Year 7 Design Technology Curriculum Rationale

“Society and culture”. Four design-and-make projects are taught across the year. The theme for all projects is “society and culture”, and each project has been designed to give learners a pertinent focus and help them to appreciate the wider impact of design on society. META-COGNITION is key in all projects as we aim to give students the ability to transfer knowledge/learning from one design area to another, by explicitly highlighting these transferable skills and knowledge.

| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development: | Home learning and enrichment |
| --- | --- | --- | --- | --- | --- | --- |
| **Product Design** *Table tennis bat* *10 hours* | -be able to use iterative design strategy to produce original ideas-be able to use a variety of hand tools such as scalpels, coping saws and files-display safe working practices in the workshop -the difference between natural timbers and manmade timber materials  | -Build on basic design skills taught in KS2-Introduction to iterative design strategies-Introduce workshop safety and basic hand tools | **FA1** – Design ideas**FA2** – Practical assessment **End of unit test –** timber-based materials  | -Society and culture- linking the promotion of sport and exercise to benefits for society.  | -CREATING – *Fluent and flexible thinking* when designing iteratively-REALISING – Focussing on *accuracy* to produce a quality outcome -META-THINKING – *self-regulation* – be able to judge the quality of your own work and decide upon steps needed to improve (what is expected quality?)  | **HW1** – Materials research sheet **HW2** – EBL task – How does exercise help society as a whole? **HW3** – Revise for end of unit test  |
| **Textiles***Koinobori**10 hours* | -be able to use iterative design strategy to produce original ideas-be able to use hand stitching techniques such as applique-be introduced to safe us of sewing machines, including how to set up and thread-be able to independently use the batiq technique to realise unique designs | -Build on basic design skills taught in KS2-Introduction to iterative design strategies-Introduce students to the practical techniques they will need (applique, batiq, machine sewing)  | **FA1** – Design ideas**FA2** – Practical assessment **End of unit test –** Textiles materials and sources  | -Society and culture – learning about Japanese culture.  | -CREATING – *Fluent and flexible thinking* when designing iteratively-REALISING – Focussing on *accuracy* to produce a quality outcome  | **HW1** – Materials research sheet **HW2** – EBL task – Japanese culture **HW3** – Revise for end of unit test  |
| **Graphics***Tangram**10 hours* | -be able to use iterative design strategy to produce original ideas-be able to use a variety of hand tools such as scalpels, coping saws and files-display safe working practices in the workshop -the difference between natural timbers and manmade timber materials  | -Build on basic design skills taught in KS2-Introduction to iterative design strategies-Introduce workshop safety and basic hand tools | **FA1** – Design ideas**FA2** – Practical assessment **End of unit test –** Packaging  | -Society and culture – learning about Chinese culture | -CREATING – *Fluent and flexible thinking* when designing iteratively-REALISING – Focussing on *accuracy* to produce a quality outcome  | **HW1** – Materials research sheet **HW2** – EBL task – Chinese culture **HW3** – Revise for end of unit test  |
| **Food** *10 hours* | -Be able to use provided ingredient lists and method sheets to accurately cook healthy meals -Be able to safely use knives, hobs and ovens-Learn how to work in a hygienic manner in the food room-Learn how to prevent the cross-contamination of a variety of foods  | -At KS2, students have done very basic food preparation. -Year 7 food is designed to increase their confidence in the kitchen and build upon their knowledge of factors which affect food safety and hygiene.  |  | Society and culture – learning about how healthy eating is good for the individual and society as a whole  | LINKING – Be able to transfer knowledge and skills to other recipes using different foods and ingredientsMETA-THINKING – *self regulation* – being able to make decisions about the progress of dishes and practical cooks REALISING – being able to follow recipes *accurately*, and be able to carefully prepare and cook food.  | **HW1** – Food safety and hygiene sheet **HW2** – EBL task – How does healthy eating help society as a whole? **HW3** – Revise for end of unit test  |