YEAR 7 DT

Y7 INTENT	DT - In year 7, students are taught first and foremost that safety is the most important thing in the DT workshop, whether in the RM rooms or the textiles room. By the end of the rotations, students should be able to negotiate their way around the tools and equipment taught in a safe and calm manner and understand when it is appropriate to ask for help. They will also learn how to respond to a design brief and how to create a specification. Food - In Year 7, students are introduced to the Food Room and are taught about identifying and controlling hazards and basic food hygiene. They should be able to use basic kitchen tools and equipment safely, including weighing and measuring accurately using both manual and digital scales and use of the hob, grill and oven independently. Students will analyse the Eat Well guide and apply it in real life situations and be able to explain the dangers of unhealthy food choices. By the end of the rotation, Food Preparation and Nutrition students must be able to prepare most fruit and vegetables and make a meal that is balanced and test food for readiness. They should be able to handle and prepare both low and high risk food safely.

Exam Information (Y10-11)	**Board:**	**AQA**
	Qualification:	**Design and Technology**
	Website link to specification/resources:	AQA | Design and Technology | GCSE | Design and Technology

Food Preparation	Resistant Materials	Textiles
Risk assessment Prepare and set up for cooking safely Identifying and controlling hazards in the Food Room Select correct equipment Use basic kitchen equipment safely Use sensory descriptors effectively Explain where food come from Understand the Eat well guide and how to apply it to everyday life	Work shop H&S Using machine tools Working with pine and MDF Creating mitre joints Properties of pine and MDF Creating butt joints Explain where pine and MDF come from – How they are created.	Fibres and fabrics Designing to a brief. Mood board Intro to hand sewing. Pattern making Wash label icons
Can do statement 3 (M): I can apply eat well guide accurately to make a specialist meal for special dietary needs. **Can do statement 2 (S):** I can plan and cook a meal for myself independently using the Eat well guide. **Can do statement 1 (D):** I can cook a meal for myself safely following a teacher demonstration.	**Can do statement 3 (M):** I can analyse the brief in detail and create a design specification. I can create a mitre joint independently. I can construct my frame with neat joints. I can work safely in the workshop to create a product for an end user. I have shown great care and been given no safety reminders by my teacher. **Can do statement 2 (S):** I can analyse the brief and create a design specification. I can create a mitre joint with some help from my teacher. I can construct my frame with some small gaps. I can work safely in the workshop to create a product for an end user. **Can do statement 1 (D):** I can analyse the brief using examples my teacher has used. I can create a mitre joint with a lot of guidance from my teacher. I made need to use wood filler when constructing my frame due to gaps. I can work safely in the workshop, but I sometimes forget *safety rules such as tying back my hair or wearing safety glasses.*	**Can do statement 3 (M):** I can create a pattern based on user wants and needs with smaller added items. I can use running and two other stitches confidently. **Can do statement 2 (S):** I can create a pattern outline with smaller added pieces, such as eyes. I can use running stitch and one other stitch confidently. **Can do statement 1 (D):** I can create a pattern for my monster outline. I can use running stitch confidently.