

# Curriculum Overview

Subject: DT and FPN  
Year Group: 7



Students are introduced to Design Technology and Food Preparation and Nutrition using a range of tools and equipment. All projects develop a range of design and practical skills in all areas and build on prior knowledge from their primary education. All projects for Design Technology are based on the National Curriculum requirements to ensure students receive a balanced and broad curriculum within the subject area across Years 7 to 9.



Students complete three projects in DT: plastic phone holder, wooden box with plastic lid and toothbrush modelling and packaging. This is two lessons over a fortnight. 1 lesson a fortnight is FPN.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b> Food Preparation and Nutrition: A wide range of food practical skills: frying, toasting, cutting, rubbing in method, carbohydrates, proteins and Eatwell Guide. Students will make egg on toast, apple swan and fruit crumble.</p> <p>Design Technology: Health and safety, polymers, sources and types, product analysis, designing from research, polymer tools, strip heater, planning, how to make a plastic phone holder, evaluation skills.</p>	<p><b>KNOWLEDGE/SKILLS</b> Food Preparation and Nutrition: A wide range of food practical skills such as breading, baking, cutting, dairy and alternatives, food safety, allergies and intolerances. Students will make chicken goujons, cheese scones, fajitas.</p> <p>Design Technology: Health and safety, timbers sources, types and characteristics, product analysis, designing and developing ideas, using tools and equipment for timber, how to make a wooden box with a plastic lid, finishing timbers, planning for making, evaluation skills.</p>	<p><b>KNOWLEDGE/SKILLS</b> Food Preparation and Nutrition: A wide range of food practical skills such as pastry, creaming, baking, cutting skills, frying, food miles, factors affecting food choices. Students will make strawberry jam tarts, muffins and vegetable stir fry.</p> <p>Design Technology: Health and safety, target market analysis, writing a specification, papers and boards characteristics and origin. Drawing skills and techniques including isometric and nets. Modelling with different materials, making a toothbrush and packaging, evaluation of product.</p>
<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1:</p> <p>Half term 2: Module Specific DT test</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Food Preparation and Nutrition half of year Test</p> <p>Half term 2: Module specific DT test</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1:</p> <p>Half term 2: Food Preparation and Nutrition end of year test Module specific DT test</p>

Extended reading suggestions and external resources:




[www.technologystudent.com](http://www.technologystudent.com)  
Eatwell guidelines – government website  
BBC bitesize

# Design and Technology Year 7 Assessment Criteria

	<b>Bronze</b> 	<b>Silver</b> 	<b>Gold</b> 	<b>Platinum</b> 
<b>Knowledge and Understanding</b>	I can identify and name at least one type of timber, polymer, board and paper. <b>I know the names of at least two tools used in the workshop.</b>	I am able to categorise a range of materials into natural timbers, manufactured timbers, paper and board. <b>I know the name of a range of workshop tools.</b>	I know the primary sources of materials for producing natural timbers, manufactured timbers, paper, board and polymers. <b>I know the name of a range of workshop tools and their uses.</b>	I am able to recognize and characterize different types of natural, manufactured timbers, paper, board and polymers. <b>I can describe at least one school based workshop process including tools required.</b>
<b>Research</b>	I can use a picture of an existing product to help me in my project. <b>I can write one good and one bad point about the picture.</b>	I can use multiple pictures to help me design. <b>I can find images which are relevant to my task.</b> I can write good or bad points about images that are relevant to my task.	I can use images of existing products and other simple information beyond the classroom. <b>My research shows a link to my brief and gives me some important technical information for my specification e.g. materials, sizes, components etc.</b>	I can use ideas from other designers to help me in my work. <b>I am able to explain how the images I have sourced could be used in my design.</b> I can produce a minimum of one A4 page of analysis that is descriptive and draws helpful conclusions related to the design task.
<b>Design Ideas</b>	I can draw one idea which relates to the design brief. <b>I can use basic colour to give some detail to my design idea.</b> With help I can identify a good or bad point about my design.	<b>I can draw two/three ideas with basic labels which relate to the brief.</b> I can use colour to make my ideas look realistic. <b>I can identify a good and a bad point about my designs.</b>	I can show a variety of different ideas that cater for different people's likes and tastes with some reference to my research. <b>I can draw and render to make my designs look 3D.</b> I can identify and write down good or bad points of a design.	<b>I can draw inspiration for creativity from my existing products research.</b> I can produce an appropriate model to show some of my design ideas. <b>My ideas show some technical understanding of materials, components etc. which is drawn from my research and analysis.</b> I can use simple information found to add detail to my idea e.g. sample sizes, materials etc.

<p style="text-align: center;"><b>Making</b></p>	<p><b>I know to wear an apron, tie long hair back and stack stools before starting practical work.</b> I can with help, choose and use tools and equipment safely. <b>I can with help, make a basic product.</b></p>	<p>I can use tools and equipment with supervision. <b>I have a product which is mostly finished and uses one or more skills.</b> I can produce a product which has some accuracy in parts.</p>	<p><b>I can use tools and equipment correctly and safely some of the time.</b> I can produce a product which has a basic level of making. <b>I have produced a product which is mainly finished and uses two or more skills.</b> I can identify one quality check for my practical work.</p>	<p><b>I can work independently at times during my practical work.</b> I can use tools correctly and safely. <b>I have produced a product which has a good level of demand in some parts.</b> I can identify at least two quality checks for my practical work.</p>
<p style="text-align: center;"><b>Evaluation</b></p>	<p>I can talk about how my design works. <b>I can answer question about how to improve my design and practical work.</b></p>	<p><b>I can explain the look of my design and with some help explain why this is the case.</b> With help I can say what needs to be better next time. <b>With some help I can say what was hard when making my product.</b></p>	<p><b>I can explain the look of my design and explain why this is the case.</b> I can say if I was successful or unsuccessful. <b>I can identify good or bad points about my work.</b> I can identify a way of making my work look and work better.</p>	<p><b>I can reflect upon my design work and show some evidence of evaluation in my writing.</b> I can identify what is working well and what could be improved. <b>I can think about and reflect upon my specification and say where my product is successful and not-so-successful.</b> I can say/document where my product does/does not fit my specification and why.</p>

