being adhered.</p>	<p>the types of farming available short videos for each category, complete job advert for “kings farm” Demonstrate cookies and complete time plans for assessment.</p> <p>Week 5 Cookie assessment students should demonstrate independent working and high standards in both presentation and kitchen health, safety and hygiene.</p> <p>Week 6 Key Piece assessment.</p>	<p>Week 6 VIP Assessment.</p>	<p>Key piece assessment. Careers lesson on carpenters.</p>
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Overview 2022/23 – Creative Technology

	Rotation 1 Term 1	Rotation 1 Term 2	Rotation 2 Term 3	Rotation 2 Term 4	Rotation 3 Term 5	Rotation 3 Term 6
Year 8	Passive Amplifier	Passive Amplifier	Food and Nutrition	Food and Nutrition	'Ugly Doll'	'Ugly Doll'
	Week 1 Design brief and specification. Create materials research page in books.	Week 1 Mark out and cut the MDF according to the dimensions on the PPT ensure QC on marking out before cutting.	Week 1 Health and safety reminder, kitchen expectations. Macro nutrients information in books.	Week 1 Practical Cheese Cake Demonstrations for practical reminder of bridge claw method for chopping fruit correct chopping boards. Clear steps for adding ingredients with timings. Students using own time plan.	Week 1 Design brief and specification. Create materials research page in books.	Week 1 Manufacture - Students to develop a template of their and cut out the needed fabric for their product.
	Week 2 Product analysis introduction to ACCESSFM, write product analysis in books for products shown on the PPT.	Week 2 Cut out sound hole, mark out position for channel using mobile phone file any rough edges.	Week 2 Practical pasta salad. Demonstration of bridge and claw cutting method.	Week 2 Cooking Methods Discuss and copy into books methods of heat transfer and process of gelatinisation.	Week 2 Product analysis introduction to ACCESSFM, write product analysis in books for products shown on the PPT Specification to be developed based on design brief.	Week 2 Manufacture – students to use techniques from prior learning to manufacture their 'Ugly Doll'.
	Week 3 Create a prototype using recycled materials. Peer review sheet.	Week 3 Finish any sanding, glue front piece to middle layer.	Week 3 Vegetables evaluate dish from previous lesson Mind map grouping of different types of vegetables.	Week 3 Practical cinnamon twist Demonstrations for Clear steps for adding ingredients with timings. Diagram on board.	Week 3 Create initial designs render and annotate each design based on a design brief and specification.	Week 3 Manufacture – students to use techniques from prior learning to manufacture their 'Ugly Doll'.
	Week 4 Complete the speaker cover design sheet and draw speaker in isometric.	Week 4 Screw the acrylic back piece and attach front sound hole cover.	Week 4 Practical Stir Fry demonstrate safe use of the frying pans clear steps for adding ingredients with timings.	Week 4 Complete final design of 'Ugly Doll', in	Week 4 Complete final design of 'Ugly Doll', in	Week 4 Manufacture – students to use techniques from prior learning to manufacture



	<p>Week 5 Complete chosen design in CAD to be cut out on laser cutter.</p> <p>Week 6 VIP Assessment.</p>	<p>Week 6 Key piece assessment. Careers.</p>	<p>Week 5 Evaluate dish from previous week planning for cheesecake.</p> <p>Week 6 VIP Assessment.</p>	<p>Practical pasta salad. Demonstration for gelatinisation, thickening sauce to show correct consistency. Clear steps for adding ingredients with timings.</p> <p>Week 5 Careers lesson on environmental health officer. Health inspection sheet to fill in alongside video on PPT.</p> <p>Week 6 Key piece assessment. Careers.</p>	<p>preparation for manufacture.</p> <p>Week 5 Students to develop techniques in preparation of manufacture. These are:</p> <ul style="list-style-type: none">• Hand embroidery• Sequins and buttons• Hand Applique <p>Week 6 VIP Assessment.</p>	<p>their 'Ugly Doll'.</p> <p>Week 5 Manufacture – students to use techniques from prior learning to manufacture their 'Ugly Doll'.</p> <p>Week 6 Key piece assessment Careers</p>
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Overview 2022/23 - Creative Technology

