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|  | Topic 1 | Topic 2 | Topic 3 |
| Concept | **Textiles** | **Design Technology** | **Cooking and nutrition** |
| Why are we learning this? | So that we can join fabrics using a variety of stitches securely. | So that we can understand how gear and levers work and understand how to use them to our advantage in every day life | So that we understand The importance of a healthy and varied diet and to make simple healthy snacks. |
| **Year 5** |  |  |  |
| Learning Focus | Aztec Bookmarks | Mechanical posters | Healthy eating |
| Substantive  Knowledge  (Knowledge) | * What inspired Aztec art * Select tools and equipment suitable for the task. * How to thread a needle * Names of different stitches | * Understand how mechanical levers and linkages work * The importance of recycling materials | * Understand a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate |
| Disciplinary knowledge  (Skills) | * Creating a mood board * Measure, mark out, cut and shape materials and components * Stitching neatly | * Measure, mark out, cut and shape materials and components * Link moving parts to create levers * Creating a poster that links to a brief | * Use a range of techniques such as peeling, chopping, slicing and grating. |
| Progression from previous learning |  |  |  |
| Enrichment |  |  |  |
| Assessment | Teacher assessment | Teacher assessment | Teacher assessment |

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|  | Topic 1 | Topic 2 | Topic 3 | Topic 4 |
| Concept | **Design technology** | **Product development** | **Cooking and nutrition** | **Textiles** |
| Why are we learning this? | So that we can understand how structure like bridges are made and how we can use shapes to strengthen structures | So that we can use what has been learnt last topic to help build a mechanical system and learning how important of the design stage | So that we can understand the importance of a healthy diet and getting our food locally to reduce costs. | So that we can learn embellishment techniques when using textiles to create an eye catching deisgn |
| **Year 6** |  |  |  |  |
| Learning Focus | Structures | Marble run | Snack bars | No sew cushion |
| Substantive  Knowledge  (Knowledge) | * Analyse the work of past and present bridge designers * Understand and use the properties of materials to help build a bridge | * Understand how to use a mechanical system to control movement. * Be able to work with tools and equipment to join a variety of components. | * Understand the seasonality and growth of ingredients. * Modify recipes and promote healthy eating. | * Research and develop design criteria to inform the design of products fit for purpose, aimed at particular individuals or groups |
| Disciplinary knowledge  (Skills) | * Identify and solve their own design problems | * Crafting tubes and joining different materials neatly * Measure, mark out, cut and shape materials and components | * Measuring ingredients * Using a hob * Using an oven | * Use a range of embellishment techniques to create a finished product |
| Progression from previous learning | Pupils will have to measure and cut materials as they did in year 5 but with more accuracy and with building independence | Pupils will have to measure and cut materials as they did in year 5 but with more accuracy and with a wider range of materials building complexity into their designs | Pupils introduced to using cookers and hobs in this topic. | Pupils will increase the range of sewing techniques learned in Year 5 |
| Enrichment |  |  |  |  |
| Assessment | Teacher assessment | Teacher assessment | Teacher assessment | Teacher assessment |

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|  | Topic 1 | Topic 2 | Topic 3 |
| Concept | **Textiles** | **Product design** | **Cooking and nutrition** |
| Why are we learning this? | So that we can learn how to use a sewing machine safely to create a product | So that we can learn how to use a range of machines safely and how to create and work to a design specification | So that we can learn important cooking techniques which will enable us to make a range of meals at home |
| **Year 7** |  |  |  |
| Learning Focus | Bag for life | Mazes | Food skills |
| Substantive  Knowledge  (Knowledge) | * Use specialist tools, techniques and processes to decorate fabric * The pros and cons of a range of man-made and synthetic materials | * Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations * Test, evaluate and refine ideas and products against a specification, taking into account the views of intended users and other interested groups * The pros and cons of a range of soft woods and hard woods | * Become competent in a range of preparation and baking techniques * Health and safety of using cookers and hobs * Food storage |
| Disciplinary knowledge  (Skills) | * Use a sewing machine * Hemming * A range of tie -dying techniques | * Using a range of equipment from saws to disc sanders safely | * Use a range of utensils and equipment such as sharp knives safely * Flavouring food to taste * Food preparation skills such as rubbing in, making pastry, kneading and proving |
| Progression from previous learning | Pupils are introduced to using a sewing machine for the first time | Pupils are introduced to using more complex tools in the workshop and following a design brief | Pupils are introduced to a wider range of cooking skills and flavours and adapting recipes as they go to suit their requirements |
| Enrichment |  |  |  |
| Assessment | Teacher assessment | Teacher assessment | Teacher assessment |

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|  | Topic 1 | Topic 2 | Topic 3 |
| Concept | **Textiles** | **Product design** | **Cooking and nutrition** |
| Why are we learning this? | So that we can build on our skills on a sewing machine to create a product and build skills that we might use at home | So that we can learn how computer aided design can be used to create innovative ideas | So that we can build a repertoire of healthy and nutritious meals so we can eat healthily and on a budget at home and understand where the inspiration comes from around the world |
| **Year 8** |  |  |  |
| Learning Focus | Kit roll | LED Lamp | Food around the world |
| Substantive  Knowledge  (Knowledge) | * Use specialist tools, techniques and processes to decorate fabric | * How to use a simple CAD programme to laser cut acrylic | * Become competent in a range of cooking techniques * Health and safety when preparing and cooking meat |
| Disciplinary knowledge  (Skills) | * Use a sewing machine * Adding pockets and ties * Embellishing | * Cutting and shaping wood * Joining different materials safely * Adding electronics into a design * Critically analysing work | * Use a range of utensils and equipment such as blenders safely * Making a roux sauce |
| Progression from previous learning | Pupils used the sewing machine in Year 7. Here they will build on their skills to move on from straight stitching. Having to sew their work “inside out” to create a professional finish with square edges and corners | Pupils have used wooden dowels in year 7 to make their maze project. Here they build on this by having to add other materials to their design and use a CAD programme | In year 8 the range and complexity of the foods created are more advanced with pupils having to build on their skills to ensure that all the preparation comes together as a finished meal |
| Enrichment | Selwood’s Great British Bake off – Open to all years | | |
| Assessment | Teacher assessment | Teacher assessment | Teacher assessment |