# Food Year 7 Assessment Criteria

				
<b>Knowledge and Understanding</b>	<p>I understand some of the nutrients related to the eatwell guide.  <b>I can recognise the difference between knife grips and when to use them.</b>                      I can state the function of some nutrients.  <b>My sensory analysis highlights a positive and potential improvement.</b></p>	<p>I can state and draw eatwell guide with titles and sources.  <b>I can state the grips used and determine what point to use them on some foods.</b>                      I am able to state one function for each nutrient on the eatwell guide.  <b>My sensory analysis includes taster feedback with data in a table and positives and improvements suggested.</b></p>	<p>I can use the eatwell guide to determine how well balanced a meal is.  <b>I can justify my choice for using a specific grip when making a certain type of cut.</b>                      I can give a basic description of the importance each nutrient has on the body.  <b>I can analyse a product using the four senses, stating positives, improvements and some nutritional analysis with tables and graphs</b></p>	<p>The eatwell guide is a resource I use to develop my meals and recognise which foods provide certain nutrients.  <b>I am able to demonstrate on a variety of ingredients the two safety grips and 2 types of cuts.</b>                      I can give a detailed explanation on the purpose of each nutrient in the body.  <b>I can show my sensory analysis results via tables and graphs which include positives, potential improvements and the nutritional content of the dish.</b></p>
<b>Preparation and Planning</b>	<p>I can select most of the correct ingredients to make a dish.  <b>I need to be reminded how to set up for a practical lesson.</b>                      I can plan what I need to do.</p>	<p>I can select the correct type of ingredients but need help to weigh and measure accurately.  <b>I need help to set up ready for making.</b>                      I can plan what I need to do with some detail.</p>	<p>I can select the correct type ingredients and can weigh out what I need.  <b>I can get myself ready for a practical activity with help and being reminded.</b>                      I can produce a basic flow chart with help.</p>	<p>I can select some of the equipment needed to make my product.  <b>I know how to set up properly for a practical session.</b>                      I can produce a basic flow chart with some of the required information on it.  <b>My choice of ingredients will be based on the selection suggested by the teacher but include the correct quantity and type.</b></p>

<p><b>Making: Basic techniques</b></p>	<p><b>With help, I can carry out the basic skills like peeling vegetables, boiling water, beating eggs etc.</b> With help, I can put the oven on the correct temperature and select simple tools to help me make.</p>	<p><b>When reminded how, I can carry out basic skills like peeling vegetables, rubbing-in, creaming etc.</b> I can use my ingredients in the correct order when prompted. <b>I can identify the basic tools and say what they are used for.</b> I can watch how to make something and then copy the actions. <b>I need help with weighing and measuring.</b></p>	<p><b>I need to be reminded how to prepare some ingredients like onion.</b> I know my basic equipment (e.g. sieve, peeler) and can use them properly. <b>I sometimes make use of my planning when making.</b> When reminded, I can carry out some basic skills. <b>I sometimes need help to control the heat on the hob.</b> I can set the oven temperature. <b>I need to be reassured about controlling the heat on the hob.</b></p>	<p>I can follow my planning. <b>I understand how to use most of the small equipment in the room.</b> I can work by myself and make a useful contribution to team work. <b>I can make different types of products using the basic techniques correctly.</b> I am confident when using the oven and the hob, but need more practice with the grill.</p>
<p><b>Making: Adapting to needs</b></p>	<p><b>When reminded, I can carry out basic hygiene rules like washing my hands.</b> I can see why an accident can occur whilst cooking.</p>	<p>When given a choice, I can select foods that are healthier/a better choice. <b>My product is completed with help from my teacher.</b></p>	<p><b>When given examples of how to make changes, I can make changes of my own.</b> My product needs to be improved, but does show some understanding of the task. <b>I need to be reminded of basic hygiene rules and safety rules.</b> I understand the need for hygiene standards. <b>I understand the need to be safe whilst carrying out practical work.</b></p>	<p><b>I can name some foods that can be healthier alternatives.</b> I can carry out some simple practical tasks myself. <b>My product is quite basic, but complete.</b> My product meets the needs of the task to some degree. <b>I have made one change to the original product to make it my idea.</b> I occasionally apply hygiene and safety rules when making.</p>
<p><b>Evaluating</b></p>	<p><b>I can say one good and one bad point about my product.</b> I can tell someone what needs to be improved to make my product more successful.</p>	<p>I can talk about what has gone well during the process of making my product. <b>I can answer questions about how to improve on my idea.</b> I can answer a question about what was hard during the making of my product. <b>I can use some describing words to say what my product is like.</b></p>	<p>With some help, I can say what was hard about making my product. <b>I can say if I was successful or unsuccessful.</b> I can identify some of the good and bad points about my work. <b>I can identify a way of making my work look and taste better.</b></p>	<p><b>I can identify what is working well and what can be improved.</b> I can identify all of the good or bad points about my product. <b>I can say what was said by others about my product.</b> I can use sensory descriptors to discuss some aspects of my product.</p>