

YR7	TEXTILES	FOOD	PRODUCT DESIGN
PROJECT NAME	Drawstring Pencil case	Basics	Night light
Key concepts and theory	<p>The origins of fabrics and classification of fibres. (synthetic fibre focus). Understanding the design process and using design briefs and specifications. A brief exploration on the impact of these materials on the environment. A focus on health and safety in the textiles room including the use of the sewing machines. An Introduction to key equipment and basic techniques. A brief look at the concept of an assembly line. Analysis and evaluation skills.</p>	<p>To acquire a range of food skills, to cook a range of dishes, safely and hygienically. To explore all parts of the cooker to prepare quality dishes. To understand the importance of the Eatwell Guide and be able to apply it to an everyday lifestyle. Prepare and cook a variety of dishes. Working safely in the kitchen. To recognize how key temperatures affect food preparation, cooking and storage. To be able to adapt basic recipes to vary the result.</p>	<p>Understanding the Design Process with specific reference to Analysis, Specification and Design Ideas. The influence of a range of lifestyle factors and consumer choices when designing products. Analysis of where human values may conflict, and compromise must be made. Drawing in 2D and 3D. Understanding Woods. Working safely in a workshop. Using a range of hand and power tools, such as, try-squares, marking gauges, tenon saws, mallets, chisels, rasps, pillar / bench drills, belt / circular sanders, millers. Learn how to integrate electronic circuits into product casings. Use of CAD/CAM.</p>
Skills	<p>Sewing on paper, threading up, straight lines, turning corners, pinning, cutting, seam allowances, right side to right side, patch pockets, drawstrings and fabric felt tips</p>	<p>Weigh, cut, chop, dice, deseed, divide, measure, grate, drain, peel, mix, use oven, use hob, use grill, whisk. Washing up</p>	<p>Drawing skills, marking and cutting out using hand tools, filing and shaping materials, using machines, electronics, wood assembly and finishing.</p>
Assessed work	<p>Department HWK, health and safety quiz, paper sample, driving test, fabric samples</p>	<p>Department HWK. Health & safety quiz. End of rotation practical assessment.</p>	<p>Department HWK Designing, research, Final Nightlight</p>

Prior Knowledge	Skills used in primary school DT, any home sewing crafts	Skills used in primary school DT. Home cooking. Visiting restaurants/eating venues in the UK & abroad.	Skills used in Primary School - measuring and marking. Some students may have a family member who is a carpenter.
Link to future learning	yr8 will investigate the construction of fabrics and more depth at the properties of fibres (focus on cotton and denim), build on sewing machine skills and look in depth at the impact the fashion industry has on the environment. (fast fashion and sweat shops) The move onto. 3d seams and garment construction skill level increases. Greater design freedom is given through the decoration of the products and tie dye lining.	In yr8 students will be able to develop and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically. They will focus in more detail on nutrition - macro & micronutrients and energy use. Research the importance of seasonal food & begin to understand the importance of evaluating. Students will look at how to adapt and modify recipes for specific customers' needs.	Yr8 will build on the practical skills they learn in yr7 to produce their project. They will aim to become more independent when using tools and machines.
Numeracy links	Measuring Seams,	Recipe quantities, weighing & measuring, ratios, fractions, cooking temps, cooking times	Measuring and marking out throughout

YR8	TEXTILES	FOOD	PRODUCT DESIGN
PROJECT NAME	Bucket Hat and fast fashion	Skills development	Automata
Key concepts and theory	Fabric construction knitting, weaving and bonding with a focus on weaving and denim twill, The impact of fashion on the environment with a focus on denim and cotton, Sweatshops and globalization, fast fashion. (Experimentation and sampling with materials (time allowing/extension work), presentations, introduction of textiles artists/designers. Ian Berry.	Consolidation of key concepts learned in rotation in yr7. To enable pupils to develop and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and focus in more detail on key nutrients and energy. They will learn why it is important to use seasonal foods and to be able to adapt key recipes for industrial customer needs.	Development of hand-eye coordination, and manipulative and dexterity skills to measure, mark out, cut and assemble wooden automaton. Development of communication skills by the creation of annotated design sketches that fully outline design concepts.
Skills	Applique (higher ability students), collage, seam allowances, distressing fabrics, 3d/curved seams, illustration technique, pinning, clipping and ironing. Changing stitch length and width. Removing the arm.	Knife skills, Personal Safety while working in a food kitchen. Safe use of parts of cooker. Reading recipes to prepare & cooking a range of dishes safely & hygienically.	Drawing skills, marking and cutting out using hand tools, filing and shaping materials, using machines, wood assembly and finishing.
Assessed work	HWK, Robot face, sweatshops article, final outcome	Department homework. Health & safety quiz. End of rotation practical assessment	HWK, Research, design work, Final automata practical work.
Prior Knowledge	Recycling, upcycling, down cycling and precycling, The origins of fibres and classification of fibres. Handcrafted and mass manufactured. disassembly. Cradle to Grave manufacture, Synthetic fibres, the concept of an assembly line., Controlling and setting up sewing machine, Straight Lines, corners, changing stitches, Pinning, Turning Corners, RS to RS	Year 7 dt food rotation. Basic nutritional knowledge. Use of the Eatwell Guide to inform dietary choices. To be able to prepare a range of dishes to utilize all parts of the cooker. To be safe and hygienic in the kitchen to prepare quality dishes. Knowledge of key temperatures and the impact on bacterial growth. Adapting basic recipes to suit the end user.	How to sketch. Safe workshop practice, Use of hand and machine tools, types of timber.

