Subject :	DT	**Year Group:**	7

	Food Tech	**Design & Technology**	**Textiles**
Scheme title	**Healthy Breakfast Project**	**Gadget Stand**	**Pencil Case**
Purpose of scheme	The aim of this project to ensure all students finish yr.7 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	Practical – Introduction to new techniques- 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. This will be done by making: Fruit salad Beans/Cheese on toast Rock Buns Oaty Bites Eggy Bread Quesadillas Breakfast muffins Scotch Pancakes	Design: *Client profile identification Explore areas for design inspiration through the generation of a moodboard. Pupils are to further annotate this explaining what themes / features can be utilised within their designing. *Developing graphic skills 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. *Developing designing skills 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.	Theory – -Working to the specific design brief for the planner cover project -Design ideas – Which can be replicated on the CAD/embroidery machine -Fibres – Understanding fibres and fabrics -Evaluation – Ability to reflect and identify successes and areas for improvement Practical – -Introduction to health and safety and new equipment, techniques and processes -Tack stitching by hand -Setting up the sewing machine -Changing the foot to a zipper foot -Pinning, tacking and hemming -Inserting a zip -Attaching pieces of fabric -CAD/Embroidery machine
Skills	Ability to: Design recipes and plan a method. Presentation techniques of food and plating up dishes. Ability to use the oven, grill and hob safely Safe knife skills	Design: *Use research and exploration to identify and understand user needs. *Identify and solve their own design problems. *Design innovative, functional, appealing products that re-spond to needs in a variety of situations. *Use a variety of approaches, to generate creative ideas and avoid stereotypical responses. *Develop and communicate design ideas using annotated sketches, detailed plans, 3-d modelling, oral and digital presentations and computer-based tools. Make *Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including comput-er-aided manufacture. Select from and use a wide range of materials, consider-ing their properties.	The majority of the theoretical and practical skills/activities introduced in this unit will form the foundations for future learning in textiles -Designing a product to a client/brief -Creating a Mood board – As inspiration -Designing – Ideas and final designs -Using specific measurements to ensure a well-fitting product -Pinning and hand stitching (tacking) -Cutting fabric -Setting Up/Using the sewing machine safely and accurately -Changing the foot on the sewing machine -Sewing accurately -Analysis of their own work and the ability to identify successes and areas which require improvement
Key Words	Bridge & Claw Hand positions to ensure you cut food safely. Rubbing in Using your fingertips to rub fat into flour to make breadcrumbs. Temperature control Changing the temperature to ensure your food to cooked correctly. High for boiling and low heat for simmering. Hygiene and safety checks Points in a recipe to follow to ensure you make the produce safely and hygienically Food miles The distance food travels from where it is grown to our plates. Represents the CO2 emissions produced.	Hardwood—Wood which come from deciduous trees. Softwood—Wood which is produced by coniferous trees. Pilot Hole—You will need this type of hole to put a screw into your wood. MDF—Wood particles combined with urea- formaldehyde. Chipboard—Made from compressed wood chips and phenol formaldehyde Butt Joint—Simplest type of wood joint 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. Bandfacer—A machine used for sanding, finishing & linishing tasks. Coping Saw—Hand held saw used to cut intricate shapes in woodworking Try Square—90 degree angles in constructional work Manufactured—Timber sheets which are produced by gluing wood layers or wood fibres together. Plywood—Strong thin wooden board consisting of two or more layers glued and pressed together	Pattern/Template - A drawn or bought shape that you follow to create a new product. Tack stitch - A temporary stitch used to hold fabric in place before you sew on the sewing machine.
End Point	End of rotation	End of rotation	End of rotation
Assessment method	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. 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 discusses along with food examples given. (week 3) 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. (week 6) 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. (week 8)	MS Forms Assessment; https://forms.office.com/Pages/ShareFormPage.aspx?id=KfZcuFRn20m4q2UtRk2ofTSVeSswNNtFiyBQlnQUcUBUOExENVVCMFlITUc0UUs5UVFaOTNPU1k1SS4u&sharetoken=bcnhPgC3UteTv9oTCEMP	Mood board – Students are assessed on quality of images relating to the client and presentation 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 Extended Learning Project (E device stand) – Students are assessed on the use of tools/equipment to achieve quality of stitching 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