



Year 7 Overview 2024-25 – D&T					
Date	Wk	Week	Units Studied (12 weeks - 6 double lessons) & Learning Outcomes	Key Concepts & Assessment	
Each unit taught in a rotation 3 units contained in 6 double lessons, once a fortnight over the year. Each unit contains a SoL to accompany the lesson by lesson Powerpoint with teachers notes and resources that will be required.					
Tues 2-Sep	A	1	Timbers and Polymers	<i>Parent and Carers month/Black History month</i> 3/9 World afro day 23/9 International day of sign languages 10/10 world mental health day 5/10 world teachers day 6/10 World cerebral palsy day	
9-Sep	B	2			
16-Sep*	A	3			
23-Sep	B	4			
30-Sep	A	5			
7-Oct	B	6			
14-Oct	A	7			
21-Oct	B	8			
<b>Half-Term</b>					
4-Nov	A	9	Timbers and Polymers	<i>Men's health awareness month/disability confident month</i> 1/11 Diwali 12/11 Remembrance Sunday 13/11-19/11 Transgender awareness week 14/11 World Diabetes Day 1/12 World AIDS day 25/12 Christmas Day	
11-Nov	B	10			
18-Nov	A	11			
25-Nov	B	ST1			
2-Dec	A	ST1			
9-Dec	B	14	Textiles		
16-Dec	A	15			
<b>Christmas Holiday</b>					
6-Jan	B	16	Textiles	<i>LGBT+ History month</i> 27/1 Holocaust memorial day  1/2 World Hijab Day 6/2-12/2 Children's mental health week. 7/2 Safer internet day 10/2 Chinese New Year	
13-Jan	A	17			
20-Jan	B	18			
27-Jan	A	19			
3-Feb	B	20			
10-Feb	A	21			
<b>Half-Term</b>					
25-Feb	B	22	Textiles	<i>Women's history month</i> Ramadhan begins 1/3 21/3 World Down Syndrome day 31/3 Transgender day of visibility	
3-Mar	A	23			
10-Mar	B	24			
17-Mar	A	25			
24-Mar	B	26			Food Preparation and Nutrition
31-Mar	A	27			
<b>Easter Holiday</b>					
22-Apr	B	28	Food Preparation and Nutrition	<i>Good Friday 18/4 Easter Sunday 20/4</i> Autism and stress awareness month. 25/4 World Malaria Day 26/4 Lesbian visibility day UK national walking month. 1/5-7/5 Deaf awareness week 23/05 Vesak	
28-Apr	A	29			
5-May	B	30			
12-May	A	ST2			
19-May	B	ST2			
<b>Half-Term</b>					
2-Jun	A	33	Food Preparation and Nutrition	<i>LGBTQ+ pride month.</i> Gypsy, Roma and Traveller history month. 12/6 world day against child labour 18/6 autistic pride day 20/6 World refugee day	
9-Jun	B	34			
16-Jun	A	35			
23-Jun	B	36			
30-Jun	A	37			
7-Jul	B	38			
14-Jul	A	39			

Project1	Timbers and Polymers	Key learning outcomes			
<p>6x2hr lessons</p>	<p><b>Timbers and Polymers - Animal pencil holder</b></p>				
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	<p><b>Lesson 1 - Introduction to workshop, Materials, H&amp;S and tools and equipment.</b></p>				
	<p>Life experiences of materials Some recall from MC. students Life experiences of tools used with the family. The design process if this is not the first unit. Some H&amp;S knowledge if this is not the first unit.</p>	<p>An introduction to using the workshops, hand and power tools. Introduce polymer and Timber sources and material groupings Properties of Pine and Acrylic and reasons for choice. Material origins and uses finite resources. Learning the names of tools and equipment. The Design process (introduction or recap)</p>	<p>An understanding of how to follow the design process Yr10/11 Understanding of how to design. knowledge of how materials can be used, cut, formed etc and their limitations. Their ability to creatively use the materials with a continually developing competence.</p>		
	<p><b>Lesson 2 - Introduction to oblique drawing and Rendering.</b></p>				
	<p>Basic drawing skills, control of pencils and colour</p>	<p>Key aspects of for filling a brief Gathering useful research. Oblique drawing methods, rendering, annotation.</p>	<p>Continued understanding of the design process in next units and through school. Oblique drawing methods, rendering, annotation in all years</p>		
	<p><b>Lesson 3 - Introduction to manufacturing aids and working with Pine.</b></p>				
	<p>Use of scissors, measurement, estimation</p>	<p>Accurate working on manufacturing aids. Production methods using a range of tools and two materials</p>	<p>Yr 8 Clocks developing 3D material usage. Yr 9 independent use of the workshop. Their personal skill level and ability to work the material</p>		
	<p><b>Lesson 4 – Developing production skills and quality.</b></p>				