	Rotation 1 Term 1	Rotation 1 Term 2	Rotation 2 Term 3	Rotation 2 Term 4	Rotation 3 Term 5	Rotation 3 Term 6
	Pewter Keyring	Pewter Keyring	Food and Nutrition	Food and Nutrition	USB Light	USB Light
Year 9	<p>Week 1 Materials research – metals. Fill in ferrous/nonferrous worksheet product analysis on keyring.</p> <p>Week 2 Design Brief and specification look at different logos and the impact they have.</p> <p>Week 3 Look and different styles of fonts and lettering apply to design ideas.</p> <p>Week 4 Create mood board on a PowerPoint slide.</p> <p>Week 5 Choose four initial designs and export to 2d design.</p>	<p>Week 1 Remove mold from pewter keyring.</p> <p>Week 2 Use small tools to remove excess MDF from design remove sprue with hacksaw.</p> <p>Week 3 Drill keyring hole. Wire wool keyring then wet and dry sandpaper to polish.</p> <p>Week 4 Packaging. Look at safety symbols on packaging and the legal requirements of manufacturers.</p> <p>Week 5 Design Packaging using resources on PPT.</p> <p>Week 6 Key Piece assessment.</p>	<p>Week 1 Unit Overview, Kitchen expectations, Hand out VIP sheets. Revise Binary fission, high and low risk food and causes of the spread.</p> <p>Week 2 Practical Chocolate mousse Using a Bain Maire, use of electric whisks, folding method for mixing.</p> <p>Week 3 Sensory evaluations. Create sensory evaluations using blank templates.</p> <p>Week 4 Practical Lesson covered rubbing Method and safe use of ovens and shaping.</p>	<p>Week 1 British Cuisine notes from PowerPoints, worksheet on international cuisine, create a fusion dish based two more cultures.</p> <p>Week 2 Practical potato and chicken curry. Working safely with raw meat avoiding cross contamination.</p> <p>Week 3 Packaging lesson. Revise notes on the legal requirements on food packaging. Design packaging for biscuit using blank net.</p> <p>Week 4 Practical fruit pie Practical lesson on</p>	<p>Week 1 Design brief and research page on designers.</p> <p>Week 2 Product analysis, using ACCESSFM for specification and aid design process.</p> <p>Week 3 Material research look into properties of each fill in the worksheet.</p> <p>Week 4 Create initial designs render and annotate each design based on a designers influence.</p> <p>Week 5 Create final design with designer influence.</p> <p>Week 6</p>	<p>Week 1 Manufacture - Base Students to mark wood measurements and cut.</p> <p>Week 2 Manufacture - Base Students to mark wood measurements and cut.</p> <p>Week 3 Manufacture - Arms Students to measure and cut out the arms for their light.</p> <p>Week 4 Manufacture – Arms and Shade. Students to measure and cut out the arms for their light and then attach the can shade.</p> <p>Week 5 Solder USB light circuit and attach to the can.</p>



Week 6 VIP test			Using Clear steps for adding ingredients with timings. Week 5 Practical pizza Making, shaping and rolling dough. Clear steps and timings on the board. Week 6 VIP Assessment.	short crust pastry Week 5 Careers lesson Chef/kitchen brigade Sausage roll demonstration. Week 6 Key Piece assessment Sausage roll.	VIP Assessment.	Week 6 Key Piece assessment.
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Overview 2022/23 – WJEC Vocational Hospitality and Catering

