

**Long  
Term Plan**

To develop a creative skill set, that enables everybody to work with a range of techniques, processes, materials and ingredients in response to a design brief or recipe. From this, students will be able to create imaginative solutions to problems, begin to work independently in the different subject specialisms, and have an understanding of the wider ethical and social agenda associated with design and food.

**Year 7: Technology**

Learning Cycle	Key Concepts and Themes	Vocabulary
Food	<ul style="list-style-type: none"> <li>• The 4 C's</li> <li>• Identification and correct use of kitchen equipment</li> <li>• Yeast and Gluten</li> <li>• Seasonality</li> <li>• Eatwell Guide</li> </ul>	Modification, Organic, Hypothesis, Consumption, Pathogens
Textiles: Ugly Dolls	<ul style="list-style-type: none"> <li>• Types of Materials, man-made versus natural.</li> <li>• Introduced to different hand stitching techniques, such as running stitch and back stitch.</li> <li>• Gain knowledge of the different methods of adding decoration to fabric, like embellishment and applique.</li> </ul>	Embroidery, Embellishments, Branding, Upcycling, Accuracy
Graphics: Maze Travel Game	<ul style="list-style-type: none"> <li>• 2D and 3D Drawing Skills, like oblique and perspective.</li> <li>• CAD (Computer Aided Design) and CAM (Computer Aided Manufacture)</li> <li>• Creating a Brand and packaging</li> </ul>	Client, Commercial, Isometric Drawing, Typography, Logo
Pewter and Acrylic: Jewellery Project	<ul style="list-style-type: none"> <li>• Design Movements and Key Designers – Art Deco, Bauhaus, Modernism.</li> <li>• CAD and CAM</li> <li>• Working with Metals and Plastics, and working with specific tools: junior hacksaw, pillar drill, casting machine.</li> </ul>	Aesthetics, Fabricate, Iterative, Properties, Prototype

***Students will complete three of the four projects above over the course of the year, with each project lasting one term in length.***

<b>Skill Development</b>	<ul style="list-style-type: none"> <li>• To be able to respond to a design brief, developing a project that fulfils the design criteria set out.</li> <li>• To understand how designers, products and key innovations have helped to develop and inspire new advances in Food and Technology.</li> <li>• To be able to successfully transfer skills developed in each subject specialism to each project.</li> <li>• To develop an understanding of the subject specialisms through use of research, analysis and evaluation skills.</li> <li>• To understand and acknowledge the need to work safely and hygienically in all subject specialisms, demonstrating the ability to analyse if a task is safe to undertake.</li> </ul>
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