

WEEK /ACTIVITY/ LEARNING OBJECTIVES (HOMEWORKS IN BRACKETS)	ASSESSMENT OPPORTUNITIES	SKILLS	
<ol style="list-style-type: none"> Understand what a Situation and design brief are along with research of various boats. Students will design a boat and label all parts from research taught in the lesson. See PPT 1. Understand how to use the vacuum forming machine to create the hull of your boat. Understand properties of the material that you're working with. Understand how to use the vacuum former, pillar drill and gerbil to cut out the hull for the boat. See PPT 2. Understand how to mark out the deck of your boat out of plywood by using the fret saw. Understand properties of the material that you're working with. Understand how to use the fret saw safely. See PPT 3. Understand how to join the deck and hull together using adhesive. Understand properties of adhesives and the various types of adhesives to successfully join plywood and hips together. See PPT 4. Understand how to use the fret saw, coping saw and file to create the cabin and funnel for your boat. Understand properties of the material that you're working with. See PPT 5. Understand how to join the cabin and funnel to the deck of your boat using adhesive. Also understand how to oil and decorate your boat. Understand properties of the material that you're working with. See PPT 6. Understand how to successfully apply Danish oil to your boat, also ensure you understand properties of the various finishing techniques you could use to apply a finish to your boat. See PPT 7. Understand how to cut nylon tube and assemble the paddle for your boat using acrylic and the benefits of CAD CAM for using the laser cutter. See PPT 8. Learn what an evaluation is and then evaluating your own cross. Learn how to create a promotional poster for your boat to advertise it to sell commercially. 	<ol style="list-style-type: none"> Teacher assessment, peer assessment, homework #1 set. Teacher assessment, peer assessment. Teacher assessment, peer assessment, homework #2 set. Teacher assessment, peer assessment. Teacher assessment, peer assessment, homework #3 set. Teacher assessment, peer assessment. Teacher assessment, peer assessment. Teacher assessment, peer assessment, homework #4 set. Teacher assessment, peer assessment, homework #5 set. Teacher assessment, peer assessment. 	Designing Rendering Annotation Analysis Research Hand tool skills Machine tool skills Woodwork skills ICT & CAD Skills Testing Evaluation	
		PROGRAMMES OF STUDY	
		1.1a, 1.1c, 1.1d, 1.2b, 1.3a, 1.4a, 1.4b, 1.4c, 2a, 2b, 2d, 2f, 2h, 3b, 3c, 4d, 4f, 4g	

LINKS WITHIN SUBJECT AND CROSS CURRICULAR	LEARNING STYLES (VAK)	ASSESSMENT METHOD
Art: Design development through sketching. English: Communicating ideas through annotation; use of technical language. ICT: Using CAD and DTP in homework tasks. Mathematics: Measuring cross.	V : Power point, ICT work A : Question & Answer sessions, AFL Throughout K : making cross	AFL throughout the project. Self/peer assessment throughout- worksheet to complete at the end of the project. Unit formally marked. Overall grade given at the end of the unit

Citizenship	Links with unit of work
a political, legal and human rights, and responsibilities of citizens	Tidying away together
b the roles of the law and the justice system and how they relate to young people	Safety in the workshop
c key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections	
d freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account	
e actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment	
f strategies for handling local and national disagreements and conflicts	
g the needs of the local community and how these are met through public services and the voluntary sector	
h how economic decisions are made, including where public money comes from and who decides how it is spent	

Economic Wellbeing and Financial Capability	
a different types of work, including employment, self-employment and voluntary work	
b work roles and identities	Team activities
c the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)	
d the personal review and planning process	Evaluation and analysis of research/ self/peer assessment
e skills and qualities in relation to employers' needs	Selecting materials
f a range of economic and business terms, including the effect of competition on product and price	Commercial costs and prices
g personal budgeting, money management and a range of financial products and services	Learning about costs of materials
h risk and reward, and how money can make money through savings, investment and trade	
i how businesses use finance	
j social and moral dilemmas about the use of money.	The environmental aspects of project

Personal Wellbeing	
a examples of diverse values encountered in society and the clarification of personal values	
b the knowledge and skills needed for setting realistic targets and personal goals	Throughout in time setting/planning

	Self/peer assessment. Formal assessment
c physical and emotional changes as we develop	
d human relationships & reproduction	Hygiene/teamwork
e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others	
f how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise	Healthy food/options available
g ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations	Health and safety guidelines