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Week 1</p> <p>Assign learners a copy of: Assessment guide and Candidate Pack. Discuss:</p> <ul style="list-style-type: none"> • assignment overview: <p>Unit 1 The Hospitality and Catering industry 40% of qualification (80 marks)</p> <p>Unit 2 Hospitality and Catering in action 60% qualification (120 marks)</p>	<p>Week 1</p> <p>Unit 1</p> <p>Food related causes of ill health, Introduction. Learners should know that ill health could be caused by the following:</p> <ul style="list-style-type: none"> • allergies • bacteria • chemicals • intolerances. <p>Learners should know the following food poisoning causes:</p> <ul style="list-style-type: none"> • bacillus cereus • campylobacter • clostridium perfringens • e-coli • listeria • salmonella • staphylococcus aureus. <p>Week 2</p> <p>Learners should know and understand the following food related causes of ill health:</p> <p>Food allergies:</p> <ul style="list-style-type: none"> • cereals (gluten) 	<p>Week 1 and 2</p> <p>Learners know and understand the following factors when planning menus:</p> <ul style="list-style-type: none"> • equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. • time available – and type of provision e.g., service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time. • environmental issues – conservation of energy 	<p>Week 1</p> <p>Activity: Learners investigate requirements to meet different demographics. Learners are given a wide scope of choices to research and draw on appropriate conclusions for each.</p> <p>Week 2</p> <p>Practical: Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> • 2.3.3 Food safety practices. <p>Week 3-7</p> <ul style="list-style-type: none"> • Unit 2: 2.3.1 <p>Discuss nutrients in each dish during each practical lesson.</p> <p>Learner led practical experimentations.</p>	<p>Week 1 and 2</p> <p>Activity: Mock practical exam: showcasing techniques and skills developed.</p> <p>Practice presentation skills and food safety practices.</p> <p>Practical: Unit 2: 2.3.1</p> <p>How to prepare and make dishes Learners should be able to identify types of skills and skill levels when selecting dishes to produce.</p> <p>Learners demonstrate a range of food preparation and cooking techniques for the production of dishes: The prepare and cooking techniques are categorised as follows:</p> <ul style="list-style-type: none"> • Basic • Medium • Complex 	<p>Theory: Unit 1: 1.3.1</p> <p>Health and safety in hospitality and catering provision</p> <p>Learners are aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws:</p> <ul style="list-style-type: none"> • Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Health and Safety at Work Act 1974 • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations (PPER) 1992 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)



	<p>nutrition. Create an educational poster of nutrients required by the body. Label why and where they are needed and which foods offer which nutrient.</p> <p>Week 4 Create a leaflet for the NHS to give to patients to educate patients on the importance of nutrition.</p> <p>Week 5 Different life-stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers</p> <p>Week 6 Practical: Build preparation and cooking skills and learn through practice: Unit 2: 2.3.1 Discuss nutrients in each dish during each</p>	<ul style="list-style-type: none"> • crustaceans • dairy products • eggs • fish • fruit and vegetables • lupin • molluscs • nuts • peanuts • sesame seeds • soya • wheat <p>Week 3 Activity: Learners bring in a range of food packaging to analyse in reference to: food labelling laws (2006), food intolerances and allergies. Learners review restaurant menus online to compare different styles of highlighting the ingredients that people maybe allergic to.</p> <p>Week 4 Learners know and understand the following symptoms of food-induced ill health: Visible and Non-visible Unit 1: 1.4.3 Preventative control measures of food-</p>	<p>and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? Learners should know and understand the following terms:</p> <ul style="list-style-type: none"> • reduce • reuse • recycle • sustainability • time of year – seasonality of commodities • organoleptic qualities. <p>Week 3 Learners should be able to plan dishes for a menu and know and understand the following:</p> <ul style="list-style-type: none"> • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • Quality points • sequencing/dove-tailing • timing • mise en place • cooking 		<p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p> <p>2.3.2 Presentation techniques</p> <ul style="list-style-type: none"> • creativity • garnish and decoration • portion control • accompaniments. <p>Practical: Build preparation and cooking skills and learn through practice: Discuss nutrients in each dish during each practical lesson.</p> <p>2.3.3 Food safety practices.</p> <p>Week 3 Theory: Unit 2: 2.4.1 Reviewing of dishes Learners are able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development. Areas to consider:</p>	<p>2013</p> <ul style="list-style-type: none"> • Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers. Learners should know the importance of and be able to complete the following documentation: <ul style="list-style-type: none"> • accident forms • risk assessments. <p>Learners should know that employers are responsible for the health and safety training needs of all staff</p>
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	<p>practical lesson. • 2.3.3 Food safety practices.</p> <p>Week 7 Learners know and understand how the following cooking methods impact on nutritional value:</p> <ul style="list-style-type: none"> • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying. 	<p>induced ill health. Learners know and understand the control measures to prevent food induced ill health:</p> <ul style="list-style-type: none"> • cross contamination • correct temperature in delivery, storage, preparation and service • physical contamination. <p>Week 5 and 6 Practical: Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> • Unit 2: 2.3.1 <p>Discuss nutrients in each dish during each practical lesson.</p> <ul style="list-style-type: none"> • 2.3.3 Food safety practices. Mock Controlled assessment on: 2.1.1 and 2.1.2 feedback on banding and areas to progress and develop. <p>Week 7 Factors affecting menu planning</p>	<ul style="list-style-type: none"> • cooling • hot holding • serving • storage <p>Week 4 Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:</p> <p>Presentation techniques:</p> <ul style="list-style-type: none"> • creativity • garnish and decoration • portion control • accompaniments. <p>Activity: Learners could complete the Dunnock tea cake challenge to experiment with presentational skills and techniques.</p> <p>Activity: Visiting a provision in the area that is renowned for presentation of dishes.</p> <p>Practical: Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> • Unit 2: 2.3.1 Discuss nutrients in each dish 		<ul style="list-style-type: none"> • dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste. <p>Week 4 Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management. <p>Sample assessment Materials (SAMs) Unit 2 Review specification amplification/specific ation stems/command words/AOs.</p> <p>Activity: Mock covering all</p>	
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		<p>during each practical lesson.</p> <ul style="list-style-type: none">• 2.3.3 Food safety practices. <p>Week 5, 6 and 7 Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate:</p> <ul style="list-style-type: none">• customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available• customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality• customer demographics: age, location, accessibility, money available, access to establishments /provision.		<p>Assessment Objectives. Covering content: Understanding the importance of nutrition. How cooking methods can impact on nutritional value. Factors affecting menu planning. How to plan production. How to prepare and make dishes. Presentation techniques. Food safety practices. Reviewing of dishes. Reviewing own performance.</p>	
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Overview 2022/23 – WJEC Vocational Hospitality and Catering

