

# Year 7 Workshop Skills 2022-23

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Topics	Curriculum Overview
<b>WORKSHOP</b>	
1	<p><b><u>Health and Safety</u></b></p> <ul style="list-style-type: none"> <li>● Students complete a summary of health and safety expectations in the workshop.</li> <li>● Students tour the machinery and see why being safe is so important.</li> <li>● Students learn about the basic rules of the workshop when completing practical work.</li> <li>● Students complete a 'spot the problem page' where they apply what they have learnt.               <ul style="list-style-type: none"> <li>○ <i>What is a hazard?</i></li> <li>○ <i>Why do we need to be safe in a workshop?</i></li> <li>○ <i>Do we need to be safe in order to be successful practically?</i></li> <li>○ <i>Why do we need to prepare for practical lessons?</i></li> <li>○ <i>What is dangerous in the workshop?</i></li> <li>○ <i>What are the expectations?</i></li> </ul> </li> </ul>
2	<p><b><u>Initial Design Work</u></b></p> <ul style="list-style-type: none"> <li>● Students will be introduced to the project and begin to outline the designs for the Blockbots.</li> <li>● Students will learn how to plan out their ideas.</li> <li>● Students will learn how to annotate their design work.</li> <li>● Students will learn how to present their work like a designer.               <ul style="list-style-type: none"> <li>○ <i>Why do we need to design things before deciding on our final design?</i></li> <li>○ <i>Why should we design before making?</i></li> <li>○ <i>What are the ways we need to annotate our work?</i></li> </ul> </li> </ul>
3	<p><b><u>Final Design Work</u></b></p> <ul style="list-style-type: none"> <li>● Students refer to feedback and complete final design work for their chosen idea.</li> <li>● Students will use their annotation skills to describe their idea in detail.               <ul style="list-style-type: none"> <li>○ <i>What is a working drawing?</i></li> <li>○ <i>Do plans need to be detailed or concise?</i></li> <li>○ <i>What details should we include?</i></li> <li>○ <i>Who is your design for?</i></li> </ul> </li> </ul>
4	<p><b><u>Practical Part 1</u></b></p> <ul style="list-style-type: none"> <li>● Students will measure the Timber for the Blockbot using steel rules and try squares.</li> <li>● Students will take it in turns to drill holes for Blockbot neck and body.</li> <li>● Students will cut the body and head for their Blockbots using a Tenon Saw               <ul style="list-style-type: none"> <li>○ <i>How do we get ready for practicals?</i></li> <li>○ <i>What tools are we using for each process?</i></li> <li>○ <i>Why can practical work take time to get a high-quality finish?</i></li> </ul> </li> </ul>
5	<p><b><u>Practical Part 2</u></b></p> <ul style="list-style-type: none"> <li>● Students will use files/sandpaper to begin the shaping process.               <ul style="list-style-type: none"> <li>○ <i>Why do we need to use templates?</i></li> <li>○ <i>What techniques do you use when working with tools?</i></li> <li>○ <i>Why do we need to be resilient when making?</i></li> </ul> </li> </ul>
6	<p><b><u>Practical Part 3</u></b></p> <ul style="list-style-type: none"> <li>● Students will continue to shape their Blockbots.</li> <li>● Some students will move on to using sandpaper.</li> <li>● Some students may move onto Blockbot decoration using their previous Final Designs to assist them.               <ul style="list-style-type: none"> <li>○ <i>Why do we need to use different techniques when working with Timber?</i></li> <li>○ <i>Why do we start with the lowest grade of sandpaper?</i></li> <li>○ <i>What standard of finish is the best type of finish?</i></li> </ul> </li> </ul>
7	<p><b><u>Timbers Theory Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Students will complete a Timbers Knowledge organiser with guidance from a teacher.</li> <li>● Students will learn about the three key areas of Timbers – hardwood, softwood and manufactured boards.</li> <li>● Students will also learn about examples of each of the three key areas.               <ul style="list-style-type: none"> <li>○ <i>What types of Timbers are there?</i></li> <li>○ <i>What tools can we use when we use Timber materials?</i></li> <li>○ <i>Why do we need to know the difference between all three types?</i></li> </ul> </li> </ul>
8	<p><b><u>Finishing</u></b></p> <ul style="list-style-type: none"> <li>● Students will complete the personalisation of their Blockbots using a mixture of media, including painting, paint pens or the laser cutter for more detailed design work.</li> <li>● Students will learn about the finishes we can apply to timber to make them more aesthetically pleasing.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Students will evaluate their work and compare it to the working drawings given to them in their exercise books. <ul style="list-style-type: none"> <li>○ <i>Why are finishes important on materials?</i></li> <li>○ <i>Why do we need a finish on our Blockbots?</i></li> <li>○ <i>What is the best type of finish for Timber?</i></li> </ul> </li> </ul>
