

# 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
Curriculum Content	<p><b>Product Design</b> <u>Gaining skills in Product Design.</u></p> <p><b>Composite</b> - Block Bot Project. An introduction to designing, making and evaluating in Product Design. This unit is designed to give pupils the basic knowledge of how to design in 3D, use workshop tools and equipment and evaluate their finished product. Theoretical knowledge is taught alongside the design, make &amp; evaluate strands.</p> <p><b>Component 1:</b> Introduction to product design for this year. Analysing existing products relating the one they are going to design and make themselves. Using ACCESS FM as a writing frame. <b>C</b></p> <p><b>Component 2:</b> Isometric drawing. Pupils will be introduced to 3D drawing using isometric paper. They will design their own block bots using isometric paper to help them to draw in 3D. <b>C</b></p> <p><b>Component 3:</b> Health and safety. Pupils will gain knowledge of how to work safely in the Product Design workshop. <b>CCC</b></p> <p><b>Component 4:</b> Measuring and marking out. Selecting and using specific tools and equipment in order to accurately measure and mark out. <b>CC</b></p> <p><b>Component 5:</b> Using hand tools. Pupils will select and use the appropriate hand tools for manufacturing their block bots. <b>CC</b></p>	<p><b>Product Design</b> <u>Gaining skills in Product Design.</u></p> <p><b>Component 6:</b> Using the pillar drill. Pupils will continue to manufacture their block bots using machinery within the workshop. <b>CCC</b></p> <p><b>Component 7:</b> Decoration and assembly. Pupils will assemble and decorate their block bots so that they could be marketable. <b>C</b></p> <p><b>Component 8:</b> Evaluation. Pupils will evaluate their final completed block bot using ACCESS FM as a writing frame. <b>C</b></p> <p><b>Component 9:</b> DIRT Time. Pupils will use this lesson to reflect and improve the work they have completed during the Product Design rotation. <b>CC</b></p> <p><b>Composite</b> – Designing to a brief and solving problems. This may be completed in a non-subject area room at the start or end of the rotation.</p> <p><b>Component 1:</b> Lush competition. Pupils will be introduced to social and environmental factors that affect designers’ choices. They will be asked to design their own Lush product that promotes an environmental or social issue. <b>CCC</b></p> <p><b>Component 2:</b> Lush competition. Lush competition. Pupils will be introduced to social and environmental factors that affect designers’ choices. They will be asked to design their own Lush product that promotes an environmental or social issue. <b>CCC</b></p> <p>10 winners will have the chance to visit the Liverpool Lush store for a tour based on what the company does for sustainability.</p> <p><b>AP1/2/3</b> – Depending on where in the year pupils have Product Design, AP1,2 or 3 may occur here.</p>	<p><b>Textiles</b> <u>Gaining skills in Textiles.</u></p> <p><b>Composite</b> - Natural world cushion cover project. An introduction to designing, making and evaluating in Textiles. Theoretical knowledge is taught alongside the design, make &amp; evaluate strands.</p> <p>In this project, students will be introduced to textiles and will explore which textiles we own and use and what they are made from. Students will learn about natural and synthetic fibres, why we choose a particular fibre to construct fabrics (due to their properties) and how their use impacts the environment.</p> <p>Students will then apply this knowledge when designing a cushion for a specific end use.</p> <p><b>Component 1:</b> H&amp;S in workshop. Intro to design roles. <b>CCC</b></p> <p><b>Component 2:</b> Fibres and their origin <b>C</b></p> <p><b>Component 3:</b> Fibres into fabrics <b>C</b></p> <p><b>Component 4:</b> Identifying fibres. <b>C</b></p> <p><b>Component 5:</b> Intro to project and subject specific vocabulary. Product analysis <b>CC</b></p> <p><b>Component 6:</b> Design development <b>C</b></p> <p><b>Component 7:</b> Continued <b>CC</b></p>	<p><b>Textiles</b> <u>Gaining skills in Textiles.