

DT Year 7 Curriculum Map

Year 7 (please note the order of topics may vary when classes have more than one teacher)

	Unit Title Hyperlink to SOW	Description		Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Marking and feedback	Assessment schedule, including criteria	Deadline	How work will be standardised or moderated
	Textiles: Pugglies (soft toy project)	Students are introduced to a range of natural and synthetic textile fibres and materials, learning about their sources and properties. They will learn how fibres are turned into fabrics. Students will work with felt to design and make a soft toy. They will learn a variety of Textiles decorative and construction skills and techniques.		Textiles fibres and Fabrics and embroidery/applique/ product analysis, skills. Designing for specific target groups, products aimed at children, designing safe products, textiles and the environment	hand sewing and print making skills - GCSE and A level Textiles	Fibres, fabrics, target groups and markets, evaluations and developments, embroidery and hand skills, environment and sustainable design	Peer making during lessons. Specific assessment allow opportunities for dialogic marking. End of unit assessment specific areas of project to be focussed for WWW/EBI	formative assessment is carried out at appropriate intervals throughout the project with the use of marking codes. WWW/EBI feedback is carried out as formative assessment at the end of the project	16week project	Sampled at department meetings, standardised at late starts, other departmental QA
	Product Design - Wind Turbine	The Wind Turbine project is an exploration into the exciting world of engineering. Students will learn about mechanisms, where they are used and for what purposes. This course is also an introduction for using the workshop tools and machinery and the importance of health and safety. They will design, make and test a scaled version of a wind turbine concentrating on efficiency and how much power can be produced.		students will learn about renewable energy and learn how to use basic workshop tools and health and safety - workshop skills, working with tools and machines	Design and modelling skills, health and safety procedures used across all key stages	sustainability and renewable energy, mechanisms, types of timbers and manufactured boards	Feedback given using marking codes for each stage of the project, WWW EBI used to mark final outcomes that link to future targets	formative assessment is carried out at appropriate intervals throughout the project with the use of marking codes. WWW/EBI feedback is carried out as formative assessment at the end of the project	16 week project	Sampled at department meetings, standardised at late starts, other departmental QA
	Food & Nutrition: Intro to cooking techniques	Students will have the opportunity to cook one of two dishes, either by making their own pizza or adapting a biscuit recipe. Students will learn about the health and safety practices of using an oven and personal safety in a practical classroom.		Students will learn about personal health and safety practices in a food room. Students will learn the basic principles of making a dough. Students will learn the chemical properties of working with ingredients, shortening (biscuit making) and using biological raising agents (pizza making). Students will learn time keeping skills and checking for readiness when baking a product.	Health and safety will be covered again in year 8. A continuation of the function of ingredients will also be covered as well as building up skills to cook a range of primarily savoury dishes.	Health and safety and cooking skills all required as part of the Level 2 content.	Formative assessment of practical work and outcomes.	dialogical marking used during lesson to feedback and guide progress	2 Week Project	Sampled at department meetings, standardised at late starts, other departmental QA
	Graphics: Extension Project: Puggly Packaging	This project has been designed as an extension to follow on from the Textiles/Puggly Project, it provides an introduction to graphics and help create a foundation of skills for graphics. Students will use basic designing skills to create the branding for their Puggly toy. Designs focussing on typography and promotional characters which will be used to create packaging graphics.		The aim is for students to learn about issues relating to sustainability and packaging. They will look into packaging materials and their properties. Practice hand drawn typography, drawing with & without templates including isometric drawing and net design. They will evaluate their completed outcomes.	Many of these skills are revisited in Y8 in the Cereal project.	sustainability, Materials (boards) Typography, isometric drawing, net design, using co-ordinates, designing & making skills,	Peer making during lessons. Specific assessment allow opportunities for dialogic marking End of unit assessment	dialogical marking used during lesson to feedback and guide progress	(Extension project designed to stretch HA students, completed alongside Textiles project)	Sampled at department meetings, standardised at late starts, other departmental QA