Link to future learning	Year 9 will build on key skills specifically needed for GCSE textiles. Analysis of artist and designers, Experimentation, illustration and presentation techniques, decorative and design skills	In yr9 students will continue to work on their basic practical skills to be more efficient and precise. Look at the key needs of a teenager and how they can be met in their diet. How special dietary needs can affect everyday foods and know how to adapt recipes to meet the needs. To write a simple time plan.	Rotation 3 in year 9 will build on key skills specifically needed for GCSE Product Design.
--------------------------------	--	--	--

YR9	TEXTILES	FOOD	PRODUCT DESIGN
PROJECT NAME	Mondrian Cushion		Tin can light

Key concepts and theory	This project is designed to allow greater freedom on design. Students implement skills learned in yr7/8 with more freedom and less direction. Introduction of artist research and more independent research skills looking at the work of Mondrian Exploration of manufacturing methods with a focus on bespoke. Looking at industry fashion terms. (using men's suits as an example) Introduction to careers in fashion and textiles. Recap on sustainable design. A wider range of fabrics/trimmings and embellishments explored.	This project has been developed to enable pupils to learn how to cook a range of dishes (mainly savory) safely and hygienically demonstrating skill learned in yr7 & 8, with precision and efficiently. To apply & further extend their knowledge of nutrition to consider special dietary needs, allergies, intolerances and religious requirements. Using their nutritional knowledge to focus on teenager's diets and how it can affect development in key years. To consider what factors affect menu planning and how they influence daily lives. To look at time plans and their importance on organization and efficiency in the kitchen.	This project is designed to introduce students to working with metal - specifically marking out, cutting and folding. Students develop the skills they learnt in year 7/8, increasing their knowledge of safe working practices and the utilization of a greater range of hand and power-tools to create a simple LED lamp. They also increase their knowledge of materials with specific reference to metals (their extraction, processing, physical properties and disposal). The lamp uses a simple tin can as a shade which is decorated using punched holes to create a design reminiscent to pointillism. The design is required to be based on Aztec, Aboriginal or Inca art.
Skills	Ribbon applique, layout and design, printing, color theory, buttonhole, basic sewing machine Maintenance	Knife skills, Personal Safety while working in a food kitchen. Use of all parts of the cooker to produce high quality end results. Reading recipes to prepare & cooking a range of dishes safely & hygienically.	Marking, cutting and manipulation of sheet and plate steel and metal bar. Use a variety of hand power tools specifically a hack saw, guillotine, pan folder, pillar drill, metal cutting band saw.
Assessed work	Department HWK, health and safety quiz, Mondrian sample, final outcomes and workbook	Department HWK, health and safety quiz. Practical assessment & workbook	Department HWK, health and safety quiz, final outcome and workbook
Prior Knowledge	YR8: Fast Fashion, Fabric construction knitting, weaving and bonding with a focus on weaving	YR8: Consolidation of key concepts learned in rotation in yr7. To enable pupils to develop and	Yr8: Development of hand-eye coordination, and manipulative and dexterity skills to measure, mark

	<p>and denim twill, the impact of fashion on the environment with a focus on denim and cotton, Sweatshops and globalization, Fashion illustration and drawing, Experimentation and sampling with materials (time allowing), presentations, introduction of textiles artists/designers. Ian Berry, Thome Brown and Iris Van Herpin (starting to introduce artists and designers to textiles projects) YR7: Recycling, upcycling and sustainability, cradle to grave design. The origins of fibres and classification of fibres. (synthetic fibre focus) Disassembly. Introduction to the concept of an assembly line. Ethnic methods of dying (resist) brief look at Japanese Shibori. Product analysis bags for life. Working safely in the textiles workshop</p>	<p>demonstrate a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and focus in more detail on key nutrients and energy. They will learn why it is important to use seasonal foods and to be able to adapt key recipes for individual customer needs. YR7: To acquire a range of food skills, to cook a range of dishes, safely and hygienically. To explore all parts of the cooker to prepare quality dishes. To understand the importance of the Eatwell Guide and be able to apply it to an everyday lifestyle. Prepare and cook a variety of dishes. Working safely in the kitchen. To recognize how key temperatures affect food preparation, cooking and storage. To be able to adapt basic recipes to vary the end result.</p>	<p>out, cut and assemble a wooden automaton. Development of communication skills by the creation of annotated design sketches that fully outline design concepts. YR7: Understanding the Design Process with specific reference to Analysis, Specification and Design Ideas. The influence of a range of lifestyle factors and consumer choices when designing products. Analysis of where human values may conflict, and compromise has to be made. Drawing in 2D and 3D. Understanding Woods. Working safely in a workshop. Using a range of hand and power tools, such as, try-squares, marking gauges, tenon saws, mallets, chisels, rasps, pillar / bench drills, belt / circular sanders, millers. Learn how to integrate electronic circuits into product casings. Use of CAD/CAM.</p>
<p>Link to future learning</p>	<p>In year 9 students are being to work in a way that is closer to GCSE art textiles with the introduction of artists as inspiration. Greater experimentation, creativity and freedom. Outcome is less complex in construction but more challenging in design</p>	<p>In yr9 students will move towards consolidating the practical skills they have used in Ks3 to enable them to have a repertoire of dishes they can cook for a healthy balanced diet. Enabling them to have life skills in their future. Some students will be moving towards considering the option of</p>	<p>In year 9 students develop their subject knowledge of Dt with specific reference to the use of metals and Engineering. This reinforces their learning from year 7/8 and provides a greater insight of the subject requirements of GCSE Engineering and Product Design</p>

		choosing Hospitality and Catering vocation course at ks4	
--	--	---	--