

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	Design - Knowledge and skills - 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. Textiles - Knowledge and skills - 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. - To understand the differences between woven, knitted and bonded fabric construction and identify specific fabrics from each construction type.	1. Knowledge, understanding and skills: Textiles knowledge test & practical samples of decorative techniques. 2. Design Skills: Initial ideas 3. Manufacturing skills: Final product

			- 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.	Food - Knowledge & skills - 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 organisation and time management in the kitchen. Safety and hygiene – Knowledge and skills - 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. - To be aware of the danger zone when storing, cooking and eating food. Healthy eating - Knowledge - To learn about the Eatwell Plate and evaluate and improve on menus based on this guidance.	- Final product and practical/organisational skills for: Cheese/Fruit(vegan) scones practical - Research, development, planning & final product for: Vegetarian/vegan sauce practical.

			- 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. Other - Skills - 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.	Mechanical systems – Knowledge and skills - 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. Cards and papers – Knowledge and skills - 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. Design - Knowledge and skills - 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. - 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.	Final product: A working page of a pop-up book (which contributes to a whole book made by the group).

