# Design Technology

| Programme of Study | Year 7 Milestones |
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| Designing: Understanding contexts, users and purposes | Work confidently within a range of relevant domestic, local and industrial contexts, such as the home, health, leisure, culture, engineering, manufacturing, construction, food, energy, agriculture and fashion |
| | Take creative risks when designing products. |
| | Develop detailed design specifications to guide their thinking. |
| | Identify and solve their own design problems |
| | Carry out research, using surveys, interviews, questionnaires and web-based resources |
| Designing: Generating, developing, modelling and communicatng ideas | Use specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations |
| | Develop and communicate design ideas using detailed annotated sketches, cross-sectional and exploded diagrams. |
| | Decide which design criteria should take priority when producing a specification |
| Making: Planning Practical | Select appropriately from specialist tools, techniques, processes, equipment and machinery. |
| | Select materials and components suitable for the task. |
| | Produce a usable work log recording tools appropriate for each task. |
| | Formulate step-by-step plans with detailed health and |
| Making: Practical skills and techniques | Follow procedures for safety and hygiene and understand the process of risk assessment |
| | Use a wide range of materials, components and ingredients, taking into account their properties. |
| | Use a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products with some accuracy. |
| | Apply a range of finishing techniques to a broad range of materials including textiles and woods. |
| | Make use of specialist equipment to mark out materials. |
| | Use a wide range of joining techniques including stitching and adhesives. |
| Making products work | Use learning from science and maths to help design and make products that work. |
| | How to use a range of cooking techniques for preparing different ingredients. |
| | Understand briefly about the physical properties of materials e.g. grain, brittleness, flexibility, elasticity, malleability and thermal. |

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| **Evaluating: Own ideas and products** | Test and evaluate products against a specification. |
| | Offer suggestions of improvements taking in to consideration the purpose of the product. |
| **Evaluating: Existing products** | The positive and negative impacts can have in the wider world. |
| | Be able to discuss in detail how well products work and improvements that can be made. |
| **Cooking and nutrition: Where food comes from** | About the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour. |
| **Cooking and nutrition: Food preparation, cooking and nutrition.** | How to use taste, texture and smell to decide how to season dishes and combine ingredients |
| | How to adapt and use their own recipes |
| | The importance of a healthy and varied diet as depicted in The eatwell plate and Eight tips for healthy eating |