



Golden Threads	Enrichment	Review and Evaluation
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	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Resistant Materials Storage Solution	<p>Content, Balance and Presentation of design sheets.</p> <ul style="list-style-type: none"> Classification of timbers. Product Modelling. with Triangulation. Isometric Drawing. Marking out a Lapped Joint/Finger joint. <p>Cutting out a Lapped Joint/Finger joint using Tenon Saw/Coping Saw.</p> <p>Cutting out themed piece Scroll/Coping saw.</p> <p>Product assembly.</p> <p>Product finishing.</p> <p>Making/Technical processes Marking and measuring</p> <p>Coping Saw Tennon Saw Scroll/ Vibra Saw Flat file Disc Sander Hammer Nails</p> <p>Finishing techniques Suitability of wood treatments and preservatives.</p>	<p>Making/Technical processes</p> <p>Accurately use Steel rule, Tri Square, Pencil.</p> <p>Safely learn how to use a tenon saw/ Coping saw to create lapped joint and finger joint.</p> <p>Safely learn how to use Scroll/ Vibra Saw.</p> <p>How to smooth and waste materials using the disc sander.</p> <p>Product assembly using hammer, nails and adhesive.</p> <p>Finishing techniques</p> <p>Application of suitable wood finish for decorative and protective purposes.</p>	<p>End of unit test.</p> <p>End of module Design & Make mark.</p> <p>4 x Multiple choice question homework's</p>	<p>Marking out correctly with Pencil, Rule and Tri Square.</p> <p>Incorrect cutting techniques and tool misuse.</p> <p>Improper use of machinery.</p> <p>Lack of attention to detail and poor Accuracy.</p> <p>Inadequate or overuse of a specific finish resulting in a poor finish.</p>	<p>Bench Hook Bookend Coping Saw Hardwood Joint Softwood Specification Tenon Saw Vibra Saw Vice</p>	<ul style="list-style-type: none"> How to layout out and communicate design ideas/ concepts. Categories and classifications of timber. Retrieval/ Cross Curricular- Measuring and marking out. How to accurately mark out two types of wood joints. How to safely use a Tennon and Coping saw. How to safely use Scroll/ vibra saw. How to complete a product assembly. How to apply a finish.



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Textiles	<p>DESIGN: Research and exploration using mood boards.</p> <p>Working with a context of producing a decorative banner.</p> <p>Develop specifications to inform design ideas.</p> <p>Generation of creative design ideas with the use of annotated sketches.</p> <p>MAKE: Use of specialist tools, techniques and processes such as applique, use of the sewing machine, seams and working with a pattern.</p> <p>EVALUATE: Test and evaluate final product.</p> <p>TECHNICAL SKILLS: understand the properties of materials eg Fibres and Fabrics.</p> <ul style="list-style-type: none"> • How to write a design specification • Design strategies • Communication of design ideas • Specialist tools and equipment • Using and working with materials • Materials and their working properties • Specialist tools and equipment 	<p>DESIGN: The importance of working to a specification.</p> <p>ACCESSFM</p> <p>How to produce a high-quality design solution eg design ideas, final design with the use of annotation.</p> <p>MAKE: Using the appropriate tools and equipment for use on fabric.</p> <p>Working with accuracy and precision.</p> <p>Safe use of the sewing machine and textiles equipment.</p> <p>EVALUATE: Looking at the positives and negatives of final outcomes. Self and peer assessment and reflection. Methods to improve and modify.</p> <p>TECHNICAL SKILLS: Natural and man-made fibre knowledge.</p> <p>Woven fabric construction methods.</p>	<p>End of unit test.</p> <p>End of module Design & Make mark.</p> <p>4 x Multiple choice question homework's</p>	<p>Improper threading up of the sewing machine.</p> <p>Improper use of the sewing machine and other tools/ equipment used in the textiles room.</p> <p>Confusion between paper scissors and fabric shears.</p> <p>Incorrect cutting of fabric and the use of seam allowances.</p> <p>Lack of attention/ lack of accuracy when creating applique pieces on the sewing machine.</p> <p>The difference between the material categories Natural and Man-made fibres.</p>	<p>Bobbin</p> <p>Needle</p> <p>Fabric</p> <p>Applique</p> <p>Design</p> <p>Sewing machine</p> <p>Specification</p> <p>Equipment</p> <p>Scissors</p> <p>Embroidery</p>	<p>Future Learning:</p> <p>The safe and accurate use of the sewing machine.</p> <p>How to cut and manipulate fabric.</p> <p>How to decorate fabric using a wide variety of processes.</p> <p>To have a sound knowledge of how fabrics are made using a range of natural and man-made fibres.</p>



