

Year 7 Design and Technology Curriculum Map 2022-2023

(The order of topics will differ depending on each individual teaching group during the annual rotation of topics)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Overview	<p><b>Three-Dimensional Design:</b></p> <p>'Multi Media Rack'.</p>	<p><b>Three-Dimensional Design:</b></p> <p>'Multi Media Rack'. continued</p>	<p><b>Graphic Design with Electronics:</b></p> <p>'Door Sign'.</p>	<p><b>Graphic Design with Electronics:</b></p> <p>'Door Sign' continued.</p>	<p><b>Textile Design: 'cushion design'</b></p> <p>Food Technology: 'Introduction to Food'</p>	<p><b>Textile Design: 'cushion design'</b></p> <p>Food Technology: 'Introduction to Food' continued.</p>
Focus	<p><b>Research work:</b> Mood boards.</p> <p><b>Design work:</b> Freehand design drawings.</p> <p><b>CAD drawings:</b> Component drawing, Isometric drawing and Orthographic Projection on '2D Design Software'.</p>	<p><b>Production:</b> Plan for each practical stage to explain how to make the product.</p> <p><b>Practical work</b> including cutting joints, cutting individual design profiles and decorating the rack according to design ideas.</p> <p><b>Evaluation:</b> Of final practical product and the design process.</p>	<p><b>Investigation:</b> Looking into brief and specification factors that influence design. Researching design styles and typography. How can typography add to a design? Research into electronic components and how they work.</p> <p><b>Experimentation and skill building:</b> Researching different Adobe illustrator techniques. Applying these to their designs through design led training tasks.</p>	<p><b>Outcomes:</b> Production of design outcome from Adobe illustrator, printed and laminated in colour. Electronic circuit production with flashing components.</p> <p><b>Experimentation and skill building:</b> Training on how to safely use a soldering iron and add components with health and safety factors in the workshop.</p>	<p><b>Visual language introduction:</b> Learning about the different key terms we use when looking at the work of others and our own work.</p> <p><b>Research:</b> Designer research and our response to their work.</p> <p><b>Drawing skills:</b> Learning different drawing skills and techniques.</p> <p><b>Experimenting:</b> Exploring different ways of printing on fabric through block printing and stencilling.</p>	<p><b>Practical work:</b> Using Holly Levell produce a cushion using tie dye and applique based on food. To produce the cushion using a sewing machine.</p> <p><b>Evaluation:</b> Of the final practical product and the processes involved.</p> <p><b>Food Knowledge and Skills:</b> Kitchen Skills including knife skills, weighing and measuring, aeration methods, using a hob with dry heat, using the oven, Health and Safety, Food Preparation, Food Hygiene and Food Provenance.</p>
Assessment	<p><b>On-going assessment of:</b></p> <ul style="list-style-type: none"> <li>• Research work</li> <li>• Design work</li> <li>• CAD drawings</li> </ul>	<p><b>On-going assessment of:</b></p> <ul style="list-style-type: none"> <li>• Production Plan</li> <li>• Practical work</li> <li>• Evaluation</li> </ul> <p><b>Final assessment for full completed project.</b></p>	<p><b>Assessment of:</b></p> <p>Key Brief points, Research, Generation of ideas and Practical skills.</p>	<p><b>Final assessment:</b></p> <p>Colour print of final design and the completion of the electronic circuit.</p>	<p><b>On-going assessment of:</b></p> <ul style="list-style-type: none"> <li>• Visual Language</li> <li>• Research work</li> <li>• Drawing skills</li> <li>• Experimental work</li> </ul>	<p><b>On-going assessment of:</b></p> <ul style="list-style-type: none"> <li>• Practical work</li> <li>• Evaluation</li> <li>• Food skills</li> </ul> <p><b>Final assessment for full completed projects.</b></p>