

Subject :	DT		Year Group:	7
	Food Tech	Design & Technology	Textiles	Planner Cover
Scheme title	Healthy Breakfast Project	bookends		
Purpose of scheme	The aim of this project to ensure all students finish yr7 with the same set of core skills. Given they have all had different experiences of food in primary school this project goes back to the basics to ensure students are confident safely using all the key pieces of equipment and can comfortably follow the food lesson routines (e.g. washing up, practical preparation, following a strict time schedule). Key factors of health and nutrition is also covered in this project	Using creativity and imagination, pupils are to design and make products that solve real and relevant problems. They acquire a broad range of subject knowledge and draw on cross curricular disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks within a supportive environment, becoming resourceful, innovative, enterprising and capable adults. Through the evaluation of existing products (both past & present), they develop a critical understanding of its impact on daily life and the wider environment.		This scheme is intended as an introduction to the textiles environment (in terms of Health and Safety) and an opportunity to become familiar with subject specific tools and equipment. The scheme allows students to explore design ideas, develop knowledge of fabrics/fibres and to create a functional product following a process.
Knowledge in sequence	<p>Practical – Introduction to new techniques-</p> <p>Building a foundation of key skills; knife skills, using all parts of the oven safely, temperature control, following a recipe independently and cleaning up in teams.</p> <p>This will be done by making:</p> <p>Fruit salad</p> <p>Beans/Cheese on toast</p> <p>Rock Buns</p> <p>Oaty Bites</p> <p>Eggy Bread</p> <p>Quesadillas</p> <p>Breakfast muffins</p> <p>Scotch Pancakes</p>	<p>Design:</p> <p>*Client profile identification</p> <p>Pupils are to be taught how and why we apply a finish to wood. Interior wood finishes covered in this project are woodstains (colour wood, but shows the natural wood grain), Oils and wax to apply a protective coating. Pupils must be able to discuss the preparation necessary before any finish is applied to their product. The application of progressively smoother (less course) glass paper in-order to prepare MDF or Pine for the finish proposed.</p> <p>*Developing graphic skills</p> <p>Pupils to develop their graphic communication skills using a variety of mediums – isometric drawings by hand, Utilising 2D Design to generate isometric images and to utilise VR software to create a virtual model of their design proposal.</p> <p>*Developing designing skills</p> <p>Several different methods for designing can be utilised. Either having a theme and designing in isolation from the research material or employing a 4 x 4 designing process where 4 pupils have an input to each other's design ideas before a final design proposal is developed.</p> <p>*Materials technology (timber)</p> <p>Be able to select materials based on their properties. Identify where these have been used around the home and school.</p> <p>*Construction methods</p> <p>The of a range of fabrication methods including, adhesives, wood joints and semi-permanent joints (screws). Pupils should be able to be selective when faced with questions regarding attaching materials together.</p> <p>*Understand wood finishes</p> <p>Pupils are to be taught how and why we apply a finish to wood. Interior wood finishes covered in this project are woodstains (colour wood, but shows the natural wood grain), Oils and wax to apply a protective coating. Pupils must be able to discuss the preparation necessary before any finish is applied to their product. The application of progressively smoother (less course) glass paper in-order to prepare MDF or Pine for the finish proposed.</p> <p>*Develop evaluating skills</p> <p>Pupils are taught what the grading criteria are for completed practical work. The details and features people are looking for in a completed 'shop ready' completed project.</p> <p>Make</p> <p>*Health & Safety</p> <p>Pupils need to be made aware of the rules of working in a workshop. The processes involved in using any specific machinery and a generic holistic approach to ensure every bodies safety in the workshop from their approach to practical work and the safety features inherent in every process they are taught.</p> <p>* Tool selection</p> <p>After demonstrating the processes involved in generating a comb joint, pupils are trusted to select the appropriate tool for the task they are completing.</p> <p>*Machinery operation</p> <p>Again, after demonstrations, pupils are encouraged to utilise the machinery within the workshop. This will enable them to work quicker and to a higher accuracy rather than attempting to complete tasks by hand which can prove less than satisfactory when the outcome is complete.</p> <p>*Materials selection and their properties</p> <p>Pupils are encouraged to select and work with materials which can improve the quality of the outcome of their final practical piece.</p>	<p>Theory –</p> <p>Working to the specific design brief for the planner cover project</p> <p>Design ideas – Which can be replicated on the CAD/embroidery machine</p> <p>Fibres – Understanding fibres and fabrics</p> <p>Evaluation – Ability to reflect and identify successes and areas for improvement</p> <p>Practical –</p> <p>Introduction to health and safety and new equipment, techniques and processes</p> <p>Back stitching by hand</p> <p>Setting up the sewing machine</p> <p>Changing the foot to a zipper foot</p> <p>Finishing, tacking and hemming</p> <p>Inserting a zip</p> <p>Attaching pieces of fabric</p> <p>CAD/Embroidery machine</p>	