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Food	<p>To learn health and safety and hygiene in the food room.</p> <p>To learn food preparation and cooking skills.</p> <p>To learn knowledge and understanding of nutrition and healthy eating guidelines.</p> <ul style="list-style-type: none"> • Healthy eating guidelines • Sensory analysis • Health and safety • Hygiene • Nutrients • Eatwell guide • Knife skills • Kitchen organisation • Cooking and baking skills • How to use equipment 	<ul style="list-style-type: none"> • Learn about key equipment and their purposes • Ingredient organisation • How to wash up properly • Safety in the food room • Organisation in the food room • Routine of instructions during a food practical • Personal hygiene in the food room • Hazards in the food room • The eatwell guide and 5-a-day • Healthy eating guidelines • Nutrients and their functions • Using a knife safely using bridge and claw (fruit salad) • How much sugar and hidden sugar is in food • How to weigh accurately (muffins) • Traffic light labelling • How to make recipes more healthy • Staple foods around the world • Melting method (cereal bars) • Rubbing in technique (scones) • Cooking on the hob safely and using raw meat (bolognaise) • Function of ingredients in bread • Making bread (pizza) 	<p>End of unit test.</p> <p>End of module Design & Make mark.</p> <p>4 x Multiple choice question homework's</p>	<p>Difficulty identifying nutrients provided by foods</p> <p>Confusion between sections of the eatwell guide and names of nutrients</p> <p>Remembering all the rules of the food room</p> <p>Remembering the correct way to chop different ingredients</p>	<p>Carbohydrate</p> <p>Protein</p> <p>Calcium</p> <p>Sugar</p> <p>Flour</p> <p>Weighing</p> <p>Ingredients</p> <p>Fibre</p> <p>Sensory</p> <p>Analysis</p>	<p>How to always work safely in the food room</p> <p>How to follow hygiene</p> <p>How to use equipment</p> <p>How to use a knife safely</p> <p>How to use the oven and hob safely</p> <p>How to follow personal hygiene</p> <p>Building on knowledge they may have learnt at primary school about healthy eating and nutrition</p> <p>Building on knowledge from taster days they may have done when in year 6</p>



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Graphics Theme Park Ride	<p>Understand Content, Balance and Presentation</p> <p>Understand how to generate a range of design ideas.</p> <p>Understand what CAD/CAM is</p> <p>Be able to safely and correctly solder</p> <p>Demonstrate a range of practical skills to make a souvenir plaque</p> <ul style="list-style-type: none"> • Design strategies. • Using and working with materials • Specialist techniques and processes. 	<ul style="list-style-type: none"> • Be able to work in a group to produce a new theme park ride and be able to present your ideas. • Producing a range of initial ideas. • How to shape and form polymers • Using a soldering iron, strip heater, pillar drill, tap and die. • Understand what components are and what they do in a circuit. • Using a former to shape acrylic base. 	<p>End of unit test.</p> <p>End of module Design & Make mark.</p> <p>4 x Multiple choice question homework's</p>	<p>Design fixation- not producing a wide range of initial ideas.</p> <p>Incorrect soldering- dry joint, L.E.D the wrong way round.</p>	<p>Design</p> <p>Drilling</p> <p>Laser</p> <p>Plaque</p> <p>Safety</p> <p>Electronics</p> <p>Presentation</p> <p>Souvenir</p> <p>Technology</p> <p>Theme Park</p>	<p>Building on previous knowledge from KS2</p> <p>Leading to:</p> <p>More complex soldering</p> <p>More complex CAD designing</p> <p>Improved practical skills, leading to independently using a range of tools and processes.</p>