<p>Understanding for 'quality' pride in their work</p>	<p>Finishing skills, quality checks and standards/quality control.</p>	<p>Quality control each prototype, as a consumer. Meeting wants and needs of clients.</p>			
<p><b>Lesson 5 – Working with acrylic and assembly methods.</b></p>					
<p>Putting parts together, processes, lego, models etc. Some have experienced low temp glue guns.</p>	<p>Assembly of the product. Using standard components Use of hot glue gun and finishing skills.</p>	<p>Use of standard components, yr 7 pencil case yr 8 clocks, and electronics Standard joins yr 9. GCSE NEA and exam. Life skills, repair, recycle.</p>			
<p><b>Lesson 6- Completion, evaluation and reflection on skill development.</b></p>					
<p>Some awareness of the word in wider context</p>	<p>Evaluation of own learning and further skill development.</p>	<p>Within each project and enable to give it on work of others both peers and work of professionals.</p>			
<p><b>Good</b> They have followed through the process, produced a prototype and can name the majority of the equipment and techniques they have learnt about.</p> <p><b>Better</b> They understand the process they have been through to help them produce a prototype of their best idea; it is well make showing a good degree of quality control. They can name the tools and equipment that they have used and explain what it does. They show confidence in using the equipment.</p> <p><b>Excellent</b> Materials understanding and knowledge is very good they understand where materials come from and our need to choose and select material for certain functions. They understand the process they have been through to help them produce a prototype of their best idea; it is very well made and often complex. Quality control has been applied. They can name the tools and equipment that they have used and explain what it does. They have the confidence to use the equipment by themselves.</p>			<p>Workshop safety Materials knowledge, properties, grouping, forms of supply, tools and equipment. The design process Ability to draw in oblique to build simple 3D drawings Use their imagination Ability to produce a range of workable ideas To render drawings to look like the materials (communication skills) Producing templates Have used a range of tools and two materials including marking out, cutting with 2 different methods, shaping using 3 different power sanders, rasps, files, acrylic edge finishing, mechanical polishing Be able to name all basic workshop equipment Know what a standard component is Quality control and assurance. Construction Reflection on learning. Understand the properties of the materials and the ways it can be utilised. Be able to understand how they could improve and develop their skills.</p> <p><b>Links to history and culture:</b> Early man using timber Tool names and their origin/ history Development of polymers in 50's local history of ICI Sustainability/recycling</p> <p><b>Subject links:</b> Maths measurement History development of materials</p> <p><b>Careers that can be discussed:</b> Designer- how they work for commissions. Tradesmen's use of materials Product designer (everything is designed by somebody) Engineer Toymaker</p> <p><b>Key words for their learning (Apart from equipment names):</b>  Commission Prototype Evaluation Component Quality control Skill acquisition.</p> <p><b>How will we know they have learnt it?</b>  Practical evidence. (recorded through photographs in their book) Questioning throughout lessons End of year exam Understanding/familiarisation at the start of the next unit. Evaluation process.</p>		

Project	Textiles			Key learning outcomes																																									
6 x 2hr lessons	<b>Textiles – Culture influenced pencil case</b>			<p>Workspace health and safety  Naming of tools and equipment and describing their functions  How to initially set up a sewing machine correctly and safely.  Naming parts and functions of the sewing machine.  Practice use of sewing machine (without thread) to develop accuracy and control.  Threading up a sewing machine correctly and how to use with thread.  The design process – what is a design brief and how to write own specification.  ICT skills used to gather symmetrical imagery to produce a repeat pattern. Students to use mirroring and rotating techniques to make the design more complex.  Use of their imagination and creativity.  