

<b>Design &amp; Technology</b> <b>Module: Textiles</b> <b>Year 7</b>				
	Topic / Theme	Knowledge and Skills	Assessment	Cultural Capital Independent Learning
<b>Autumn – Term One</b>	<p><b>Project:</b> <i>Bookmarks</i></p> <p>This first Textiles project will introduce students to the designing and manufacturing processes needed for technology. This simple project of making a bookmark will ensure student achieve a good standard of product with confidence built in the making process. Students will explore existing projects used by different users to meet their needs and looking at successful functionality. Students will identify and solve design problems during the making process. Students will be able to select specific tools appropriate to the processes being used. Knowledge of evaluating products will be acquired through the analysis of their own products and the work of others, including a study of past and present designers.</p>	<p><b>Designing:</b></p> <p>Students will learn to develop an understanding of user needs (<b>Ergonomics &amp; Anthropometrics</b>) &amp; target groups, and <b>use design briefs</b> to generate ideas to meet these needs. Student will understand the importance of basic specification considerations and how they are produced. Students will learn how 2D &amp; 3D designs are generated using different approaches &amp; presented using a range of formats including modelling and annotated sketches. D1, D2, D5</p> <p><b>Making:</b></p> <p>Students will learn to use a range of techniques, (hand and</p>	<p>F = Foundation C = Core A = Advanced E = Exceptional</p> <p><b>Design Assessment Criteria coverage</b></p> <p><b>F</b> Produce designs to solve a need. <b>C</b> Able to identify some design needs and produce designs to solve a need, or design task and think of some improvements. <b>A</b> Able to identify needs, problems and constraints, and produce a range of design solutions. Ideas are presented using 3-D drawing, CAD and some modelling. <b>E</b> Use product analysis and studies of different cultures to develop needs &amp; specifications. Generate designs with consideration of social, moral, environmental or sustainability issues. Use modelling (including CAD) to develop designs into a chosen solution.</p>	<p><b>Independent learning</b></p> <p>Students are expected to create and develop designs (images &amp; practically) independently with varying degrees of innovation and flair. Students will develop problem solving skills through independent learning, especially in a practical context. Research into materials, concepts and the work of past and present designers will develop the students' ability to work independently.</p> <p><b>Cultural Capital</b></p> <p>Students will gain an awareness of the work of past &amp; present designers and how the designs and work of individuals influence society and ensuring students have an understanding of Britain's</p>

