

Department: Design and Technology

Year: 7

GCSE subjects across the Design and Technology department use a number of different boards. The subjects and boards are listed below:

Design and Technology (3D Products)	AQA
Design and Technology (Textiles)	AQA
Food and Cookery	NCFE
Engineering	AQA
Constructing the build environment	City and Guilds
Hair and Beauty	

The AQA courses are marked for three key areas design, make and evaluate. These key concepts are similar in the NCFE and WJEC and therefore will be the focus of the teaching and assessment throughout year 7 and 8. This approach means that separate schemes of work, with varying subject content, can still be compared to each other, allowing for clear progress tracking across the year groups.

- There must be at least 1 summative assessment before each tracking point
- There should be enough formative assessment taking place to allow students to know how they need to improve
- There should be common summative and formative assessments across a subject area that all students complete

Year 7 students are assessed on different pieces of work throughout the project at the end of the year each student will have covered each part of the assessment criteria;

Year 7

Product Design, Textiles and Food and Cookery

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Sequence	Topic title	Outline of Main Content / Objectives	Assessment(s) formative and summative (indicative)	Links to GCSE
Year 7				
Year 7 Textiles 8 lessons	Key skills and introduction to Textiles	<p>Knowledge of the origins and working properties of natural and synthetic fibres moving into fabric construction</p> <ul style="list-style-type: none"> • Introduction to hand embroidery sewing techniques, focus on accuracy of marking, cutting and finishing • Identifying and using tools for the correct job • Converting design ideas to a made product 	<p>GTC feedback of embroidery stitches and production log (f)</p> <p>Teacher marking on the final product (f)</p>	<p>AQA – Design and Technology 3.1 Core technical principles: 3.1.6.1 – Materials Categories (Textiles) 3.2 Specialist technical principles: 3.2.1 – Selection of materials or components 3.2.4 – Sources of origins 3.2.5 – Using and working with materials 3.2.6 – Stock forms, types and sizes 3.2.8 – Specialist techniques and processes 3.3 Designing and making principles: 3.3.4 – Design strategies 3.3.5 – Communication of design ideas 3.3.10 – Specialist tools and equipment</p>
Year 7 Textiles 12 lessons	Dyeing methods and using the sewing machine	<ul style="list-style-type: none"> • Investigating tie dye and batik and describe the method of each • Use the dyeing methods within the design work of an animal inspired bean bag • Knowledge of using the sewing machine safely and correctly • Methods of developing design ideas and annotating designs • Testing of the product against a set criteria • Self-evaluation of the product commenting on what is good and bad 	<p>Writing the method for each of the dyeing techniques explaining areas of improvement (Self)</p> <p>Teacher marking of the final product (s)</p> <p>End of project test (s)</p>	<p>AQA – Design and Technology 3.2 Specialist technical principles: 3.2.1 – Selection of materials or components 3.2.5 – Using and working with materials 3.2.6 – Stock forms, types and sizes 3.2.8 – Specialist techniques and processes 3.3 Designing and making principles: 3.3.4 – Design strategies 3.3.5 – Communication of design ideas 3.3.10 – Specialist tools and equipment</p>
Year 7 Catering/Food 20 hours	Introduction to Food and Cookery	<ul style="list-style-type: none"> • Identify foods • Identify equipment • Control Heat • Safety • Understand risk and hazards • Knife skills 	<p>Explain hazards and how to prevent. (F) Follow a recipe (F) Plan and cook 2 dishes (F)</p>	<p>Unit 1 1.1 Describe safe and hygienic working practices to prepare self for cooking 1.2 Describe safe and hygienic working practices to prepare the cooking environment 1.3 Assess potential risks and hazards in the cooking environment</p>

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		<ul style="list-style-type: none"> • Hygiene • Cross contamination • Understand Eat Well Plate • Boil, Prove, Bake, Knead • Beat • Whisk • Sieve • Raising agents • Write a recipe 	<p>Describe keywords and methods used (S) Teacher marking (F and S) Practical Observation (F)</p>	<p>Unit 2 2.1 Describe the uses of cooking equipment and utensils 2.2 Describe how to prepare equipment and utensils for cooking 2.3 Describe safe cleaning and storage of equipment and utensils Unit 3 3.1 Describe the purpose of a recipe 3.2 Identify the stages of a recipe 3.3 Describe the purpose of different ingredients in a recipe 3.4 Describe cooking skills</p>
<p>C: Communication K: knowledge P: Practical D: Designing E: Evaluation</p>	<p>Context: Skills Focus: Skills stack Totum block/s</p>	<ul style="list-style-type: none"> • C skills: 2D, 3D, Orthographic drawing. • H&S in the workshop environment. • K Materials 1: Timber & boards (Hardwood, softwood, man-made boards). • P skills passport: Hand tools: Marking out & measuring. • P Skills passport: Hand tools: Cutting & shaping. • P Skills passport: Machinery: Drilling. • P Skills passport: Finishing: Varnish. 	<p>End of focused task against set making criteria for skills stack, totum or a suitable test/exam approach.</p> <p>Self-assessment via skills passport</p>	<p>3.1 Core technical principles: 3.1.6. Materials and their working properties. 3.1.6.1 Material categories Paper & boards Natural and manufactured boards</p> <p>3.2 Specialist technical principles: Timber & boards 3.2.1 Selection of materials and components. 3.2.4 Sources and origins. 3.2.5 Using and working with materials Properties of materials How to shape and form using cutting, abrasion and addition 3.2.6 Stock forms, types and sizes. 3.2.8 Specialist techniques and processes</p> <p>3.3 Designing and making principles: 3.3.4 Design strategies 3.3.5 Communication of design ideas 3.3.6 Prototype development 3.3.8 Tolerances</p>
	<p>Year 7 Materials</p> <p>Context: Product design Focus: Childs puzzle kit Night at the museum!</p>	<ul style="list-style-type: none"> • C skills: Speed sketching – 2D • D skills: Disassembly / analysis / product comparison • D skills: Problem solving. • P Skills: Hand tools: Craft knife • D skills: Modelling (design-test-refine). • C skills: Logging progress. • K Materials 2: Sheet materials: Card & Foamex. • P Skills passport: Machinery: Hegner saw. • P Skills passport: Machinery: Strip heater • E skills: Target market feedback. 	<p>Ongoing using generic assessment grid. Specific aspects can be judged against the criteria depending on focus i.e. plan, do, review.</p> <p>GTG session following marking</p> <p>End of task using generic assessment grid</p>	