

Year 7

1 lesson per week

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Project 1 (1.5 terms)	Cushion Cover	Design and make a cushion cover inspired by one of the following textile designers: -Rei Kawakubo -Mary Quant -Virgil Abloh -Morag Myerscough -The Singh twins -MaXhosa	<p>Design - Knowledge and skills</p> <ul style="list-style-type: none"> To develop skills in collecting relevant secondary research, in the form of images linked to a chosen designer. To develop skills in presenting this research in the form of a moodboard with consideration of layout, image format and resolution. 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: Fabric appliqué, print transfer, hand embroidery, machine embroidery. To develop skills in applying fabric appliqué (using Bondaweb), use of print transfers & 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. 	<ol style="list-style-type: none"> Knowledge and understanding and skills: Textiles knowledge test & practical samples of decorative techniques. Design Skills: Initial ideas Manufacturing skills: Final product

			<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 (1 term)	Licence to Cook	Learn basic cooking skills and how to make informed decisions about your diet and health.	<p>Food - Knowledge & 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, 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, banana muffins). To develop skills in frying on the hob (vegetarian/vegan pasta dish). 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. 	<ol style="list-style-type: none"> Final product and practical/organisational skills for: Cheese/Fruit(vegan) scones practical Research, development, planning & final product for: Vegetarian/vegan sauce practical.

			<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 (0.5 term)	Paper Mechanisms	Work in design teams to produce a pop-up book based on environmental issues. Each team member to design and make one page of the book.	<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 in card which 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 and using relevant research, in the form of images, pop up designs and other useful inspiration. To revisit what a design brief is and generate designs linked to a given brief. 	<p>1. Final product: A working page of a pop-up book (which contributes to a whole book made by the group).</p>

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