

Year 7

Students have 1 lesson a week and will rotate through the project throughout the year

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Project 1	Cushion Cover	Design and make a cushion cover based on a given designer	<p>Design – Knowledge and skills</p> <ul style="list-style-type: none"> ● To develop skills in collecting relevant research, in the form of images, linked to a chosen designer. ● To understand what a design brief is and generate designs linked to a given brief ● To understand the importance of annotation for explaining design ideas ● To understand what justification is when explaining design decisions through annotation ● To develop skills in generating ideas which are varied and different in concept ● To develop skills in presenting this research in the form of a moodboard with consideration of layout, image format and resolution <p>Textiles - Knowledge and skills</p> <ul style="list-style-type: none"> ● To develop an understanding of advantages and disadvantages of the following decorative techniques: Felt Applique, print transfer, hand embroidery, machine embroidery. ● To develop skills in Felt Applique (using Bondaweb), use of print transfer, hand embroidery ● To develop skills in using the sewing machine for both zig zag and straight stitching ● To develop knowledge of the sources and properties of natural, synthetic, blended and mixed fibres. 	<ul style="list-style-type: none"> ● Theory test - Samples and Fibres/Sample outcomes ● Initial ideas ● Making

			<ul style="list-style-type: none"> ● To understand the differences between woven, knitted and bonded fabric construction and identify specific fabrics from each construction type. ● To understand the importance of seam allowances and the differences between hems and seams. ● To understand how to assemble textiles projects using a plain seam and double fold hem. 	
Project 2	Licence to Cook	Learn basic cooking skills and how to make informed decisions about your diet and health.	<p>Cooking - Skills</p> <ul style="list-style-type: none"> ● To develop skills in using a knife for cutting, with a focus on applying the bridge and claw techniques (fruit salad, soup, vegetable couscous) ● To develop skills in weighing and measuring ingredients (Granola bars, scones, dutch apple cake, vegetarian/vegan dish). ● To develop skills in using the hob for melting (Granola Bars) ● To develop skills in using the oven for baking (Granola Bars, scones, dutch apple cake) ● To develop skills in frying on the hob (vegetarian/vegan pasta dish, flat bread). ● To develop skills in using the rubbing in method (Scones) ● To develop skills in using the creaming method (Dutch apple cake) ● To develop skills in organisation and time management in the kitchen. <p>Safety and hygiene – Knowledge and skills</p> <ul style="list-style-type: none"> ● To understand how to work safely and hygienically in the kitchen and apply this knowledge when carrying out practical work ● To understand the 4c's of food hygiene ● To apply knowledge of the 4C's when working in the kitchen. 	<p>Practical outcome and practical/organisation skills for:</p> <ul style="list-style-type: none"> ● Cheese scones cook <p>Research and development/practical outcome</p> <ul style="list-style-type: none"> ● Vegetarian/vegan sauce cook

			<ul style="list-style-type: none"> To be aware of the danger zone when storing, cooking and eating food. <p>Healthy eating - Knowledge</p> <ul style="list-style-type: none"> To learn about the Eatwell Plate and evaluate and improve on menus based on this guidance. To understand the purpose of a range of macro and micro nutrients and identify foods which contain these. To understand sources of key nutrients i.e. protein for vegetarian/vegan diets. <p>Other - Skills</p> <ul style="list-style-type: none"> To develop skills in experimenting with ingredients with similar properties through making adaptations to recipes. To develop skills in evaluating food outcomes using sensory analysis. 	
Project 3	Paper Mechanisms	Work in design teams to produce a pop-up book based on a given theme. Each team member design and makes one page.	<p>Mechanical systems – Knowledge and skills</p> <ul style="list-style-type: none"> To gain knowledge of the 4 types of motion. To understand the definition of a system and what a mechanical system is. To develop skills in making linkages and a range of pop up mechanisms using card to transfer and change types of motion. <p>Cards and papers – Knowledge and skills</p> <ul style="list-style-type: none"> To develop skills in using a craft knife, safety ruler and cutting mat to cut and score card To develop an awareness of card weights and sizes. <p>Design - Knowledge and skills</p> <ul style="list-style-type: none"> To develop skills in collecting relevant research, in the form of images and other useful inspiration (i.e. existing products) To understand what a design brief is and generate designs linked to a given brief. 	<ul style="list-style-type: none"> Practical outcome – A working page of a pop-up book (which contributes to a whole book made by the group).

			<ul style="list-style-type: none">• To develop skills in modelling to enable development of design solutions.• To develop skills in collaboration in the design and manufacture of a product.	
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