

SUBJECT:	D&T	YEAR GROUP:	7
PURPOSE OF STUDY			
<p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p>			
THE NATIONAL CURRICULUM FOR ART AND DESIGN AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook. 		<p><u>Design</u></p> <ul style="list-style-type: none"> • use research and exploration, such as the study of different cultures, to identify and understand user needs. • identify and solve their own design problems and understand how to reformulate problems given to them. • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. • use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses. • develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools. <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. • select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • analyse the work of past and present professionals and others to develop and broaden their understanding. 	

- investigate new and emerging technologies.
- test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

Cross Curricular links:

- (CC - Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing - DT – shoe design, English –writing to evaluate and analyse. Geography and History – exploring local areas and cities across the world and Urban Art.)
- History of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
- – Architecture across the world and locally, industrialisation. English – writing to evaluate and analyse.)
- English –writing to evaluate and analyse

TOPICS COVERED:

- Halloween/Bonfire night – Sweet and savoury treats
- Christmas – Foods from Christmas around the world
- Chinese New Year/ Valentine
- Garden project – to grow produce that can be used in school and at home.
- Cushion project – Holly Levell - Bringing items to life

INTENT OF SUBJECT:

Throughout the term pupils will become familiar with healthy eating and developing sweets linking to Halloween / Bonfire night / Christmas looking at both sweet and savoury treats. Pupils will develop their knowledge within Chinese New Year and will be able to recognise the Chinese animal for the year using 2D and 3D shapes. As we move into Spring, we will be focussing on a garden project where we will develop the life skills of our pupils enabling them to grow produce that can be used in school and at home. During the final term, pupils will focus on a cushion project linked to a specific artist bringing items to life. Pupils will begin to develop knowledge all about the chosen artist and the work they create. Pupils will be influenced by the artist's work to create a cushion which by the end of Summer 2 will be brought to life as a real cushion.

SKILLS OVERVIEW BY HALF TERM:

AUTUMN ONE	AUTUMN TWO
<ul style="list-style-type: none"> • Identifying the needs of the consumer. • Generating food products • Considering consumer needs and choices and how to plan diets for specific people. • Adapting recipes using alternative ingredients • Choosing different types of food and recognising how this might be influenced. • Storing, preparing and cooking food safely and hygienically • Researching labels and logos • Following food safety rules. • Recognising Knife holding skills • Using a hob, grill and oven safely. • Selecting and preparing ingredients • Researching traditional foods for different events within the year. • Creating designs for popular foods. • Researching cost and weight of the ingredients required. <p>Evaluate:</p> <ul style="list-style-type: none"> • Tasting the meals and evaluate if all needs have been met. • Actively involve others in the testing of their products • Actively promote others trying the food produced. • Assess if food has been made and stored correctly 	<ul style="list-style-type: none"> • Identifying the needs of the consumer. • Generating food products • Considering consumer needs and choices and how to plan diets for specific people. • Adapting recipes using alternative ingredients • Choosing different types of food and recognising how this might be influenced. • Storing, preparing and cooking food safely and hygienically • Researching labels and logos • Following food safety rules. • Recognising Knife holding skills • Using a hob, grill and oven safely. • Selecting and preparing ingredients • Researching traditional foods for different events within the year. • Creating designs for popular foods. • Researching cost and weight of the ingredients required. <p>Evaluate:</p> <ul style="list-style-type: none"> • Tasting the meals and evaluate if all needs have been met. • Actively involve others in the testing of their products • Actively promote others trying the food produced. <p>Assess if food has been made and stored correctly</p>
SPRING ONE	SPRING TWO
<p>Design:</p> <ul style="list-style-type: none"> • Drawing skills. • Using tools to make a design. • communication skills. • Annotating designs created. • Researching using IT. <p>Create:</p> <ul style="list-style-type: none"> • Using a variety of materials. 	<p>Design:</p> <ul style="list-style-type: none"> • Designing sketches linked to the topic. • Considering and identifying locations for out work to be displayed. • Researching using IT. • Identifying the appropriate tools required and their purpose. • Using tools appropriately. • Drawing a scale drawing <p>Create:</p>

<ul style="list-style-type: none"> Evaluating our own work and finding ways to improve. 	<p>- Creating a scale drawing</p> <p>Evaluate:</p> <ul style="list-style-type: none"> Following safety rules when using equipment.
<p>SUMMER ONE</p>	<p>SUMMER TWO</p>
<ul style="list-style-type: none"> Analysing the work of designers Sketching designs using shading techniques Sampling textile techniques Designing ideas for final design. 	<ul style="list-style-type: none"> Using shading techniques Using stitching techniques Selecting the correct materials Annotating drawings Demonstrating using textiles equipment Establishing rules and health and safety around textile equipment <p>Create:</p> <ul style="list-style-type: none"> Creating a design for the end product. Creating sketching techniques Creating stitching examples <p>Evaluate:</p> <ul style="list-style-type: none"> Self evaluating the final product Peer assessing Comparing work to the artist.