

# Design Technology Year 7 Curriculum Map



N.B. Pupils will follow the curriculum map in different sequence depending on which class they are in. They will complete 12 lessons of each material area per year of KS3. Due to rooming and staffing allocation, pupils may not always be in a specialised DT room.

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Content</b>	<p><b>Product Design</b> <u>Gaining skills in Product Design.</u></p> <p><b>Composite</b> - Block Bot Project.</p> <p>Component 1: Baseline assessment Component 2: Introduction and Product analysis Component 3: Isometric drawing Component 4: Health and safety Component 5: Measuring and marking out Component 6: Using hand tools</p>	<p><b>Product Design</b> <u>Gaining skills in Product Design.</u></p> <p>Component 7: Using the pillar drill Component 8: Decoration and assembly Component 9: Evaluation</p> <p><b>Composite</b> – Designing to a brief and solving problems.</p> <p>Component 1: Egg drop challenge Component 2: Egg drop challenge Component 3: Lush competition</p>	<p><b>Textiles</b> <u>Gaining skills in Textiles.</u></p> <p><b>Composite</b> - Natural world cushion cover project.</p> <p>Component 1: H&amp;S in workshop. Intro to design roles. Intro to project and subject specific vocabulary. Product analysis Component 2: Design development Component 3: Continued</p>	<p><b>Textiles</b> <u>Gaining skills in Textiles.</u></p> <p>Component 4: Applique &amp; surface design Component 5: Continue. Sewing machine practice Component 6: Manufacture Component 7: manufacture Component 8: manufacture Component 9: Evaluation and modifications. Component 10: Fibres and their origin Component 11: Fibres into fabrics Component 12: Identifying fibres.</p>	<p><b>Food</b> <u>Gaining skills in Food.</u></p> <p><b>Composite</b> – Health, safety and hygiene.</p> <p>Component 1: Health, safety and hygiene in the food room Component 2: Shaker salad Component 3: Flapjacks Component 4: Food hygiene Component 5: Egg fried rice Component 6: Falafels</p>	<p><b>Food</b> <u>Gaining skills in Food.</u></p> <p><b>Composite</b> – Healthy eating.</p> <p>Component 7: The Eatwell guide Component 8: Rainbow couscous Component 9: Fruit crumble Component 10: 8 Tips for healthy eating Component 11: Omelette popovers Component 12: Cookies</p>
<b>Prior knowledge and skills (from previous year / key stage)</b>	KS2 Curriculum knowledge	KS2 Curriculum knowledge	KS2 Curriculum knowledge	KS2 Curriculum knowledge	KS2 Curriculum knowledge	KS2 Curriculum knowledge
<b>Core Knowledge Organiser content</b>	Health and safety considerations Names of tools and machinery 3D Isometric Drawing ACCESS FM – Analysis and evaluation Accuracy and measuring	Health and safety considerations Safe use of tools and machinery ACCESS FM – Analysis and evaluation Accuracy and measuring Team work Solving problems Designing for a brief	Health and safety considerations Names of machinery and equipment. ACCESS FM- consolidation of knowledge. Understanding the role of a designer Problem solving Development of motor skills when manipulation materials Recognising when modifications need to be made to solve a problem	Health and safety considerations Names of machinery and equipment. ACCESS FM- consolidation of knowledge. Understanding the role of a designer Problem solving Development of motor skills when manipulation materials Recognising when modifications need to be made to solve a problem	Health and safety considerations Names of equipment Ingredient knowledge Use of different cooking methods Safe and accurate knife skills Use of different cooking methods	Health and safety considerations Names of equipment Ingredient knowledge Use of different cooking methods Safe and accurate knife skills The Eatwell guide 8 Tips for healthy eating
<b>Assessment Objectives</b>	Literacy task - Being able to complete a product analysis. Being able to draw in isometric. Being able to measure, mark and cut accurately.	Being able to work safely using tools and machinery. Having a high-quality end product. Being able to design to a brief. Being able to solve real world problems. Literacy task 2 – Evaluation.	To work safely in a workshop To work independently and with peers to problem solve To develop creativity and motor skills to be able to produce a 3D item. To effectively evaluate their results and that of others to come up with an effective design solution.	To work safely in a workshop To work independently and with peers to problem solve To develop creativity and motor skills to be able to produce a 3D item. To effectively evaluate their results and that of others to come up with an effective design solution.	Being able to work safely and hygienically in the Food room. Being able to use a knife safely and accurately. Knowing the different sections of The Eatwell guide. Being able to follow a recipe. Being able to produce high quality dishes.	Being able to work safely and hygienically in the Food room. Being able to use a knife safely and accurately. Knowing the different sections of The Eatwell guide. Being able to follow a recipe. Being able to produce high quality dishes.
<b>Vocabulary / Key Subject Terminology</b>	Product analysis Isometric drawing Accuracy Tenon saw Steel rule	Product analysis Isometric drawing Accuracy Tenon saw	Scenario Design brief Product analysis Specification Vocabulary	Scenario Design brief Product analysis Specification Vocabulary	Hygiene Bridge method Claw method Carbohydrates Protein	Hygiene Bridge method Claw method Carbohydrates Protein

	Try square Pillar drill Evaluation	Steel rule Try square Pillar drill Evaluation	Surface pattern Modification Evaluation	Surface pattern Modification Evaluation	Dairy Oils and Fats Fruits and vegetables	Dairy Oils and Fats Fruits and vegetables
Assessment 1	As pupils complete each area of DT at a different time, pupils are assessed across all the areas for AP1. Pupils are given revision activities on class charts to help with the areas Of DT they may not have studied before.					
Assessment 2	Pupils will have studied 2, if not all 3, of the areas of DT by now. They will again be assessed across all three areas.					
Cross Curricular Links with other Faculties	<u>Maths</u> – Measuring and marking out. Isometric drawing skills. 3D shapes. <u>Art</u> – Sketching and shading skills. <u>English</u> – Analysis and evaluation of products.	<u>Maths</u> – Measuring and marking out. Isometric drawing skills. 3D shapes. <u>Art</u> – Sketching and shading skills. <u>English</u> – Analysis and evaluation of products. <u>Science</u> – Links to Mars rover and forces for egg drop challenge	<u>Art</u> - surface pattern, placement of design <u>Maths</u> - spatial awareness, accurate measuring <u>English</u> - analysis, evaluative skills, vocabulary, spelling	<u>Art</u> - surface pattern, placement of design <u>Maths</u> - spatial awareness, accurate measuring <u>English</u> - analysis, evaluative skills, vocabulary, spelling	<u>Maths</u> – Measuring and weighing out. <u>Science</u> – Food science, nutrients and food groups. <u>English</u> – Written and verbal opinions of dishes.	<u>Maths</u> – Measuring and weighing out. <u>Science</u> – Food science, nutrients and food groups. <u>English</u> – Written and verbal opinions of dishes.
Extra-Curricular Offer	<u>Jewellery club</u> – Tuesday lunchtime.	<u>Eco schools club</u> – Wednesday after school. A different year group each week.				
Time Allocation	<u>Product Design</u>	<u>1 lesson per week for 12 weeks of the year.</u>	<u>Textiles</u>	<u>1 lesson per week for 12 weeks of the year.</u>	<u>Food</u>	<u>1 lesson per week for 12 weeks of the year.</u>