9	<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>● Students that complete their work will evaluate their practical work in their booklets.</li> <li>● Students will complete some self-evaluation against the marking criteria to see where they think they are. <ul style="list-style-type: none"> <li>○ <i>What were the stages of manufacture?</i></li> <li>○ <i>Why is it important to reflect on the skills we have learnt?</i></li> <li>○ <i>Do we need to be resilient if things go wrong?</i></li> </ul> </li> </ul>
<b>TEXTILES</b>	
10	<p><b><u>Textiles Health and Safety</u></b></p> <ul style="list-style-type: none"> <li>● Students complete a summary of health and safety expectations for textiles.</li> <li>● Students look at the equipment we use and see why being safe is so important.</li> <li>● Students learn about the basic rules of textiles work when completing practical work.</li> <li>● Students complete a 'spot the problem page' where they apply what they have learnt. <ul style="list-style-type: none"> <li>○ <i>What is a textiles hazard?</i></li> <li>○ <i>Why do we need to be safe with textiles equipment?</i></li> <li>○ <i>Do we need to be safe in order to be successful practically?</i></li> <li>○ <i>Why do we need to prepare for practical lessons?</i></li> <li>○ <i>What are the expectations?</i></li> </ul> </li> </ul>
11	<p><b><u>Textiles Initial Design Work</u></b></p> <ul style="list-style-type: none"> <li>● Students will be introduced to the project and begin to outline the designs for the Monster Keyring.</li> <li>● Students will apply their prior knowledge on to plan out their ideas.</li> <li>● Students will apply their prior knowledge to annotate their design work.</li> <li>● Students will present their work like a designer. <ul style="list-style-type: none"> <li>○ <i>Why do we need to design things before deciding on our final design?</i></li> <li>○ <i>Why should we design before making?</i></li> <li>○ <i>What are the ways we need to annotate our work?</i></li> </ul> </li> </ul>
12	<p><b><u>Textiles Theory Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Students will complete a Textiles Knowledge organiser with guidance from a teacher.</li> <li>● Students will learn about the two key types of Fabric – Woven and Knitted, as well as how to tell them apart.</li> <li>● Students will also learn about to other key types of material – Natural and Synthetic.</li> <li>● Students will also look at surface treatments and finishes. <ul style="list-style-type: none"> <li>○ <i>Which materials are sustainable?</i></li> <li>○ <i>Are there any that may have a negative environmental impact?</i></li> <li>○ <i>Do we need to cut the fabric in particular ways?</i></li> </ul> </li> </ul>
13	<p><b><u>Textiles Final Design Work and Pattern making</u></b></p> <ul style="list-style-type: none"> <li>● Students refer to feedback and complete final design work for their chosen idea.</li> <li>● Students will apply their annotation skills to describe their idea in detail. <ul style="list-style-type: none"> <li>○ <i>Why do we need to have a cutting pattern?</i></li> <li>○ <i>What details should we include?</i></li> <li>○ <i>Who is your design for?</i></li> </ul> </li> </ul>
14	<p><b><u>Textiles Practical 1</u></b></p> <ul style="list-style-type: none"> <li>● Students cut out their patterns and begin the making process.</li> <li>● Students will learn about the types of stitches used.</li> <li>● Students cut out the parts needed for their Monster Keyrings.</li> <li>● Students begin to sew parts together. <ul style="list-style-type: none"> <li>○ <i>Why do we need to have a cutting pattern?</i></li> <li>○ <i>Why should we sew layers together first before completing the stuffing?</i></li> </ul> </li> </ul>
15	<p><b><u>Textiles Practical 2</u></b></p> <ul style="list-style-type: none"> <li>● Students continue to work on putting the parts needed for their Monster Keyrings together.</li> <li>● Students will complete their practical work. <ul style="list-style-type: none"> <li>○ <i>Why do we need to work methodically?</i></li> <li>○ <i>Why should our patterns be sewn with a neat edge?</i></li> </ul> </li> </ul>
16	<p><b><u>Textiles Evaluation</u></b></p> <ul style="list-style-type: none"> <li>● Students that complete their work will evaluate their practical work in their booklets.</li> </ul>

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<b>ADDITIONAL TIME MINI PROJECT</b>	
EXTRA	<p><b><u>Drawing Skills</u></b></p> <ul style="list-style-type: none"><li>● Students will practice their sketching skills by performing tasks under time challenges.</li><li>● Students will learn how to draw quickly in timed challenges.<ul style="list-style-type: none"><li>○ <i>Why is sketching an important part of design?</i></li></ul></li></ul>