Understand volumes of production (one off, batch &amp; mass) giving real life examples, comparing to level of production for pencil cases.  Use of manufacturing aids for accurately measure and cut fabric and give examples of manufacturing aids used in textile production.  Have used a range of tools and equipment including marking out using a template, cutting with fabric scissors, using a heat press to transfer repeat pattern design, using an overlocker, using pins to secure zip, using a sewing machine to produce basic decorative and construction techniques.  Be able to name tools and equipment used in the Textiles workspace.  Know what a standard component is and what they are using during manufacture.  Quality control and assurance.  Reflection on learning through diary of making.  Be able to understand how they could improve and develop their skills.</p> <p><b>Links to GCSE D&amp;T Specification</b>  <b>3.2.8 Specialist techniques and processes – tools, equipment and processes.</b> An introduction to a range of tools and equipment used in the textile area. Set up and use of sewing machine.  <b>3.3 Designing and making principles</b> Health and safety within a workshop.  <b>3.3.3 The work of others</b> How designers have used repeat patterns.  <b>3.2.6 Stock forms, types and sizes</b> Efficient material use, pattern spacing and minimising waste when using templates. Understanding different types of standard components in textiles (zip, buttons etc.)  <b>3.2.7 Scales of production</b> students to understand they are manufacturing a prototype.  <b>4.4.4.2 Section B: Producing a design brief &amp; specification</b> students given design brief, construct specification from brief.  <b>4.4.4.3 Section C: Generating design ideas</b> Students create a design idea for prototype using publisher.  <b>4.4.4.5 Section E: Realising design ideas</b> Manufacture of pencil case.  <b>4.4.4.6 Section F: Analysing &amp; evaluating</b> Green sheet assessment, evaluation of pencil case, good points and improvements.</p> <p><b>Links to history and culture:</b>  Manufacturing industry.  Textile products they own.  Designers that have created repeat patterns.  Repeat patterns in different cultures.</p> <p><b>Subject links:</b>  ICT – Publisher  Art – Repeat patterns  Maths – Measurements, lines of symmetry</p> <p><b>Careers that can be discussed:</b>  Dressmaker/Tailor  Textile Designer  Fashion designer  Sewing Machinist  Pattern Cutter  Textile Technician  Interior Designer  Teacher</p> <p><b>Key words for their learning (Apart from equipment names):</b>  Design brief  Specification  Repeat pattern  Volumes of production  Manufacturing aids  Construction  Decorative  Standard component  Prototype  Quality control  Evaluation</p> <p><b>How will we know they have learnt it?</b>  Diary of making – reflection on learning  Homework – H&amp;S symbol, fabric products found around the home.  Practical evidence (recorded through photographs in their book)  Questioning throughout lessons  End of year exam  Understanding/familiarisation at the start of the next unit.  Evaluation process.</p>																																									
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Basic use of the room.</td> <td>Use of room for first time, chopping using bridge hold and claw grip, slicing and dicing, washing fruit, enzymic browning.</td> <td>Five a day and the Eatwell guide – GCSE and life knowledge. Preparation skills used throughout year 7-11. Enzymic browning (GCSE).</td> </tr> <tr> <td colspan="3"><b>Lesson 3</b> - Introduction to the “Eatwell Guide”</td> </tr> <tr> <td>Possible small amount discussed at KS2 – can be outdated using the “Food pyramid” or “Eatwell plate”. Often conflicting view with what is eaten at home.</td> <td>Introduce the Eatwell guide – health experts and the government recommendations for eating a balanced diet. Emphasis on not good and bad foods but foods we should be eating more of than others.</td> <td>GCSE and life knowledge. Governments “Balance of Good Health” regulations.</td> </tr> <tr> <td colspan="3"><b>Lesson 4</b> - Oat Crunchies Practical</td> </tr> <tr> <td>Healthy eating guidelines. Health and safety in the practical room. How to work with a partner during practical. Use of digital scales.