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	<p>Week 1</p> <p>Health and safety in hospitality and catering provision of the kitchen and front of house</p>	<p>Theory - Understanding the importance of nutrition.</p> <p>How cooking methods can impact on nutritional value.</p>	<p>Week 1 and 2</p> <p>The operation of the front and back of house</p> <p>Learners should be aware of the operational requirements of:</p> <ul style="list-style-type: none"> • workflow of the front of house – reception, seating area, counter service, bar • workflow of the catering kitchen – delivery, staffing area, wash area, storage area, prepare and cooking area, serving area, washing/cleaning area. <p>Activity: Design a restaurant kitchen</p> <p>Including: annotation of workflow/delivery/staff area/wash area and storage</p> <p>Activity: Design a restaurant front of house</p> <p>Including: seat plan and area layout/counter and bar. Learners should be aware of the following equipment and materials</p>	<p>Revision focus</p> <p>Past papers/activities</p> <p>Hospitality and catering providers</p> <p>Working conditions in the hospitality and catering industry</p> <p>Working in the hospitality and catering industry</p> <p>Contributing factors to the success of hospitality and catering provision</p>	<p>Revision focus</p> <p>Past papers/activities</p> <p>Hospitality and catering providers</p> <p>Working conditions in the hospitality and catering industry</p> <p>Working in the hospitality and catering industry</p> <p>Contributing factors to the success of hospitality and catering provision</p> <p>MAY: Controlled assessment marked and sent for moderation to WJEC</p> <p>Independent exam revision</p>	
	<p>Week 2</p> <p>Food Safety</p> <p>Food related causes of ill health</p> <p>Symptoms and signs of food-induced ill health</p> <p>Preventative control measures of food-induced ill health</p> <p>Health and safety in hospitality and catering provision</p>	<p>Factors affecting menu planning.</p> <p>How to plan production.</p> <p>How to prepare and make dishes.</p> <p>Presentation techniques.</p> <p>Food safety practices.</p> <p>Reviewing of dishes.</p> <p>Reviewing own performance.</p>				
	<p>Week 3 and 4</p> <p>The Environmental Health Officer (EHO)</p> <p>Learners will know and understand the role of the</p>					



