



Food and Nutrition Year 7 – Basic Skills

Students will be introduced to the kitchen where they will learn a variety of basic cooking and food preparation techniques, as well as kitchen hygiene and safety. They will cover the basics of nutrition and undertake a research project based on cuisine from around the world. A variety of practical lessons are linked to the theory covered in class, for example dishes from around the world are cooked after being researched. Students will learn basic knife skills as well as the function and use of the hob and cooker, all while observing the health and safety routines in the kitchen.



Assessment:

Students will be marked on 4 areas of assessment; make, design, evaluate, technical knowledge.

Assessment criteria are given out for students to access. These take the form of GPA slips.

Specialist key terms/ names for this unit:

Hygiene	Rubbing in
Health and safety	Eatwell Guide
Oven	Food Poisoning
Hob	Cross
Bridge and claw	Contamination

Suggested enrichment activities:

Students are encouraged to practice cooking at home, using the techniques covered in class. For example, scones are made at school using the rubbing in technique. This skill can be used in a variety of cake, scone and biscuit recipes to make sure skills are embedded.

Students can try and keep a food diary for a week, relating their food choices to the nutritional guidelines covered in class. They could look at what they eat in a day and work out if it fits the correct ratio as prescribed in the Eatwell Guide.





Design Technology

Graphics Year 7 – Bookmarks



In Year 7, students will be introduced to the topic of Graphics. Learners will be asked to produce a laser-cut bookmark with a literary theme.

Students will start by learning how to follow a design brief and will then use ACCESS FM to evaluate products and design ideas. By assessing existing products, they can then apply their learning to their own designs.

Through an iterative design process, students will design their bookmarks by hand, learning graphic techniques such as rendering, before moving on to CAD programs such as 2D Techsoft. Finally, they will learn the basics of Photoshop and the principles of logo design.



Assessment:

Students will be marked on 4 areas of assessment; make, design, evaluate, technical knowledge.

Assessment criteria are given out for students to access. These take the form of GPA slips.

Specialist key terms/ names for this unit:

CAD	Photoshop
CAM	Magnetic Lasso
Techsoft	Magic Wand
Advertising	Laser-cut
ACCESS FM	Rendering
Evaluate	Annotate



Suggested enrichment activities:

Students could adapt their product to suit different age ranges. For example, an earphone wrap designed for adults or the elderly. They can use the principles covered when looking at ACCESS FM and evaluate their new design brief and existing products to identify what would need special attention.

Students are encouraged to spend time out of school practicing their sketching, rendering and annotation.



Resistant Materials Year 7 – Pebbles

In Year 7, students will be introduced to the topic of Resistant Materials. Learners will be asked to design, make, and evaluate a candle holder intended to look like stacked pebbles.

Students will start by learning the properties of materials and look at what makes them suitable for use in different design projects.

They will then work to a brief and work with, and finish to a high standard, wood, plastic, and concrete.

Students will learn about health and safety procedures in the workshop and how to use a variety of hand tools and machines.



Assessment:

Students will be marked on 4 areas of assessment; make, design, evaluate, technical knowledge.

Assessment criteria are given out for students to access. These take the form of GPA slips.

Specialist key terms/ names for this unit:

Concrete	Coping Saw
Vacuum forming	ACCESS FM
Pine	Vice
Hard wood	Flat File
Soft Wood	Sandpaper
Manufactured Board	



Suggested enrichment activities:

Students could create a table and list 5 household items; cutlery, bulbs, washing machine etc. In one column record what material they are made of and in the second column list 3 points on what material properties they possess that means they are best suited to that job.





Design Technology



Year 7 Textiles – Day of the Dead

In this topic, students will explore the theme The Day of the Dead. They will do research into the theme looking at what this festival involves and then will use these cultural influences to create a drawstring bag based on the traditional day of the dead skull.

At the start of the project, students will undertake a variety of workshops to introduce them to a number of decorative techniques; hand embroidery, fabric pen, applique and embellishment along with an introduction to the sewing machine. They will trial and evaluate all techniques before designing their skull and selecting their preferred skills to use when creating their final piece.



Assessment:

Students will be marked on 4 areas of assessment; make, design, evaluate, technical knowledge.

Assessment criteria are given out for students to access. These take the form of GPA slips.



Specialist key terms/ names for this unit:

Hand embroidery

Embellishment

Applique

Fabric Pen

Sewing machine

Whip stitch

Running stitch

Back stitch

Pinning

Template



Suggested enrichment activities:

Brightly coloured decorations are displayed during the Day of the Dead festival in Mexico

Research how to make pom poms or tassels.

Any that you make can either be used to adorn your cushion or could be used to create a garland for a separate piece.