

## ASHTON COMMUNITY SCIENCE COLLEGE: ART, CRAFT & DESIGN

| Year 7                                  |  |  |   |  |
|---|--|--|---|--|
|   | September – February half term – two week timetable  |  | February half term - Summer– two week timetable   |  |
|   | Part A (RJS)   | Part B (JCR)   | Part A (RJS)  | Part B (JCR)   |
| <b>Knowledge</b>                        | <b>D&amp;T – Materials timber, metals, plastics, Smart materials</b> <ul style="list-style-type: none"> <li>Learn to develop a base of research.</li> <li>Develop a brief and specification.</li> <li>Factors that affect design.</li> <li>Use of basic graphical skills.</li> <li>Develop basic sketching skills.</li> <li>Develop knowledge of key terminology.</li> <li>Use of CAD/CAM in design.</li> <li>Design logos and typography.</li> <li>Making models to communicate ideas.</li> <li>Understand implications of designing products in the real world.</li> <li>Environmental issues affecting every product being produced.</li> </ul> | <b>Food</b><br><u>Food safety</u><br>Principles of food safety: the 4Cs-and basic bacteriology<br>Principles and application of health and safety in a kitchen environment<br>Introduction to equipment and utensils<br><u>Food, nutrition and health</u><br>Healthy eating: the Eatwell Guide<br>Fruit and Vegetables | <b>Electronics Systems CAD/CAM</b> <ul style="list-style-type: none"> <li>Analyse a product by disassembly.</li> <li>Create a simple circuit using INPUTS, PROCESS and OUTPUTS.</li> <li>Recognition of basic electronic components.</li> <li>Use of soldering.</li> <li>Recognition of INPUT, PROCESS and OUTPUT components.</li> <li>Know and understand that the significant part of electronics and related technology play in our everyday lives.</li> <li>Know how the development of electronics has contributed to the development of current everyday products.</li> </ul> | <b>Graphics - Papers &amp; boards</b><br>'It is well known that chocolate bars look far more appealing to children than healthy snacks! Your task is to design a health bar brand that looks appealing to children'.                             |
| <b>Skills/ application of knowledge</b> | To use the workshop tools and equipment to:<br>Cut with a coping saw and tenon saw, Smoothing with a file on concave and convex lines, drill using a pillar drill and smooth surfaces using the sanding machine, Joining with the hot glue gun   | Knife handling skills: bridge hold and claw grip<br>Use of hob <ol style="list-style-type: none"> <li>Washing up task</li> <li>Fruit pots</li> <li>Pasta/couscous salad</li> <li>Ext - Stir fry</li> </ol>   | To use the soldering equipment safely and correctly to:<br>Cut and strip wire,<br>Apply solder to wire,<br>Apply solder to copper tracking<br>To use solder to join wire  | Functions of packaging, Packaging analysis, Identify possible themes and brand names for your health bar, Logo ideas, Net design (provided net), Evaluation.<br>Use of hob and oven <ol style="list-style-type: none"> <li>Cereal bar</li> </ol> |
| <b>Links to prior learning</b>          | Key Stage 1 & 2 NC   | Key Stage 1 & 2 NC<br>KS2 curriculum   | Key Stage 1 & 2 NC  | Key Stage 1 & 2 NC   |

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|   |  | <ul style="list-style-type: none"> <li>- understand and apply the principles of a healthy and varied diet</li> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>   |   |   |
| assessment                              | <b>Bag tag:</b><br>Assessment linked to learning outcomes.<br><b>DC1 PROVE IT – I can</b> independently manufacture a product using a selection of different materials.  | <b>Pasta/couscous salad:</b><br><b>DC1 PROVE IT – I can</b> design and make a healthy snack pot demonstrating safe working practice.  | <b>Disney castle:</b><br>Assessment linked to learning outcomes.<br><b>DC2 PROVE IT – I can</b> independently manufacture and assemble a functioning electronic product.  | <b>Healthy Cereal Bar packaging:</b><br><b>DC1 PROVE IT – I can</b> make a model of my design.  |
| essential knowledge/ 'I can...' phrases | <b>DESIGN</b> - I can design an accurate template<br><b>MAKE</b> - I can manufacture a product from plywood<br><b>EVALUATE</b> - I can use feedback from my evaluation to improve and develop my work<br><b>TECHNICAL KNOWLEDGE</b> - I can explain the characteristics and properties of a selection of materials.<br><br><b>DC1 PROVE IT – I can</b> independently manufacture a product using a selection of different materials. | <b>DESIGN</b> - I can design a healthy snack pot.<br><b>MAKE</b> - I can produce a product demonstrating safe use of the bridge and claw methods.<br><b>EVALUATE</b> - I can use feedback from my evaluation to improve and develop my work.<br><b>TECHNICAL KNOWLEDGE</b> - I can explain the importance of a balance diet in reference to the Eat Well Guide.<br><b>DC1 PROVE IT – I can</b> design and make a healthy snack pot demonstrating safe working practice. | <b>DESIGN</b> - I can design a creative flip flop switch for my circuit.<br><b>MAKE</b> - I can use the soldering equipment safely and correctly.<br><b>EVALUATE</b> - I can use feedback from my evaluation to improve and develop my work<br><b>TECHNICAL KNOWLEDGE</b> - I can identify a selection of soldering equipment, circuit symbols and electronic components.<br><br><b>DC2 PROVE IT – I can</b> independently manufacture and assemble a functioning electronic product. | <b>DESIGN</b> - I can design a logo.<br><b>MAKE</b> - I can transfer my design onto a net.<br><b>EVALUATE</b> - I can use feedback from my evaluation to improve and develop my work.<br><b>TECHNICAL KNOWLEDGE</b> - I can demonstrate my technical knowledge of graphics – paper and board.<br><br><b>DC1 PROVE IT – I can</b> make a model of my design. |