</u></p> <p><b>Component 8:</b> Applique &amp; surface design <b>C</b></p> <p><b>Component 9:</b> Continue. Sewing machine practice <b>CC</b></p> <p><b>Component 10:</b> Manufacture <b>CC</b></p> <p><b>Component 11:</b> manufacture <b>CC</b></p> <p><b>Component 12:</b> manufacture <b>CC</b></p> <p><b>Component 13:</b> Evaluation and modifications. <b>CC</b></p>	<p><b>Food</b> <u>Gaining skills in Food.</u></p> <p><b>Composite</b> – Health, safety and hygiene. Pupils will learn about health, safety and hygiene in theory lessons whilst learning how to create healthy and affordable meals in their practical lessons.</p> <p><b>Component 1:</b> Health, safety and hygiene in the food room. Pupils will be introduced to the rules and routines of the food room to enable them to work safely and effectively in practical lessons. <b>CCC</b></p> <p><b>Component 2:</b> Shaker salad. Pupils will be introduced to how to use a knife correctly using the claw and bridge methods. <b>CCCC</b></p> <p><b>Component 3:</b> Flapjacks. Pupils will be introduced to weighing out ingredients and using the oven. <b>CCCC</b></p> <p><b>Component 4:</b> Food hygiene. The 4C’s of food hygiene. Physical, bacterial and chemical contamination.</p> <p><b>Component 5:</b> Egg fried rice. Pupils will re-cap the correct use of a knife and will be introduced to cooking on the hob. <b>CCCC</b></p> <p><b>Component 6:</b> Falafels. Pupils will re-cap the correct use of a knife and will develop their temperature control skills. <b>CCCC</b></p>	<p><b>Food</b> <u>Gaining skills in Food.</u></p> <p><b>Composite</b> – Healthy eating. Pupils will learn about the government guidelines for healthy eating in the UK while making a range of practical outcomes.</p> <p><b>Component 7:</b> The Eatwell guide. Pupils will learn about the different sections of the Eatwell guide and how we can apply it to our diet.</p> <p><b>Component 8:</b> Rainbow couscous. Pupils will re-cap how to use a knife correctly using the claw and bridge methods. They will also weigh and measure ingredients to make a healthy lunch. <b>CCCC</b></p> <p><b>Component 9:</b> Fruit crumble. Pupils will use knife skills and the oven to bake a fruit-based dessert. <b>CCCC</b></p> <p><b>Component 10:</b> 8 Tips for healthy eating. Pupils will look at the governments’ guidelines for healthy eating.</p> <p><b>Component 11:</b> Omelette popovers. Pupils will use knife skills, weighing and measuring and the oven to create a healthy meal accompaniment. <b>CCCC</b></p> <p><b>Component 12:</b> Cookies. Pupils will use their skills developed this rotation to make cookies and suggest how they could be adapted to suit a range of people. <b>CCCC</b></p>
	Prior knowledge and skills (from previous)	KS2 Curriculum knowledge. Pupils should be aware of how to sketch ideas for designs.	KS2 Curriculum knowledge ACCESS FM from previous Product Analysis lesson.	KS2 Curriculum knowledge	KS2 Curriculum knowledge	KS2 Curriculum knowledge

year / key stage)						
Core Knowledge Organiser content	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 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
Assessment Objectives	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.
Vocabulary / Key Subject Terminology	Product analysis Isometric drawing Accuracy Tenon saw Steel rule Try square Pillar drill Evaluation	Product analysis Isometric drawing Accuracy Tenon saw Steel rule Try square Pillar drill Evaluation	Scenario Design brief Product analysis Specification Vocabulary Surface pattern Modification Evaluation	Scenario Design brief Product analysis Specification Vocabulary Surface pattern Modification Evaluation	Hygiene Bridge method Claw method Carbohydrates Protein Dairy Oils and Fats Fruits and vegetables	Hygiene Bridge method Claw method Carbohydrates Protein 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.		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 for a while		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 for a while	
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.		Pupils should have studied all 3 areas of DT. They will again be assessed across all three areas		Pupils should have studied all 3 areas of DT. 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>