

Y7 ADT Curriculum Intent, Implementation and Impact Overview

International	Year: 7 Subject: Design and Technology IMPLEMENTATION		
INTENT (including key concepts and skills)	Textiles	Food	Construction
Work safely with hand tools and materials/ingredients.	Printing (use of inks, brayer and safe print)	Mixing, forming doughs, meat preparation, shaping, baking, frying, grilling.	Using tools to make a wooden frame. Using tools to make a mosaic.
Work Safely with machine tools.	Safe use of bench hook, brayer, craft knives and hot glue gun		Use of hand tools and belt sander - Health and safety.
Develop skills in visual presentation/record ideas.	Presentation of artist research and development of ideas into a final outcome.	Presentation of food including portion control.	Presentation of ideas and designs in workbooks. Presentation and quality of final product.
Design and manufacture products for a specific context/using briefs.	Generate outcomes in response to research. Create a personal outcome in response to a brief.	Adapting dishes for specific dietary requirements e.g. vegetarian and religious.	Student provided with a specification to make a mosaic as part of a collaborative project. Students will work to specific sizes etc.
Demonstrate understanding of social, historical, cultural and moral factors in design/research and respond.	Research and response to Buddhism, Islamic patterns, Kente cloth designs etc.	Understanding how immigration, media, travel and food availability have affected the increase of international cuisines eaten in Britain.	Response to cultural contexts and visual imagery.
Respond to contextual sources when generating designs and ideas/research and respond.	Research and response to Buddhism, Islamic patterns, Kente Cloth patterns etc.		Research and respond to a variety of cultural contexts.
Develop problem solving skills and resilience when tackling difficult scenarios/experiment and trial.	Independent working when generating outcomes - how to create a design idea and how to make that into reality.	Independently following recipes to produce a variety of dishes using newly learnt skills. Exam technique.	Independently tackling challenges within a practical workshop. Application of new knowledge and skills.
Objective self-evaluation.	Evaluation of the creative process and final outcome.	Review of practical skills after assessment to review and improve.	Review of practical work and developments using a making log.
Understand healthy eating		Eat well guide taught and applied when	

		Making a range of balanced healthy meals.	
IMPACT	Assessment: Practical assessment - mandala outcome Written assessment - Artist/contextual research piece. Progression to KS4: The project will cover all assessment objectives at GCSE Art and Textiles.	Assessment: Practical assessment - tabbouleh salad and Scones Written assessment - timed examination Progression to KS4: Safe and hygienic working, dietary requirements, healthy eating practices, practical skills (use of variety of equipment and materials).	Assessment: Practical Assessment - Tile/mosaic outcome, design ideas and manufacturing plan Written assessment - Timed Exam Progression to KS4: Construction skills introduced - tiling, grouting, wood cutting and finishing, joints.

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.

In Design Technology, students in KS3 rotate around three distinct specialist areas (construction, food, Art textiles) with 2 x 6 week rotations in each subject area. Rotations could take place in any order but all students will experience each specialist area during each academic year.

KEY

NATIONAL CURRICULUM CONTENT
ADDITIONAL CONTENT