

Aims

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

DT - AUTUMN TERM

Year 3		Year 4		Year 5		Year 6	
Cooking and nutrition Healthy Salad (Taught in Summer)		Cooking and nutrition Vegetable curry		Cooking and nutrition Bread- focaccia		Cooking and nutrition Two course meal on a budget.	
Nutrition, healthy eating, cultural, Health and safety		Nutrition, healthy eating, survival, Health and safety		Nutrition, healthy eating, cultural, Health and safety		Nutrition, healthy eating, seasonality, health and safety	
Concept							
Prior knowledge	<p>KS1 National Curriculum Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p> <ul style="list-style-type: none"> • Know some ways to prepare ingredients safely and hygienically. • Have some basic knowledge and understanding about healthy eating and <i>The Eatwell plate</i>. • Have used some equipment and utensils and prepared and combined ingredients to make a product. <p>EYFS – Structures – Minibeast Homes Year 1 – Freestanding Structures – Park Equipment</p>	<ul style="list-style-type: none"> • Know some ways to prepare ingredients safely and hygienically. • Have some basic knowledge and understanding about healthy eating and <i>The Eatwell plate</i>. • Have used some equipment and utensils and prepared and combined ingredients to make a product. <p>EYFS – Food – Gingerbread men, Sandwiches and Fruit Kebabs Year 1 – Food – Pizza, Stir Fry, Cheese Straws and Easter Buns Year 2 – Cakes, Bread and Mexican Chips and dip</p>	<ul style="list-style-type: none"> • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. <p>EYFS – Food – Gingerbread men, Sandwiches and Fruit Kebabs Year 1 – Food – Pizza, Stir Fry, Cheese Straws and Easter Buns Year 2 – Cakes, Bread and Mexican Chips and dip</p>	<ul style="list-style-type: none"> • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. <p>EYFS – Food – Gingerbread men, Sandwiches and Fruit Kebabs Year 1 – Food – Pizza, Stir Fry, Cheese Straws and Easter Buns Year 2 – Cakes, Bread and Mexican Chips and dip</p>			

