

## Year 7 Curriculum Map : Design and Technology

	Autumn	Spring	Summer
<b>Assessment Objectives</b>	<b>AO1 - Core Technical Principles</b> Materials and their working properties <b>AO2 - Specialist Technical Principles</b> Selection of materials or components, specialist techniques and processes, surface treatments and finishes. <b>AO3 - Design &amp; Making Principles</b> investigating the work of others design strategies tools and equipment		
<b>Unit Length</b>	<b>Topic:</b> investigation (6 lessons)	<b>Topic:</b> CAD/CAM Mythical creatures (6 lessons)	<b>Topic:</b> Making (8 lessons)
<b>Key Learning Outcomes</b>	1. Intro into standards / <b>baseline assessment</b> 2. Health and safety and how to follow rules within a workshop 3. Investigating wood, where does it come from and how do we get from source to stock form? 4. What tools and equipment is required to manufacture wood 5. Client requirements	1. Specification 2. Mythical creatures design 3. Mythical creatures CAD 4. CAD final design 5. Evaluation 6. <b>Assessment of unit practical assessment</b> 7. <b>D.I.R.T lesson</b>	1. Design brief 2. Social impacts and sustainability 3. <b>Progress assessment check – knowledge audit on sustainability</b> 4. Manufacturing 5. Manufacturing 6. Manufacturing 7. Assembling 8. <b>Evaluation, feedback and D.I.R.T lesson</b>
<b>Prior knowledge</b>	<b>KS2:</b> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].		
<b>CEIAG Specific careers links</b>	<b>Link to careers routes:</b> product designers, carpenters <b>Topics to be delivered by employers:</b> employers from building merchants <b>Link to personal skills:</b> problem solving		
<b>RRSA</b>	Article 12: respect for the views of the child Article 13: freedom of expression Article 14: Freedom of thought, belief and religion	Article 3: best interests of the child Article 28: Right to education Article 29: Goals of education	Article 23: children with a disability Article 29: Goal of an education Article 42: knowledge of rights
<b>Cross curricular links</b>	<b>Maths</b> – conversions mm,cm,m <b>Science</b> – classification of properties and range of materials. Literacy links in evaluation writing.		
<b>Useful websites/videos</b>	<a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a>	<a href="http://mr-dt.com/">http://mr-dt.com/</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zxhhvcw">https://www.bbc.co.uk/bitesize/topics/zxhhvcw</a>
<b>Wider Reading</b>	Identifying key words that are associated with research such a product analysis, anthropometric, ergonomics, design criteria, etc. Encourage students to books on design such as the design of everyday things by Don Norman		
<b>Literacy Programme</b>	<ul style="list-style-type: none"> <li>Decode it NOW</li> <li>Guided practice/model answers</li> <li>Sentence Starters</li> <li>Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Review it now</li> <li>Guided practice/model answers</li> <li>Sentence Starters</li> <li>Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Decode it NOW</li> <li>Guided practice/model answers</li> <li>Sentence Starters</li> <li>Writing strategies</li> </ul>
<b>Independent Learning Tasks</b>	Mind-map revision homework Retrieval practice homework Knowledge Organiser practice Questions.	Mind-map revision homework Retrieval practice homework Knowledge Organiser practice Questions.	Mind-map revision homework Retrieval practice homework Knowledge Organiser practice Questions.