	<p><b>Topics / Themes addressed</b> <i>Hyperlink to topics</i></p> <p>D1 – Designing: Research &amp; Exploration. D2 – Designing: Identifying &amp; solving design problems:</p> <p>M1 Making: Using Specialist tools, equipment, techniques, processes</p> <p>M2 Making: Selecting and using materials</p> <p>E1 – Evaluate: Analysing the work of past &amp; present professionals.</p> <p>TK1 / M2: Selecting, understanding and using materials</p>	<p>electronic) processes &amp; equipment to produce product.</p> <p>Students will receive instruction in the use of required techniques/ processes and equipment, including sewing machines. Students will understand how to implement design ideas using guidance given. M1 &amp; M2</p> <p><b>Evaluate:</b> Students will study the work of past and present professionals. Students will analyse their own and others’ products with a view to improving performance and considering environmental issues &amp; the impacts and responsibilities of designs on society. E1 – E4</p> <p><b>Technical Knowledge:</b> Students will develop knowledge of material properties and sustainability issues. TK1</p>	<p><b>Making Assessment Criteria coverage</b></p> <p><b>F</b> With assistance, carry out some practical work safely, showing some basic skills.</p> <p><b>C</b> Identify tools and equipment and carry out practical work safely and independently, demonstrating skills in a few processes, including CAM.</p> <p><b>A</b> Identify main stages and equipment to make products. Make products correctly and accurately with a variety of tools or processes, including CAM.</p> <p><b>E</b> Produce instructions for making a product which include alternative tools and processes to use and some quality control checks. Assemble and make products with accuracy that offer some challenge, demonstrating good skills in the use of a wide variety of tools or processes, including CAM.</p> <p><b>Evaluating Assessment Criteria coverage</b></p> <p><b>F</b> Recognise a few ways in which a product could be improved.</p> <p><b>C</b> Carry out a simple evaluation of a product and suggest improvements.</p> <p><b>A</b> Produce evaluations to include testing. Comment about how suitable the final product is for the target user.</p>	<p>contemporary design practice and design heritage, as well as a knowledge of international design practice. We encourage wider reading and the exploration of academic theory of design. Students will gain experience in the use of equipment to enrich their understanding of technology, including the use of laser cutting, 3D printing, CNC use and computer aided design. Extra curricula clubs and access to industrial partners / STEM organisations will provide access to skills development, industrial developments, technological advancements, environmental and economic factors, the role of sustainability and ethics in user-centred design, demographic change and sociocultural influences around the world in order to visualise future possibilities and guide career opportunities.</p>
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Design & Technology																		
Year 7			Module: Food															
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Autumn – Term Two	<p><b>Project:</b> Practical Sessions Students are given the opportunity to cook in 6 sessions to develop skills and processes required to follow and produce a recipe. Basic Hygiene/ Knife Skills/ Organisational Skills/ Working Independently &amp; also in small groups is encouraged.</p> <p><b>Theory/Extended Learning:</b> Through homework tasks students will start to consider basic nutrition and how to balance your diet ensuring the main macro and micro nutrients are included. Students will also carry out Sensory Analysis for each dish they cook, exploring how successes and possible developments</p>	<p><b>Students will learn the following skills;</b></p> <p>Personal Hygiene Kitchen Hygiene Working in a Kitchen Basic cooking skills</p> <p>Identifying and collecting correct equipment Organising Processes Following Recipe Peeling Washing Slicing/ chopping (<b>bridge &amp; claw method</b>) Measuring/ pouring/ mixing</p> <p>Following Recipe Organising Processes Slicing/ chopping (<b>bridge &amp; claw method</b>) Grating Preparing Baking Trays Preparing Oven/ Baking</p>	<p>F = Foundation C = Core A = Advanced E = Exceptional</p> <table border="1"> <thead> <tr> <th>FP</th> <th>Designing</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>With support, demonstrate cooking techniques.</td> </tr> <tr> <td>C</td> <td>With support, demonstrate some preparation and cooking techniques.</td> </tr> <tr> <td>C+</td> <td>With some support, demonstrate several preparation and cooking techniques.</td> </tr> <tr> <td>A</td> <td>Plan, prepare and cook some dishes, showing techniques, working mainly independently.</td> </tr> <tr> <td>A+</td> <td>Plan, prepare and cook several dishes, showing techniques, working independently.</td> </tr> <tr> <td>E</td> <td>Plan, prepare and cook a range of dishes, showing techniques, working independently, and be able to select and use a range of appropriate equipment.</td> </tr> </tbody> </table>	FP	Designing	F	With support, demonstrate cooking techniques.	C	With support, demonstrate some preparation and cooking techniques.	C+	With some support, demonstrate several preparation and cooking techniques.	A	Plan, prepare and cook some dishes, showing techniques, working mainly independently.	A+	Plan, prepare and cook several dishes, showing techniques, working independently.	E	Plan, prepare and cook a range of dishes, showing techniques, working independently, and be able to select and use a range of appropriate equipment.	<p><b>Independent learning</b> Students are expected to create and develop designs independently with varying degrees of innovation and flair. Students will work independently during manufacturing to develop problem solving skills and confidence by using power machinery and in a general practical context. Research into materials, concepts, and the work of past and present designers, will develop the students' ability to work independently.</p> <p><b>Cultural Capital</b> Students will gain an awareness of the work of past &amp; present designers and how the designs and work of individuals influence society and ensuring students have an understanding of Britain's</p>
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	<p><u>Topics / Themes addressed</u> <a href="#">Hyperlink to topics</a></p> <p><b>CN1</b> Understand and apply the principles of nutrition and health.</p> <p><b>CN2</b> Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p><b>CN3</b> Become competent in a range of cooking techniques, such as selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture</p>	<p>Following Recipe Organising Processes Frying method Using the hob – heat conduction Food science – what is happening when protein sets</p> <p>Following Recipe Organising Processes Weighing Accurately Mixing Creaming Method Preparing Baking Trays Portion control Preparing Oven/ Baking</p> <p>Identifying and collecting correct equipment Organising Processes &amp; Following Recipe Peeling/ Washing Slicing/ chopping (<b>bridge &amp; claw method</b>) Measuring/ pouring/ mixing Using the hob – heat conduction Developing/ modifying recipes</p>	<table border="1"> <thead> <tr> <th colspan="2">FP Making</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>Identify some basic ingredients used for creating food products.</td> </tr> <tr> <td>C</td> <td>List some basic ingredients used for creating food products.</td> </tr> <tr> <td>C+</td> <td>Research and list some ingredients used for creating food products.</td> </tr> <tr> <td>A</td> <td>Research and list some ingredients and understand how to cook them in a few healthy dishes.</td> </tr> <tr> <td>A+</td> <td>Research and list some appropriate ingredients and understand how to cook them in a range of dishes, including healthy dishes.</td> </tr> <tr> <td>E</td> <td>Identify &amp; list appropriate ingredients, as a result of research, and understand how to cook them for a range of dishes and for a healthy and varied diet.</td> </tr> </tbody> </table>	FP Making		F	Identify some basic ingredients used for creating food products.	C	List some basic ingredients used for creating food products.	C+	Research and list some ingredients used for creating food products.	A	Research and list some ingredients and understand how to cook them in a few healthy dishes.	A+	Research and list some appropriate ingredients and understand how to cook them in a range of dishes, including healthy dishes.	E	Identify & list appropriate ingredients, as a result of research, and understand how to cook them for a range of dishes and for a healthy and varied diet.	<p>contemporary design practice and design heritage, as well as a knowledge of international design practice. We encourage wider reading and the exploration of academic theory of design. Students will gain experience in the use of equipment to enrich their understanding of technology, including the use of laser cutting, 3D printing, CNC use and computer aided design. Extra curricula clubs and access to industrial partners / STEM organisations will provide access to skills development, industrial developments, technological advancements, environmental and economic factors, the role of sustainability and ethics in user-centred design, demographic change and sociocultural influences around the world in order to visualise future possibilities and guide career opportunities.</p>
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and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.

**CN4**

Understand the source, seasonality and characteristics of a broad range of ingredients.

FP Evaluating	
F	Discuss the good points about a dish.
C	Suggest improvements to a dish
C+	Evaluate a dish
A	Evaluate a dish and the functions of some ingredients used.
A+	Evaluate a dish and explain the functions and reasons for choosing some ingredients in specific dishes.
E	Evaluate some dishes and explain the functions and reasons for choosing the ingredients, including explaining where and how a variety of ingredients are grown.

JSTC



ALFORD

# Curriculum Map