

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 <i>Table tennis bat</i> 10 hours	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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.	<ul style="list-style-type: none"> -CREATING – <i>Fluent and flexible thinking</i> when designing iteratively -REALISING – Focussing on <i>accuracy</i> to produce a quality outcome -META-THINKING – <i>self-regulation</i> – 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 <i>Koinobori</i> 10 hours	<ul style="list-style-type: none"> -be able to use iterative design strategy to produce original ideas 	<ul style="list-style-type: none"> -Build on basic design skills taught in KS2 	FA1 – Design ideas FA2 – Practical assessment	-Society and culture – learning about Japanese culture.	<ul style="list-style-type: none"> -CREATING – <i>Fluent and flexible thinking</i> when designing iteratively 	HW1 – Materials research sheet

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	<ul style="list-style-type: none"> -be able to use hand stitching techniques such as applique -be introduced to safe use of sewing machines, including how to set up and thread -be able to independently use the batik technique to realise unique designs 	<ul style="list-style-type: none"> -Introduction to iterative design strategies -Introduce students to the practical techniques they will need (applique, batik, machine sewing) 	<p>End of unit test – Textiles materials and sources</p>		<p>-REALISING – Focussing on <i>accuracy</i> to produce a quality outcome</p>	<p>HW2 – EBL task – Japanese culture</p> <p>HW3 – Revise for end of unit test</p>
<p>Graphics <i>Tangram</i> 10 hours</p>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Build on basic design skills taught in KS2 -Introduction to iterative design strategies -Introduce workshop safety and basic hand tools 	<p>FA1 – Design ideas</p> <p>FA2 – Practical assessment</p> <p>End of unit test – Packaging</p>	<p>-Society and culture – learning about Chinese culture</p>	<p>-CREATING – <i>Fluent and flexible thinking</i> when designing iteratively</p> <p>-REALISING – Focussing on <i>accuracy</i> to produce a quality outcome</p>	<p>HW1 – Materials research sheet</p> <p>HW2 – EBL task – Chinese culture</p> <p>HW3 – Revise for end of unit test</p>

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<p>Food <i>10 hours</i></p>	<p>-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</p>	<p>-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.</p>		<p>Society and culture – learning about how healthy eating is good for the individual and society as a whole</p>	<p>LINKING – Be able to transfer knowledge and skills to other recipes using different foods and ingredients META-THINKING – <i>self regulation</i> – being able to make decisions about the progress of dishes and practical cooks REALISING – being able to follow recipes <i>accurately</i>, and be able to carefully prepare and cook food.</p>	<p>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</p>