<p>Environmental Health Officer (EHO) and their responsibilities include:</p> <ul style="list-style-type: none">• collecting evidence including samples for testing, photographs, interviews• enforcing environmental health laws follow up complaints• follow up outbreaks of food poisoning• inspecting business for food safety standards• giving evidence in prosecutions• maintaining evidence• submitting reports <p>Week 5 and 6 Customer requirements in hospitality and catering Learners know and understand how hospitality and</p>		<p>required, used and managed within catering provision/kitchens:</p> <ul style="list-style-type: none">• large equipment: large conventional oven, glass chiller, floor standing food mixer, deep fat fryers, hot water urns, walk-in fridge-freezer, standing Bain Marie, steamers, pass-through dishwasher and glass washer, hot plates• materials for cleaning, first aid kit and safety materials• small equipment• utensils. <p>Activity: Learners could label large and small equipment in a centre catering facility.</p> <p>Week 3 to 7 Learners should know and understand the two different types of hospitality and catering provision: commercial and non-commercial: Commercial (residential):</p> <ul style="list-style-type: none">• B&B, guest houses and Airbnb• campsites and caravan parks			
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<p>catering provision meets the requirements of:</p> <ul style="list-style-type: none">• customer needs (catering, equipment, accommodation)• customer rights and inclusion (disability)• equality. <p>Learners are given a number of customers with different requirements and needs. Learners to identify how to cater efficiently to meet the needs of all.</p> <p>Week 7-10 Controlled assessment task: 12 hours</p>		<ul style="list-style-type: none">• holiday parks, lodges, pods and cabins• hotels, motels and hostels. Commercial (non-residential):• airlines, cruise ships, long distance trains• cafés, tea rooms and coffee shops• fast food outlets• food provided by stadia, concert halls and tourist attractions• mobile food vans and street food trucks• pop-up restaurants• public houses, bars• restaurants and bistros• takeaways• vending machines. <p>Non-commercial (residential):</p> <ul style="list-style-type: none">• armed forces• boarding schools, colleges, university residences• hospitals, hospices and care homes• prisons. <p>Non-commercial (non-residential):</p> <ul style="list-style-type: none">• canteens in working establishments (subsidised)• charity run food providers			
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			<ul style="list-style-type: none">• meals on wheels• schools, colleges and universities. Learners should know and understand the following types of service in commercial and non-commercial provision: Food service: • table: plate, family-style, silver, Gueridon, banquet• counter• cafeteria, buffet, fast food• personal: tray or trolley, vending, home delivery, takeaway.Residential service:<ul style="list-style-type: none">• rooms: single, double, king, family, suite (en-suite bath/shower room, shared facilities)• refreshments: breakfast, lunch, evening meal, 24-hour room service/restaurant available• conference and function facilities• leisure facilities (spa, gym, swimming pool).			
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Overview 2022/23 – WJEC Vocational Engineering

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Week 1 – 3 Fixings. Mechanical fixings: screw threads, brazing, riveting & soldering. Exploration of permanent & temporary fixing types	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7
	Week 4 Engineer’s blue, scribing, centre punch, use of a range of calipers					
	Week 5 Explore through practical exercises a range of shaping techniques including turning, milling, file work. Work with a range of materials including stock metals, sheet material and					



<p>plastics</p> <p>Week 6 and 7 Learning how engineering drawings are used in manufacturing. Learners will use a set of engineering drawings to produce a small product which covers their skills covered to date (Small copper dice). Understanding orthographic and isometric projections – dimensions and tolerance limits.</p>					
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Overview 2022/23 – Engineering

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Week 1	Week 1	Week 1	Week 1	Week 1	Week 1
	Week 2	Week 2	Week 2	Week 2	Week 2	Week 2
	Week 3	Week 3	Week 3	Week 3	Week 3	Week 3
	Week 4	Week 4	Week 4	Week 4	Week 4	Week 4
	Week 5	Week 5	Week 5	Week 5	Week 5	Week 5
	Week 6	Week 6	Week 6	Week 6	Week 6	Week 6
	Week 7	Week 7	Week 7	Week 7	Week 7	Week 7



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