

Technology Curriculum: Year 7

Year 7		Textiles Rotations		Food Technology Rotations		3D Design Rotations	
Topic	Monster Project. Research and introduction to materials and techniques.	Monster Project. Application of skills and design making.	Food safety and hygiene	Nutrition	Timbers and the Brahma puzzle research and intro into materials and techniques	Timbers continued Application of skills and making	
Technology	Why this and why now?	Primary schools vary in their delivery of textiles. Most students come with very little textiles knowledge, some come with none, and a few come with some basic knowledge of key words and experience of a basic range of materials and techniques. Therefore all students need to have access to the same starting points of materials and techniques.	Students will be asked to use shape and form in a variety of ways and using increasingly more complex techniques throughout y7 and KS3. In future rotations they will use their growing understanding of fabric and hand and machine stitching to create products that show more complex making skills, pattern and texture. This will give them confidence to use a wider range of mark making techniques when learning new techniques using printing, dyeing and machine embroidery.	Students do not study Food Technology at primary school and the first rotation will ensure they all have access to the same starting points. All students to have an experience of preparing a variety of dishes / meals-based guidance from the eat guide that they can usefully use in life. This topic provides opportunities for students to be creative and experiment with a range of commodities, equipment and skills. They will develop competence for using small and large kitchen equipment.	Builds upon the knowledge of the importance of having a healthy diet, and be able to use the Eat well guide to gain knowledge of the different food groups and how the percentages for each food group is calculated. Students will understand: How to choose ingredients with properties that contribute to a healthy balanced diet.	Primary schools vary in their delivery of product design. Most students come with very little design knowledge, some come with none, and a few come with some basic knowledge of key words and experience of a basic range of materials and techniques. Most students will never have been in a workshop and never used workshop machinery. Some may have used hand tools but usually from home rather than school. This unit provides an opportunity for all students to have access to the same starting point	Similar tools will be used in yr 8 to improve handling skills and students will be given instruction on how to set the machines up themselves. Design and presentation skills will be repeated each year with an expectation that students will develop more complex designs and their handling and control of drawing, colouring and annotation. New materials will be introduced with each rotation
	What is the essential knowledge that needs to be remembered?	Control of needle and thread when hand stitching; Use of the tie dye technique to create a range of patterns on fabric; Use of key words in verbal and written comments and opinions; Producing independent research.	Control of needle and thread when hand stitching; Use of tie dye technique to create a range of patterns on fabric; Controlled use of sewing machine; sketchbook presentation skills	Importance of having a healthy diet; cross reference diets against the Eat Well guide; evaluate and judge their diet against the Eat Well guide; food hygiene and safety guidelines: Safe storage of food, fridge and freezer temperatures; Basic food hygiene practices when preparing and cooking food	Students will know the benefits of following the Eat well guide, and knowing the different foods that make up the food groups and how their nutritional benefits.	Producing independent research; Use of keywords to describe the design process Generating ideas; Developing presentation skills.	Working to success criteria; Handling of tools and equipment; Reflection on own work leading to reviewing; modifying and refining.
	What is the assessment intent and how will you assess?	Baseline test will be assessed and feedback slip/MIB time given including ATL grade. Hand Embroidery stitched sampler will be assessed and	Monster ideas and designs as well as artists/designers/makers research will be assessed with	Baseline Test Students complete their own model of an eat well guide showing food groups, contained nutrients in them	Students will be able to use the traffic light system to identify foods which are high in Fat, salt and sugar.	Baseline test will be assessed and feedback slip/MIB time given including ATL grade. Brahma Puzzle ideas and designs as well as research	Creating a final piece and evaluating it Final Brahma Puzzle as well as a written evaluation will be assessed

	formal feedback given on a feedback slip/ MIB time given. This will give students ideas of the areas they need to develop in the second part of the project to improve their overall grade. (Formative assessment) group.	feedback given on a feedback slip/MIB time given. All formative and summative assessment will be moderated and standardised across all y7 groups in the department by all staff teaching that year group. Creating a final piece and evaluating it (Term 3) Final monster toy or cushion as well as a written evaluation will be assessed with feedback given on a feedback slip/MIB time given.	and the recommended daily intake Conduct evaluation Verbal and written feed back	Students will be able to record a table of their own food intake for a week and evaluate against the Eat well guideline. Health and safety and hygiene Investigating foods from different cultures Be able to adapt recipes to suit different needs Evaluate own work and justify an improvement	will be assessed with feedback given on a feedback slip/MIB time given. Verbal feedback throughout lessons	with feedback given on a feedback slip/MIB time given
What should the end point look like?	<i>Students have researched mood board and hand embroidered sample</i>	<i>Creation of design ideas and completion of final product.</i>	Students can demonstrate that they can cook following industrial standard; follow Health and safety and food hygiene; use basic knife skills- during practical; use the rubbing in Method	Students will complete written tasks and verbal contributions to show knowledge of the traffic light system. Conduct independent research and document evidence of their findings of products in each category and complete a written evaluation.	Students will be aware of the design process and will have been able to generate a page of design ideas based on research and specifications	<i>Students will have a hand made wooden toy which has been cut out using more than one type of saw. There will be 3 rods which are secured in holes drilled on the pillar drill and the whole thing will be stained using wood stain. Students should be able to explain each of these stages</i>
How does it cover the NC?	AO 1- Research artists and inspiration AO3- Observe and record To know how to apply artistic understanding to creating technology products. Analyse the work of past and present professionals and others to develop and broaden their understanding.	AO2- Experiment and develop ideas AO4- Final piece, annotation and evaluation. Understand risk taking and balancing risk when creating products; Develop the creative technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Develop and communicate design ideas using annotated sketches.	Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] fruit salad, apple crumble, savoury parcels, Rock buns	How to use a variety of equipment and know which is the best tool for the job	Know how to consider their own and others' needs, wants and values and how to apply to creating a product Consideration of resources available and decide what resources are best to use; Understand developments in design and technology; Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.	Critique, evaluate and test their ideas and products Develop and communicate design ideas using annotated sketches Select from and use specialist tools, techniques, processes, equipment and machinery precisely