Skills	<p>Ability to:</p> <p>Design recipes and plan a method.</p> <p>Presentation techniques of food and plating up dishes.</p> <p>Ability to use the oven, grill and hob safely</p> <p>Safe knife skills</p>	<p>Design:</p> <p>*Be research and exploration to identify and understand user needs.</p> <p>*Identify and solve their own design problems.</p> <p>*Design innovative, functional, appealing products that re-pond to needs in a variety of situations.</p> <p>*Be a variety of approaches, to generate creative ideas and avoid stereotypical responses.</p> <p>*Develop and communicate design ideas using annotated sketches, detailed plans, 3-d modelling, oral and digital presentations and computer-based tools.</p> <p>Make</p> <p>*Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including comput-er-aided manufacture.</p> <p>Select from and use a wide range of materials, considering their properties.</p> <p>Evaluate</p> <p>*Investigate new and emerging technologies</p> <p>*Test, evaluate and refine their ideas and products against a specification, considering the views of intended users.</p> <p>*Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of design-ers, engineers and technolo-gists.</p> <p>Technical knowledge</p> <p>*Understand and use the properties of materials and the performance of structural elements to achieve func-tioning solutions.</p>	<p>The majority of the theoretical and practical skills/activities introduced in this unit will form the foundations for future learning in textiles</p> <p>Designing a product to a client/brief</p> <p>Creating a Mood board – As inspiration</p> <p>Designing – Ideas and final designs</p> <p>Using specific measurements to ensure a well-fitting product</p> <p>Finishing and hand stitching (tacking)</p> <p>Cutting fabric</p> <p>Setting Up/Using the sewing machine safely and accurately</p> <p>Changing the foot on the sewing machine</p> <p>Sewing accurately</p> <p>Analysis of their own work and the ability to identify successes and areas which require improvement</p>	
Key Words	<p>Bridge & Claw Band positions to ensure you cut food</p> <p>Rubbing in Using your fingertips to rub fat into flour to make breadcrumbs.</p> <p>Temperature control Changing the temperature to ensure your food to cooked correctly. High for boiling and low heat for simmering.</p> <p>Hygiene and safety checks Points in a recipe to follow to ensure you make the produce safely and hygienically</p> <p>Food miles The distance food travels from where it is grown to our plates. Represents the CO2 emissions produced.</p>	<p>Hardwood—Wood which come from deciduous trees.</p> <p>Softwood—Wood which is produced by coniferous trees.</p> <p>Pilot Hole—You will need this type of hole to put a screw into your wood.</p> <p>MDF—Wood particles combined with urea- formaldehyde.</p> <p>Chipboard—Made from compressed wood chips and phenol formaldehyde</p> <p>Butt Joint—Simplest type of wood joint</p> <p>File—Hardened steel in the form of a bar or rod with many small cutting edges raised on its surfaces; used for smoothing or shaping objects.</p> <p>Bandfacer—A machine used for sanding, finishing & lishing tasks.</p> <p>Coping Saw—Hand held saw used to cut intricate shapes in woodworking</p> <p>Try Square—90 degree angles in constructional work</p> <p>Manufactured—Timber sheets which are produced by gluing wood layers or wood fibres together.</p> <p>Plywood—Strong thin wooden board consisting of two or more layers glued and pressed together</p> <p>Comb Joint—A wood joint which consists of a series of alternate notches and square pins of the same width</p> <p>PPE—General term for health & safety equipment.</p> <p>Steel Rule—Features metric or imperial (or both) scales along its length</p> <p>Hegner Saw—A piece of machinery used to cut intricate curves and joints</p>	<p>Pattern/Template - A drawn or bought shape that you follow to create a new product.</p> <p>Tack stitch - A temporary stitch used to hold fabric in place before you sew on the sewing machine.</p>	
End Point	End of rotation	End of rotation	End of rotation	End of rotation
Assessment method	<p>Equipment (week 3): students required to name and identify pieces of kitchen equipment, explain how to use them correct and why they are used with specific examples given.</p> <p>ELP- Healthy breakfast recipe Students to carry out their own further research project on either the Eat Well guide or what makes up a healthy breakfast. Nutrients should be names and the function of them discussed along with food examples given.</p> <p>(week 3)</p> <p>ELP- breakfast design – students are given 3 weeks to research and design their own healthy breakfast recipe. A list of ingredients, method included along with a design of how to plate it up are to be included.</p> <p>(week 6)</p> <p>Quesadilla planning – students are required to write a logical recipe for their own unique quesadilla design. Hygiene and safety tips should be given for each recipe step.</p> <p>(week 8)</p> <p>End of unit test</p>	<p>MS Forms Assessment;</p> <p>https://forms.office.com/Pages/ShareFormPage.aspx?id=xKZuFmRn20m4q2Utrk2ofT5eSvWNNFyBQinQCUCBU0EeXENVVCMFITU0U0USUVFAOTNPU1k1554u8sharetoken=bcnfpG3C3UteTv9oTCENP</p>	<p>Mood board – Students are assessed on quality of images relating to the client and presentation</p> <p>Design Ideas – Students are assessed on how they have linked ideas to the mood board/client and the quality of drawing to communicate intentions for their planner cover embroidery</p> <p>Extended Learning Project (E device stand) – Students are assessed on the use of tools/equipment to achieve quality of stitching</p> <p>Final Practical and Evaluation of planner cover – Students are assessed on the use of tools/equipment to create a professional looking product that meets the needs of the client/brief and the ability to reflect on their work</p>	