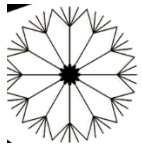


## Year 7 Curriculum Content Overview 2018-19

### Design & Technology and Food Preparation & Nutrition

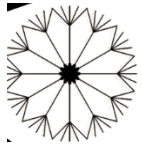
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> <li>● Apply learned skills to work safely within the workshop, textiles room and food room.</li> <li>● Apply learned skills to work safely when using equipment and machinery in the workshop, textiles room and food room.</li> <li>● Select the appropriate tools/equipment that is needed to manufacture a product, or produce a food product.</li> <li>● Apply learned skills to creatively design products based around a design brief.</li> <li>● Annotate design ideas, to explain the design decisions that they have produced.</li> <li>● Follow a recipe to cook/bake a product.</li> <li>● Identify the different properties of materials that they will use in the projects.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Interpreting instructions for manufacturing products.</li> <li>● Reading and understanding recipes to produce a food product.</li> </ul> <hr/> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>● Measurements (mm).</li> <li>● Correct use of a steel rule.</li> <li>● Weighing ingredients accurately.</li> </ul> <hr/> <p><b>Oracy and Literacy (including keywords for practical subjects)</b></p> <ul style="list-style-type: none"> <li>● Key words</li> <li>● Student discussion</li> <li>● Student demonstrations</li> </ul>	<p>Questioning in lessons.</p> <p>Verbal feedback during lessons on practical work.</p> <p>Low stakes quizzing of key terms/language for learning.</p> <p>Exit Strategies.</p>	<p>2 assessments throughout the academic year - moderation of project work to date. This will include any design work being assessed and manufacturing near completion of the project.</p>	<p>Health and Safety within a workshop environment.</p> <p>Food hygiene and safety.</p> <p>Materials and their properties (Paper, boards, timbers, metals, alloys, polymers, textiles, manufactured boards).</p> <p>Designing skills. Practical skills.</p>



## Assessment Skills, Knowledge and Concepts Map

(These need to be mapped backwards from GCSE and ensure that all students can access their target percentage) – what do all students need to achieve in year 7 to be able access their target grade and be on track for their year 11 target grade?

	<b>Design &amp; Technology and Food Preparation &amp; Nutrition - Year 7</b>	<b>Cross-Curricular Strands</b>
<b>Key Learning Questions</b>	<b>Health &amp; Safety/Food Safety &amp; Hygiene</b>	<b>Reading</b>
<p><b>D&amp;T</b></p> <ul style="list-style-type: none"> <li>Why is health &amp; safety important?</li> <li>Why is it important to take your time when using machinery?</li> <li>How can I ensure that I am working safely?</li> </ul> <p><b>Food Preparation and Nutrition</b></p> <ul style="list-style-type: none"> <li>Why is food hygiene important?</li> <li>Why is it important to work quietly when in the food room?</li> <li>What may happen if a restaurant doesn't follow food safety and hygiene?</li> </ul>	<ul style="list-style-type: none"> <li>Learn and apply key/generic health &amp; safety regulations to use a range of tools and equipment in the workshop/textiles room/food room.</li> <li>Describe/Explain the key points of safety when using equipment/machinery/tools that you will use within the range of project.</li> <li>Classify the level of risk the different pieces of equipment/tools/machinery potentially have when in use.</li> <li>Recognise potential hazards within the workshop/textiles room/food room and make others aware to ensure the workshop/textiles room/food room is a safe environment.</li> <li>Explain the implications on a business if they don't follow health &amp; safety or food safety &amp; hygiene regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and interpreting manufacturing specifications.</li> <li>Reading and interpreting recipes.</li> <li>Reading symbols to understand health and safety.</li> </ul>
<b>Key Learning Questions</b>	<b>Practical Skills in D&amp;T and Food Preparation &amp; Nutrition</b>	<b>Oracy and Literacy</b>
<ul style="list-style-type: none"> <li>What are specific tools used for (e.g. tenon saw - cutting straight lines in wood or balloon whisk - used to aerate ingredients such as egg whites when making meringues)?</li> <li>How can you make a product that is accurate?</li> <li>Why is it important to weigh out ingredients accurately?</li> <li>Why is it important to quality control your work in the workshop/textiles room/food room?</li> <li>How are different materials categorised:               <ul style="list-style-type: none"> <li>Timbers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Apply learned skills to use the correct tools, materials and equipment to manufacture a product.</li> <li>Describe some of the strengths of another person's practical work.</li> <li>Describe and show how they could improve their work by using the correct tools and equipment.</li> <li>Explain and show in their own work, how quality control checks have been applied.</li> <li>Explain why a material has been selected over another for the practical projects.</li> <li>Evaluate the effectiveness of a material being used to manufacture a product (e.g. why is plywood used by Ikea to manufacture their flat pack products?).</li> </ul>	<p><b>Language for Learning</b> Aesthetics, function, creative, innovative, client, health &amp; safety.</p> <p><b>Key terms</b> Accuracy, measurement, millimetres, rendering, tone, bridge method, claw method, hob, grill, oven, sewing machine, back stitch, running stitch.</p> <p><b>Oracy</b> Class discussion. Student responses to questions. Student to student discussion on design and practical work.</p>



<ul style="list-style-type: none"><li>○ Metals</li><li>○ Polymers</li><li>○ Textiles/Fabrics</li></ul>	
<b>Key Learning Questions</b>	<b>Designing</b>
<ul style="list-style-type: none"><li>● Why is designing a key aspect of the iterative design process?</li><li>● How can you enhance your designs?</li><li>● Why do designers render sketches?</li><li>● Are annotations key to a design and why?</li></ul>	<ul style="list-style-type: none"><li>● Sketch a range of design ideas using the correct equipment.</li><li>● Can apply colour to their designs to enhance how they look.</li><li>● Render the designs using a range of tones to enhance how the design looks.</li><li>● Identify the key aspects of their designs to give the user more information on the design.</li><li>● Identify and explain a range of different features of the design, to give the information to the user.</li><li>● Explain the strengths and weaknesses of another person's design work.</li></ul>

<b>Numeracy</b>
<ul style="list-style-type: none"><li>● Measuring and marking out materials accurately, using the correct equipment.</li><li>● Working in mm.</li><li>● Weighing ingredients.</li><li>● Timing how long food needs to cook.</li><li>● Converting measurements/weights into different units.</li></ul>