



Curriculum Map



Subject: **Design Technology**

Year group: **7**

Technology is taught on a carousel, with 4 rotations a year	Rotation 1	Rotation 2	Rotation 3	Rotation 4		
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Subject/Topic:</p> <p><u>Food and Nutrition</u></p> <p>content: Introduction to Food Technology at Ridgeway. Explain the importance of carefully following instructions and working in a collaborative, responsible and respectful way at all times. Introduce Food Hygiene and Safety through a range of activities (discussion, identifying rules, designing a poster). Explain Risk Assessment. Develop basic cooking skills:</p> <p>Students will learn various techniques in the kitchen through completing the</p>	<p>Subject/Topic:</p> <p><u>Photography</u></p> <p>content:</p> <p>Topic: Pop Art Portrait</p> <p>Skills:</p> <p>Paint bucket and posterising in Photoshop Composing a portrait photograph Uploading images</p> <p>Knowledge:</p> <p>What is a moodboard? Pop Art. Setting a camera to portrait mode.</p> <p>Introduction to the medium of photography and its numerous applications. Students will explore rules of composition,</p>	<p>Subject/Topic:</p> <p><u>Graphics</u></p> <p>content: Students will undertake the task of developing a design for a community building in WGC. Whilst producing these designs, students will be introduced to a number of different drawing methods, including; freehand sketching, crating, isometric drawing and orthographic drawing. Students will have the opportunity to explore using net developments to create 3D models of their designs.</p> <p>how to draw using isometric paper explain the key points of isometric drawing</p>	<p>Subject/Topic:</p> <p><u>Product Design</u></p> <p>Content: Introduce Workshop Health & Safety and its key importance. Explain the importance of carefully following instructions and working in a collaborative, responsible and respectful way at all times. Use activities to embed learning and understanding. Designing and making a decorative box with mitred edges. Skills: Measuring and marking out materials. using adjustable mitre saw to cut out sides. sanding to fit to an acceptable level of tolerance/accuracy.</p>	<p>Subject/Topic</p>	<p>Subject/Topic</p>



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	<p>following Practical tasks: Fairy Cakes Pizza Fruit Salad Flapjack Sausage Roll</p> <p>NB: Practical tasks may be amended due to availability of ingredients, lesson timings, student requirements.</p> <p>Weighing & measuring ingredients, knife skills, relevant aspects of kitchen safety</p> <p>Students will learn about simple safety and hygiene in the kitchen and how to prepare</p> <p>Students will investigate the concept of food miles and considerations of sustainability with respect to food growing and production. Students will learn where their food comes from and the environmental impact of a variety of dishes.</p>	<p>utilising the effects of light and tone. Introduction to Digital SLR camera and its key functions. Students' will learn about the technical capabilities of the camera and how to use these features. Investigate the seven basic elements of photographic art: Line, shape, form, texture, colour, size and depth. Students will develop their evaluative skills using appropriate technical vocabulary.</p>	<p>explain the key points related to orthographic drawing complete an orthographic drawing adding textured surfaces using shading to their drawings</p>	<p>Students will work collaboratively where possible and will support each other to produce successful outcomes. There will be opportunities for self and peer assessment. Assembly process - glueing lid/base. finishing of all surfaces. Identifying ways of securing lid (hinged, friction fit). Ext: Adding divisions and details to interior eg. lining with fabric adding an etched, laser cut design to the lid.</p>		
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	<p>Key terminology:</p> <p>Hygiene, Safety, Clean, Temperature, Bacteria, Pathogen, knife skills, Bridge hold, claw grip, chopping, slicing, dicing, folding in, creaming, kneading, baking, sustainability, food miles, ethical production, fair trade</p>	<p>Key terminology:</p> <p>Lens Develop Composition Aesthetics Aperture Exposure Normal/Telephoto/Wide angle lens Shutter Speed JPEG/RAW Camera resolution Hard/Soft light Light meter</p>	<p>Key terminology:</p> <p>Client Design Brief Product Analysis Community Architecture Form Features Function Aesthetics Freehand sketching, crating, rendering, tone, Isometric drawing, perspective, orthographic drawing, Net development.</p>	<p>Key terminology:</p> <p>Health & Safety Instructions Analysis, Geometric, Specification, Research, Accuracy, Dimensions, Mitre Adhesive Hard wood, soft wood, Plywood, Design Brief Client Research Evaluation Aesthetics</p>		
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Students will be developing basic skills in various areas of food preparation. knife skills; chopping, slicing, dicing, folding in, creaming, kneading.</p> <p>Students will be writing simple time plans so they can plan their own food making processes.</p> <p>Students will be learning to evaluate their work and make</p>	<p>Students will be applying the key elements of photography to their work. Making informed decisions regarding composition/use of light. Develop evaluative techniques based on acquired understanding.</p>	<p>Students will be developing their skills in the following: Isometric projection Oblique projection Freehand Sketching Freehand crating One and two point perspective Orthographic drawing Students will be adding textured surfaces using colour and shading to their drawings to create the effects of a</p>	<p>Students will understand the concepts of a Client and Brief. Identifying the requirements of an intended product (Specifications). Explore the ads/disads of similar products. Appreciating the respective properties of materials to meet the requirements of a product.</p>		



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	predictions for whether changes in ingredients make a change to the appearance, texture and tastes of foods.		range of materials on their structure.	Using tools/equipment safely and appropriately. Reflect on progress and identify improvements in their work and others. Use of subject specific vocabulary (literacy mats/word banks) to describe progress and outcomes.		
Assessment	Self/peer assessment of practical outcomes. GC assessments Assessed against identified relevant criteria Progress against end of KS3 targets	Self/peer assessment of practical outcomes. GC assessments Assessed against identified relevant criteria Progress against end of KS3 targets	Self/peer assessment of practical outcomes. GC assessments Assessed against identified relevant criteria Progress against end of KS3 targets	Self/peer assessment of practical outcome. GC assessments Assessed against identified relevant criteria Progress against end of KS3 targets		
Literacy/Numeracy/ SMSC/Character	<p>Literacy Focus:</p> <p>To use speaking, reading, listening to develop subject learning and effectively communicate creative ideas.</p> <p>SMSC/Character: Thinking about various dietary requirements and how they affect menu choices. Discussing festivals round the year and</p>	<p>Literacy focus:</p> <p>To use speaking, reading, listening to develop subject learning and effectively communicate creative ideas.</p> <p>SMSC/Character: Finding out about different people's perspectives, likes and dislikes.</p>	<p>Literacy focus:</p> <p>To use speaking, reading, listening to develop subject learning and effectively communicate creative ideas.</p> <p>SMSC/Character: Challenging thoughts on buildings in various parts of the world and</p>	<p>Literacy focus:</p> <p>To use speaking, reading, listening to develop subject learning and effectively communicate creative ideas.</p> <p>SMSC/Character:</p>	<p>Literacy focus:</p> <p>SMSC/Character:</p>	<p>Literacy focus:</p> <p>SMSC/Character:</p>



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	preparing food for those. Finding out where food comes from and the impact that has on the environment		how culture can impact on buildings.			
Rationale & Links to learning						