

Curriculum Map 2021/2022

YEAR 7 Technology

Each rotation may be completed at different times of the year, and not necessarily in the following order	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
	Rotation 1 wks 1-10	Rotation 2 wks 11-20		Rotation 3 wks 21-30		Rotation 4 wks 31-40
CONTENT <i>Declarative/core/powerful Knowledge - 'Know What'</i>	Catering	Textile Design		Engineering		CAD/CAM
Skills <i>Procedural Knowledge – 'Know How'</i>	Students need to be able to: <ul style="list-style-type: none"> Understand and show chopping and knife skills Cook safely at all times Identify healthy recipes and redesign recipes for a healthier outcome Plan a well-balanced dish reflecting the eatwell plate 	Students need to be able to: <ul style="list-style-type: none"> Understand the origins and basic construction of fabric Experiment with resist dye methods Develop their sewing machine skills Independently research into artist Jim Dine Use Jim Dine Artist research to develop ideas for a textile product Understand and explore basic hand sewing skills 		Students need to be able to: <ul style="list-style-type: none"> Create a design of a toy car Understand motion, force and aerodynamics. Applying their new knowledge to their design ideas. Develop workshop skills using the hand tools, such as; Tenon Saw, Coping saw, hand drill, files and sandpaper. Ensure a high-quality outcome by applying regular quality control checks 		Students need to be able to: <ul style="list-style-type: none"> Understand how to use CAD software To learn how to use both sketch up and 2D Design software To be able to create a drawing of a isometric ruler using CAD To export CAD design to CAM equipment (laser cutter)

<p>Key Questions</p>	<ul style="list-style-type: none"> • How can you safely chop your vegetables? • What equipment do you need for this task? • How would you ensure high quality? • How can you ensure consistent sizes? • What health and safety precautions do you need to ensure? • How do you use this equipment safely? • Which ingredient provides calcium? • Which ingredient is high risk? 	<ul style="list-style-type: none"> • Where do fabrics come from? • What is resist dyeing? • Reflect on the process taken to create a high standard fabric sample. • How to develop design ideas from an initial design? 	<ul style="list-style-type: none"> • How did you test your car? What happened during the test? Why did this happen? • Write a definition for aerodynamics, drag, thrust and weight. • Explain why someone might buy the toy car. • Does this toy car meet the design brief? • Relate the car to current ethical, social and cultural issues • Identified the safety elements of the product 	<ul style="list-style-type: none"> • Identify the best tool to draw a curve • How can you duplicate parts of your drawing? • How can you export your drawing to CAM equipment? • How can you create an isometric cube?
<p>Assessment</p>	<p>Students will be assessed 3 times during this rotation, demonstrating the following learning objectives; Assessment 1 Roasted Vegetables</p>	<p>Students will be assessed 3 times during this rotation, demonstrating the following learning objectives; Assessment 1</p> <ul style="list-style-type: none"> • Understand the theory behind resist dyeing using the batik technique. 	<p>Students will be assessed 3 times during this rotation, demonstrating the following learning objectives; Assessment 1 To be able to analyse an existing product, to show an</p>	<p>Students will be assessed 3 times during this rotation, demonstrating the following learning objectives; Assessment 1 Demonstrate learnt skills using 2D design by replicating the</p>

	<p>To safely use a knife cutting vegetables. To demonstrate the safe use of the oven. To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>Assessment 2 To evaluate the making of Croque Monsieur.</p> <p>Assessment 3 chicken goujons and potato wedges To demonstrate food safety and hygiene when handling raw chicken. To create a meal with excellent presentation skills and excellent flavour using appropriate seasoning.</p>	<ul style="list-style-type: none"> • Compare and contrast two batik samples reflecting on the process and what they have learnt from their first batik experiment. <p>Assessment 2</p> <ul style="list-style-type: none"> • Using artist Jim Dine as inspiration to create a range of initial ideas using similar colours and imagery. Further develop the initial ideas into a final tapestry design <p>Assessment 3</p> <ul style="list-style-type: none"> • To evaluate the quality of your manufacture, making suggestions of how it can be improved 	<p>understanding of purpose, form & function.</p> <p>Assessment 2 To be able to analyse your final design, comparing against the design brief</p> <p>Assessment 3 To create your model car using a range of tools and techniques</p>	<p>diagram using the tools you deem appropriate.</p> <p>Assessment 2 Design a ruler that can aid your learning in all your lessons and enable you to improve your presentation skills.</p> <p>Assessment 3 Export your design to the laser cutter and add a post-production finish</p>
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