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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 |
| SubstantiveKnowledge (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 |
| SubstantiveKnowledge (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 |
| SubstantiveKnowledge (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 |
| SubstantiveKnowledge (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 |