

<p><b>D. T. A.</b> <b>Year 7</b></p>	<p><b>Curriculum Intent:</b> The broad aims of DTA are for students to be able to understand and intervene in the made natural worlds around them. These aims will be realised by students achieving a combination of technological capability and technological perspective. <b>Technological capability</b> is designer-maker capability which captures the essence of technological activity as intervention in the made and natural worlds. <b>Technological perspective</b> provides insight into how technology works, which informs a constructively critical view of technology, avoids alienation from our technologically-based society and enables consideration of how technology might be used to provide products and systems that help to create the sort of society in which people wish to live. In <b>Year 7</b> students will study the combined areas of Design Technology, Art &amp; Design and Food &amp; Nutrition on a carousel which provides a range of opportunities to <b>experience</b> the breadth and depth of each discipline. Experiences at KS2 will have varied; the Year 7 curriculum <b>introduces</b> students to the core skills of each discipline. Students will acquire subject knowledge through a range stimulating tasks that develop understanding, enabling students to explore, create and evaluate a range of outcomes.</p>									
	<p><b>DT – Multi-Materials</b></p>	<p><b>DT – Graphic Products</b></p>	<p><b>DT - Textiles</b></p>	<p><b>Art &amp; Design</b></p>	<p><b>Food &amp; Nutrition</b></p>					
<p><b>Interleaving</b></p>	<p>Properties of materials/ingredients and how they are used. Processes involved in the production of and uses of materials/ingredients.</p>									
<p><b>Practical Skills</b></p>	<p>Hand and machine skills, such as scroll saws, hand saws, pillar drill, polisher and soldering iron.</p>	<p>Sketching skills and annotation. Use of CAD (Photoshop). Modelling with nets to create 3D shapes for packaging.</p>	<p>Hand sewing and machine sewing. Cutting, shaping, joining, fastening and decorating textile materials.</p>	<p>Tone, shape and line using collage, watercolours, pencil and charcoal.</p>	<p>Knife skills (bridge hold and claw grip). Weighing and measuring. Using the hob, grill and oven.</p>					
<p><b>Knowledge</b></p>	<p>Materials and working properties, CAD/CAM and iterative design (design decisions)</p>	<p>Material classifications and working properties, papers and boards, CAD and iterative design.</p>	<p>Materials and working properties and iterative design. User needs and functionality. Health &amp; Safety.</p>	<p>Formal elements and artist analysis.</p>	<p>Health &amp; Safety, introduction to the food room. Eatwell guide, 8 healthy eating tips, nutrients and food groups.</p>					
<p><b>Understanding</b></p>	<p>Technological capability and understanding of workshop skills and practice. User needs.</p>	<p>Technological capability and understanding of graphic skills and CAD practice. 3D mathematical modelling.</p>	<p>Technological capability and understanding of textile skills and practice. Innovation.</p>	<p>The formal elements and understanding of line marking skills and practice.</p>	<p>The balance of nutrients and their uses and the understanding of working food practice.</p>					
<p><b>Skills</b></p>	<p>Investigation Analyse Generate Ideas Make Evaluate</p>	<p>Investigation Analyse Generate Ideas Make Evaluate</p>	<p>Investigation Analyse Generate Ideas Make Evaluate</p>	<p>Investigation Analyse Generate Ideas Make Evaluate</p>	<p>Investigation Analyse Make Evaluate</p>					
<p><b>Assessment</b></p>	<p>Final prototype and booklet. Self, peer and teacher evaluation. DTA quiz on SMH.</p>	<p>Final product and booklet. Self, peer and teacher evaluation. DTA quiz on SMH.</p>	<p>Final product and booklet. Self, peer and teacher evaluation. DTA quiz on SMH.</p>	<p>RAG of skills. Peer and teacher assessment throughout sketchbook. DTA quiz on SMH.</p>	<p>RAG of skills. Booklet. Self and teacher assessment after practical. DTA quiz on SMH.</p>					