</td> <td>Accurate measuring. Rubbing in method. Adding liquids to form a dough. Use of oven.</td> <td>Use of rubbing in method for different doughs in year 8-11 including pastry and scones. Building on types of equipment used.</td> </tr> <tr> <td colspan="3"><b>Lesson 5</b> - Apple crumble Practical</td> </tr> <tr> <td>Peeling. Chopping. Rubbing in method. Use of oven. Enzymic browning. Bridge and claw grip.</td> <td>Recall: Use a corer and peeler safely, use the bridge and claw grip to cut uniform pieces. Use the rubbing in method to make the topping correctly and judge if the crumble is cooked correctly.</td> <td>Use of the practical room. Use of oven. Use of rubbing in method for different doughs in year 8-11 including pastry, bread and scones. Building on types of equipment used.</td> </tr> <tr> <td colspan="3"><b>Lesson 6</b> – Naan bread practical</td> </tr> <tr> <td>Peeling. Chopping. Bridge and claw grip. Adding liquid to make a dough. Use of the oven.</td> <td>Emphasis on kneading to give gluten stretch and a smooth dough. Forming, kneading and shaping a dough.</td> <td>Yr 8 recall use of equipment and room with a promotion of independence. Progress to working with high risk foods. Continue to develop GCSE preparation skills linked with the GCSE curriculum.</td> </tr> </tbody> </table> <p><b>Good</b> Be able to identify small equipment and know how to use sharp equipment safely. Use a peeler, a corer and a sharp knife safely using the claw and bridge grip. Make finished products in the time set. Know large pieces of equipment and how to use them safely, use the oven. Use the rubbing in method and mix ingredients together to make a dough. Shape a dough to make a finished product. Know what the Eatwell guide is and who it is for.</p> <p><b>Better</b> Be able to identify small equipment and to suggest uses. Know how to use sharp equipment safely and work in a team to peel and use scales. Cut into uniform pieces, know how to prevent browning. Good quality products, made without much assistance from the teacher in the time allowed. Cut and shape a dough uniformly. Judge if the products are cooked properly.</p> <p><b>Excellent</b> Be able to identify small equipment and be able to easily suggest uses. Know how to use sharp equipment safely and work in a team to peel and use scales. Cut fruit into uniform pieces accurately. A high quality product suitable for sale is produced and work independently in the set time.</p>	Prior	Current	Links to future tasks	<b>Lesson 1</b> - Introduction to safe working practices in the Food room.			Possible small amount of baking at KS2 (domestic based kitchen if any) Life experiences – dependant on home circumstances and knowledge – usually baking if any.	Correct terminology of equipment and processes. Introduction to basic skills – peeling, use of digital scales. Complete potato peeling investigation - first investigation task (GCSE link).	Recall of equipment and its uses, weighing and measuring in year 8-11. Investigation Tasks for GCSE.	<b>Lesson 2</b> - Fruit Salad Practical			Peeling. Basic use of the room.	Use of room for first time, chopping using bridge hold and claw grip, slicing and dicing, washing fruit, enzymic browning.	Five a day and the Eatwell guide – GCSE and life knowledge. Preparation skills used throughout year 7-11. Enzymic browning (GCSE).	<b>Lesson 3</b> - Introduction to the “Eatwell Guide”			Possible small amount discussed at KS2 – can be outdated using the “Food pyramid” or “Eatwell plate”. Often conflicting view with what is eaten at home.	Introduce the Eatwell guide – health experts and the government recommendations for eating a balanced diet. Emphasis on not good and bad foods but foods we should be eating more of than others.	GCSE and life knowledge. Governments “Balance of Good Health” regulations.	<b>Lesson 4</b> - Oat Crunchies Practical			Healthy eating guidelines. Health and safety in the practical room. How to work with a partner during practical. Use of digital scales.	Accurate measuring. Rubbing in method. Adding liquids to form a dough. Use of oven.	Use of rubbing in method for different doughs in year 8-11 including pastry and scones. Building on types of equipment used.	<b>Lesson 5</b> - Apple crumble Practical			Peeling. Chopping. Rubbing in method. Use of oven. Enzymic browning. Bridge and claw grip.	