



Outline		
<p>Rationale – What are we learning and why? This topic will introduce learners to the tools, materials and personal protective equipment (PPE) used by carpenters and joiners. Learners will learn about the potential health and safety hazards in a carpentry and joinery work area, how to carry out a risk assessment, and what is safe working practice in the use of common tools and equipment. You will also develop the knowledge, skills and techniques to determine and select appropriate materials to produce a timber frame to a given specification.</p> <p>Career rationale: Inspire and enthuse learners to consider a career in the construction sector. Give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, Carpentry.</p>		
<p>Lesson Planning & Teaching Tools, materials, equipment and information for carpentry and joinery Tools and equipment:</p> <ul style="list-style-type: none"> • setting-out tools • hand tools • equipment. <p>Materials:</p> <ul style="list-style-type: none"> • wood and wood composites • types of glue • types of fixings • finishing materials. <p>Information:</p> <ul style="list-style-type: none"> • purpose of drawings • how to read drawings • units of measurement • common abbreviations and symbols • title box. <p>Health and safety</p> <ul style="list-style-type: none"> • Hazards • Manual handling • Risk assessment • Good practice <p>Construction: Making a bespoke item using work practice previously taught.</p>	<p>Things to Consider</p> <ul style="list-style-type: none"> - Access to the school workshop. - Need for specialist teaching (Vitor or Ber) When using tools in the workshop. - Resources if teaching VS in classroom (vice tools pre-cut materials (these need to be ordered to Ber a week in advance)' - Link to functional maths (measuring, shapes) and English (non-fictional books, writing a risk assessment, Writing a job description). - Link to art carpentry, manual labour. - Differentiated making products. - Consider the size of the item being made. Think storage space, material waste, equipment available. <ul style="list-style-type: none"> • Career Program link. <ul style="list-style-type: none"> - Work experience: mend Vegtrugs around school - Work experience: Assist School premises in day to day routine school maintenance work. - Visit local wood retailers in Charlton peninsula. (Travis Perkins, B and Q). - Virtual work experience. - 	<p>Vocabulary</p> <p>Technical: Hand tools, power tools, Glue, Technical drawing, units, measuring, marking, Housing joint, bridle joint, Tenon joint. Joinery products: Doors. Sliding Wardrobe Doors. Door Fittings. Stairs and Parts. Skirting Boards. Architrave. Mouldings. Floors.</p> <p>Career: Carpenter, Construction site, joinery workshop, Health and safety, Personal Protective Equipment (PPE), Risk assessment, Hazard, manual handling, storage, behaviour</p> <p>https://www.bbc.co.uk/teach/class-clips-video/business-ks3-ks4-apprentice-for-a-day-apprentice-prepare-cv-perform-job-interview/zvwd7nb</p>

Pathway 2 Learning Outcomes	Pathway 1 Learning Outcomes
<p><i>By the end of the term, students should be able to:</i></p> <ul style="list-style-type: none"> • Explore and use different hand tools safely. • To indicate a choice or preference in designing a Wooden product.. • Express and communicate your own risk assessment when using a hand tool of your choice. • Participate in discussions and reflect upon what festive decorations look like for different festivals. • Demonstrate awareness of safe working practice and PPE. • Be involved in the different stage of producing an item (research, Design, prototype, Making, Evaluating) • Show curiosity about the making process of a bespoke item of your choice. • Demonstrate interest in evaluating their work. • Develop an understanding of what Carpentry is. 	<p><i>By the end of the term students should be able to:</i></p> <ul style="list-style-type: none"> • Recognise and Identify the purpose of tools and equipment. • Recognise and identify the use of materials in Capentry and Joinery. • Create a clear labelled design of three bespoke products. • Demonstrate understanding of safe working practice, tools handling and professional behaviour in the workshop. • Develop practical skills using safe techniques to produce a Housing Joint. • Be actively involved in understanding the different stages of creating a product (research, Design, prototype, Making, Evaluating) • Take part in a work-related project involving Joinery or Carpentry (mending a Vegtrug), fixing a Bench, Making a picture frame). • Develop a good understanding of what a carpenter does and where he works (construction sites) • Develop a good understand of what a joiner does and where he works (Joinery Workshop).

Suggested Teaching and Learning Ideas / Activities					
Enterprise / Design and Technology /Work Related Learning / Careers					
Below is a list of suggested activities that include the above Teaching areas.					
<p>Tools:</p>  <p>Introduce learners to the different categories of tools.</p> <p>Divide learners into pairs or small groups.</p>	<p>Materials:</p>  <p>Show learners examples of different kinds of wood and wood composites. Explain what a wood composite is.</p> <p>Learner activity: in pairs, research a type of</p>	<p>Design:</p>  <p>Explain why drawings are used in the construction industry, and what they are used for in carpentry and joinery.</p> <p>Explain the common abbreviations and symbols relating to the different examples of</p>	<p>Health and safety</p>  <p>-Explain that the HASAWA 1974 requires that operatives are supplied with the appropriate PPE.</p> <p>Lead a whole-group discussion on the need for appropriate behaviour and a positive attitude</p>	<p>Construction</p>  <p>Preparing and setting up the work area:</p> <p>Marking out and cutting half lap joint and tee halving joint.</p> <p>Marking out and cutting mitre joint and dovetail joint.</p> <p>Cutting joints to make a timber frame:</p>	<p>Career</p>  <p>Writing a Job Description: Students imagine they are recruiting for a post in their own imaginary Joinery and write a job</p>

<p>Provide each group with matching cards which include the name of a tool, an image of the tool and the tool's use. Learners should match each tool's name to its image and its use.</p>	<p>softwood and a type of wood composite.</p>	<p>softwood discussed in the previous session (sawn, regularised, PAR). Explain the units of measurement commonly used in these drawings. Describe what a title box should contain.</p>	<p>towards health and safety. -Explain correct manual handling techniques, then demonstrate them, e.g. by showing learners how to move a long length of timber in a workshop (using two people). -Give a presentation on the five steps of risk assessment. Run through the steps in a Q&A format with the whole group. Introduce learners to the concepts of hazards, risks and control measures.</p>	<p>Gluing up a timber frame using sash cramps/G clamps on a level surface Checking frame is square (check diagonals).</p>	<p>description and person specification.</p>
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