Year 11. Topic: Producing Engineering Products - Planning Make Activity AUT 1		Duration: 12 lessons	Composite:
Key vocabulary:	**Core knowledge Components**	**Powerful knowledge components crucial to commit to long term memory**	**Links to previous and future topics**
Risk Assessment - Risk, Hazard, Control Measure, Grade. Resources – Tool, Machines, Equipment, Consumables. Cutting List – Form, diameter. Time Plan -Sequence, Tasks, Critical Point, Waiting Time, Contingency Plan.	• Must be able to produce a set of Risk Assessments for a product from a set of drawings. • Must be able to Produce a resources sheet from a set of drawings. • Must be able to produce a cutting list from a set of drawings. • Must be able to produce a time plan from a set of drawing (with correct sequencing, appropriate timings, explanation of overlapping tasks and critical points, contingency plan) • Must be able to produce a suitable layout and know what to include in a record of make.	• What is the purpose of a risk assessment? • How do you do a risk Assessment? • What is a resources sheet? • What information is included on a resources sheet? • What is a Cutting List? • What information is on a Cutting List? • What is a time plan? • What information is included on a time plan? • What exterior factors must be considered on a time plan that may cause you to alter your sequence of tasks? • What are Critical Points on a time plan? • Why might tasks overlap on a time plan? • What should be included on a record of make?	Using core knowledge learnt throughout years 7. 8. 9 and 10. Such as: Materials types, Material properties. Use of tools and equipment. Safety. Reading tolerances, Reading orthographic drawings, reading assembly drawings.

Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
Reading and understanding learner assignment brief	Taking part in class discussions outside controlled assessment.	Use of keywords in documents produced.	Being able to make confident choices when working through engineering drawing to find answers. Find and correct own mistakes and problem solve	Independent time management. Independent decision making and problem solving Using key skills used by engineers.

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Key Vocabulary introduced using precision teaching prior to new topic.

- Linked to prior knowledge from year 7,8 and 9 to aid independence. Repeating of keywords.
- Additional curriculum time allocated to those authorised by exam board, to support processing speed.
- Project chosen so that work produced can be used at apprenticeship or engineering interviews, work-related to support the pathway into adulthood
- Learners asked to complete work that will enable them to get Dist * grade, supporting learner aspirations
- Project chosen to support cross curricular links maths and science, supporting non-verbal reasoning
- Technology: software (word, powerpoint) used to support accessibility
- Skills ordered logically and as individual tasks to support accessibility
- Opportunities for low entry/high ceiling activities (grading from Level 1 to Level 2 Dist *)