Recall: Use a corer and peeler safely, use the bridge and claw grip to cut uniform pieces. Use the rubbing in method to make the topping correctly and judge if the crumble is cooked correctly.	Use of the practical room. Use of oven. Use of rubbing in method for different doughs in year 8-11 including pastry, bread and scones. Building on types of equipment used.	<b>Lesson 6</b> – Naan bread practical			Peeling. Chopping. Bridge and claw grip. Adding liquid to make a dough. Use of the oven.	Emphasis on kneading to give gluten stretch and a smooth dough. Forming, kneading and shaping a dough.	Yr 8 recall use of equipment and room with a promotion of independence. Progress to working with high risk foods. Continue to develop GCSE preparation skills linked with the GCSE curriculum.	<p>Be able to work safely and hygienically in a Food room. Identify small pieces of equipment and know their uses. Know how to use sharp equipment safely and chop into uniform pieces. Work in a team to weigh, measure and record findings. Peel accurately and use a corer. Know what the claw grip and bridge hold are and how to use them. Control enzymic browning. How to organise the practical workspace correctly and safely. Working with a partner during practical sessions. Use the rubbing in method. Mix dry and wet ingredients together to form a dough. Shape uniformly. Use the oven safely and independently. Judge if the product is cooked correctly. Be able to understand how they could improve and develop their skills. Know what the Eatwell guide is and who it is for. Reflection on learning through assessment of each practical.</p> <p><b>Links to GCSE Specification</b> <b>3.1 Food Preparation skills</b> Skill 1: General practical skills - Weigh and measure - Accurate measurement of liquids and solids. Select and adjust cooking times - Select and adjust the cooking process and length of time to suit the ingredient. Test for readiness Use a visual colour check to establish whether an ingredient or recipe is ready. Skill 2: General knife skills - Fruit and Vegetables - Bridge hold, claw grip, peel, slice, dice and cut into even size pieces. Skill 3: Preparing fruit and vegetables - peel, segment, de-skin, de-seed and blend whilst demonstrating the technical skills of controlling enzymic browning. Skill 4: Use of the cooker - Using the oven – baking. Skill 10: Dough - Making a dough (bread). Shaping and finishing, such as bread rolls. Skill 11: Raising agents - Biological raising agent - Use of yeast in breadmaking. <b>3.2.3 Nutritional needs and health</b> 3.2.3.1 Making informed choices for a varied and balanced diet - the current guidelines for a healthy diet eg the eatwell guide, how to maintain a healthy body weight throughout life.</p> <p><b>Links to history and culture:</b> Development of manufacturing/retailing of food. Favourite family foods. Development of domestic kitchen equipment (potato peeling investigation). Use of food/recipes from other countries and cultures. TV chefs and personalities/ TV shows.</p> <p><b>Subject links:</b> Maths – Measurement, fraction, division, ratios. Science – Healthy eating, digestion (also linked to gluten not just healthy eating), enzymes, function/reactions of ingredients together, use of gas and electricity. EFL – Healthy eating guidelines. PE – Healthy eating guidelines. Geography – sourcing of foods, countries of origin.</p> <p><b>Careers that can be discussed:</b> Chef/Baker/Confectioner etc Dietician/Nutritionist Farming/Food manufacturing Hospitality and catering Food technologist Food journalist Nurse/Nurse nurse</p> <p><b>Key words for their learning (Apart from equipment names):</b> Enzymic browning Bridge hold Claw grip Carbohydrate Protein Gluten</p> <p><b>How will we know they have learnt it?</b> Q&amp;A on safety and equipment sort. Assessment on completion. Constant verbal feedback and EBI’s given whilst doing practical activities, record these on their blue sheet. Homework – Five a day poster, Healthy eating questions. Practical evidence (recorded through photographs in their book of each practical). Questioning throughout lessons. End of year exam. Understanding/familiarisation at the start of the next unit.</p>
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