



DESIGN TECHNOLOGY Y7 CURRICULUM AND ASSESSMENT MILESTONES DOCUMENT

YEAR 7 CURRICULUM MILESTONES: DESIGN TECHNOLOGY

Designing and Planning

They will have an awareness of social moral, cultural and environmental issues

Pupils will be able to understand the needs of a given user/client based on a given design brief.

They will be able to understand what a design brief is and be able to write a simple design specification.

They will be able to use some given research to help them to design

They will be able to sketch some simple ideas in 2D

They will be able to add some simple annotations about materials used as well as tools and processes used to make some parts.

They will be able to follow a given plan in sequence to manufacture

They will be able to understand why planning healthy choices is important for well-being and health

Making and Developing

They will be able to name some of the tools and equipment and they should know how to use them safely and with some accuracy

They will be able to name some of the tools, materials and ingredients that they have been introduced to and understand their application

They will be able to name some of the taught processes used and be able to explain in simple terms how they are used and what they are used for.

They will they should be able to name some materials and understand some of the working properties as well as their uses with some links to industry.

They will demonstrate some accuracy, creative problem solving and independency when making products with a range of tools processes and materials

They will have some understanding of modern manufacturing techniques including CAM, modern materials and changes in job roles

They will become proficient in making high quality products using a broad range of materials / ingredients

They will learn a broad range of practical techniques

Analysing and Evaluating

They will be able to look at the work of others to help them with ideas when designing and making at this stage this may look more like copying/ replicating

They will be able to evaluate their work against a given simple design specification looking at the main points

They will know what some of the responsibilities of designers and manufacturers are in relation to social moral, cultural and environmental issues and they can start to identify aspects of social and environmental footprints

They will be able to evaluate products including their own against the needs of the user using simple language and some subject specific language

They will be able to spot some common errors when designing and making and start to suggest why something is not correct, they may also be able in simple terms explain a possible solution to the problem.

They will be able to start to compare and contrast when analysing and evaluating for example why one material or ingredient is more appropriate than another.

They will be able to identify what has gone well and what can be improved during their practical and set themselves targets for the following lesson.

Technical Knowledge

They will be able to learn and use some technical language using it in familiar situations with some prompts
They will have some understanding of the 5 stages Life Cycle Assessment and how it relates product design and development

They will have an awareness of inclusive design including social moral cultural and environmental needs

They will have an awareness of new and emerging technologies and the impact that they have on society and the planet

They will have a knowledge of healthy eating to ensure they know how to follow a healthy balanced diet

They will understand where food comes from and its impact on the environment and animal welfare

YEAR 7 ASSESSMENT MILESTONES: DESIGN TECHNOLOGY

Consolidation lessons

Consolidation lessons take place at the start of each rotation covering knowledge from previous projects. The lessons are bespoke for each group depending on which projects have been taught previously. The consolidation lessons will enable teachers to revisit previous learning checking understanding of substantive knowledge across disciplines.

Food Tech

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Diagnostic Test: Multiple choice Quiz to enable teachers to understand pupils' level of understanding of technical language.

Feedback: Feedback takes place based on immediate live feedback for both practical as well as written tasks based on immediate live feedback tasks which will be personalised as well as shared with class through a 'Whole Class Feedback' document

Practical: Pupils are assessed on the accuracy and safe use of equipment, use of a range of ingredients and the ability to follow a recipe accurately.

Pupils will use a range of ingredients following and modifying a range of recipes to make healthy food that follow the eat well guide and healthy eating guidelines.

Tangram

Diagnostic Test: Multiple choice Quiz to enable teachers to understand pupils' level of understanding of technical language.

Feedback: Feedback takes place based on immediate live feedback for both practical as well as written tasks based on immediate live feedback tasks which will be personalised as well as shared with class through a 'Whole Class Feedback' document.

Practical: Pupils are assessed on the accuracy and safe use of tools and equipment, manipulation of materials including shaping and joining methods. Pupils are also assessed on their problem solving, analysing and creative thinking skills.

Pupils will experience cutting, shaping and joining wood-based materials using adhesives to create a functioning puzzle.

Key rings

Diagnostic Test: Multiple choice Quiz to enable teachers to understand pupils' level of understanding of technical language.

Feedback: Feedback takes place based on immediate live feedback for both practical as well as written tasks based on immediate live feedback tasks which will be personalised as well as shared with class through a 'Whole Class Feedback' document.

Practical: Pupils are assessed on the accuracy and safe use of tools and equipment, manipulation of materials including shaping and joining methods. Pupils are also assessed on their problem solving, analysing and creative thinking skills.

Pupils will experience hand embroidery stitching, the use of templates, pinning and cutting of fabrics. They will use these skills to create a personalised keyring.

Photo frame

Diagnostic Test: Multiple choice Quiz to enable teachers to understand pupils' level of understanding of technical language.

Feedback: Feedback takes place based on immediate live feedback for both practical as well as written tasks based on immediate live feedback tasks which will be personalised as well as shared with class through a 'Whole Class Feedback' document.

Practical: Pupils are assessed on the accuracy and safe use of tools and equipment, manipulation of materials including shaping and joining methods. Pupils are also assessed on their problem solving, analysing and creative thinking skills.

Pupils will experience the use of hand tools to cut, shape and join wood-based materials as well as neoprene to create a personalised photo frame. They will be trained in the use of power tools during this project. which they can select and use as appropriate.

Soft toy

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Feedback: Feedback takes place based on immediate live feedback for both practical as well as written tasks based on immediate live feedback tasks which will be personalised as well as shared with class through a 'Whole Class Feedback' document.

Practical: Pupils are assessed on the accuracy and safe use of tools and equipment, manipulation of materials including shaping and joining methods. Pupils are also assessed on their problem solving, analysing and creative thinking skills.

Pupils will experience hand embroidery stitching, the use of templates, pinning

And cutting of fabrics. They will also use sewing machines as part of the project.

They will use these skills to create a personalised keyring.