<p>To start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</p> <p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Know about a range of fresh and processed ingredients appropriate for their product.</p> <p>Understand sensory vocabulary and start to use it appropriately.</p> <p>I can explain who Caesar Cardini is and the influences of his work within the food industry.</p> <p>I can eat sociable with others and behave appropriately.</p>	<p>I can identify and classify ingredients in composite dishes according to the Eatwell Guide food groups.</p> <p>I understand that the different proportions of the Eatwell Guide reflect the proportions of foods which should be eaten from each group.</p> <p>I know that different amounts of energy are needed by the body for different activities.</p> <p>I know that different people need different amounts of energy.</p> <p>Know and use sensory vocabulary appropriately.</p> <p>I can explain who Vikas Khanna is and the influences of his work within the food industry.</p> <p>I can eat sociable with others and behave appropriately.</p>	<p>I know that there are a vast range of ingredients used around the world and I can name some of these such as wheat, olives, tomatoes, garlic, herbs.</p> <p>That recipes can be adapted to change the appearance, taste, texture and aroma.</p> <p>Know that energy provided by food and drink is measured in kilojoules (metric) and kilocalories (imperial).</p> <p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Know that different types of food provide different amounts of energy.</p> <p>Know and use relevant technical and sensory vocabulary.</p> <p>Explain the process of making bread from grain to bread.</p> <p>I can explain who The Warburtons are and the influences of their work within the food industry.</p> <p>I can eat sociable with others and behave appropriately.</p>	<p>That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>I can consider the benefits and disadvantages of how certain food is processed.</p> <p>That seasons and weather affects the food available- seasonality.</p> <p>That recipes can be adapted to change the appearance, taste, texture and aroma.</p> <p>Know that the ingredient choices affects the budget of the meal.</p> <p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Know and use a wide range of relevant technical vocabulary.</p> <p>I can explain who John Torode is and the influences of his work/food industry.</p> <p>I can eat sociable with others and behave appropriately.</p>
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Cooking and Nutrition	Cooking and Nutrition	Cooking and Nutrition	Cooking and Nutrition
<p>Designing Generate and clarify ideas through discussion with peers and adults.</p> <p>Discuss design criteria for a particular user and purpose with an adult and filter ideas to meet the design criteria.</p> <p>Make a labelled drawing showing specific features/ingredients.</p> <p>Research types of salads from around the world and use to inform designs.</p> <p>Making</p> <p>Follow a recipe and understand the steps to make a product with adult support.</p> <p>I can get myself ready to cook and remember what I need to do to keep myself and others safe.</p> <p>I can follow simple rules to make food in a hygienic environment.</p> <p>I can recognise and name an increasing range of ingredients.</p> <p>I can name an increasing range of cooking equipment and explain what it does- peeler, knife, grater, chopping board, weighing scales, measuring spoons.</p> <p>I can name and use a range of cooking skills with increasing competence- grating, chopping, mixing.</p> <p>Weigh and measure dry ingredients and liquids using measuring spoons with adult support.</p>	<p>Designing Generate and clarify ideas through discussion with peers and adults.</p> <p>Develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose with some support.</p> <p>Make a labelled drawing/exploded diagrams showing specific features/ingredients.</p> <p>Making</p> <p>Follow and read a recipe and understand the steps to cook a product with adult support.</p> <p>I can get myself ready to cook and remember what I need to do to keep myself and others safe,</p> <p>I discuss how to keep a hygienic environment for cooking.</p> <p>I can recognise and name an increasing range of ingredients.</p> <p>I can name an increasing range of cooking equipment and explain what it does- peeler, vegetable knife, grater.</p> <p>I can name and use a range of cooking skills with increasing competence- grating, chopping, mixing, simmering.</p> <p>Weigh and measure dry ingredients and liquids using scales and measuring spoons with adult support.</p>	<p>Designing Generate innovative ideas through research and discussion with peers and adults to develop a design criteria for a design specification.</p> <p>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</p> <p>Use annotated sketches and cross-sectional drawings to develop and communicate their ideas.</p> <p>Make design decisions that take account of the availability of resources.</p> <p>Making Prepare, and follow a recipe to cook food to match design criteria with guidance from peers.</p> <p>I can get myself ready to cook and talk about and demonstrate what I should do during and after I cook.</p> <p>I can name an extended range of cooking equipment which I may not have used before and explain its function and how it is designed for its purpose.</p> <p>I can select the most appropriate equipment for what I am making.</p> <p>I can use a range of cooking skills with confidence to prepare increasingly challenging ingredients- firmer vegetables or unusual shapes and kneading.</p> <p>Weigh and measure dry ingredients and liquids using digital and analogue scales, measuring spoons.</p> <p>I try to minimise waste, recycle packaging and compost appropriate food waste when I am cooking.</p>	<p>Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <p>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</p> <p>Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p>Plan a two-course meal within a budget.</p> <p>Making</p> <p>Prepare, and follow a recipe to cook food to match design criteria independently.</p> <p>I can get myself ready to cook and talk about and demonstrate what I should do during and after I cook.</p> <p>I can select the most appropriate equipment for what I am making.</p> <p>I can use a range of extended range of cooking skills with confidence and accuracy to prepare increasingly challenging ingredients- firmer vegetables or unusual shapes and zesting.</p> <p>Weigh and measure dry ingredients and liquids using digital and analogue scales, measuring spoons independently.</p> <p>Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p>I try to minimise waste, recycle packaging and compost appropriate food waste when I am cooking.</p> <p>I can manage my time effectively to ensure two courses are complete.</p>

	<p>Evaluating</p> <p>I am willing to taste different ingredients and can describe them using sensory vocabulary.</p> <p>I can comment on likes and dislikes and suggest ways to improve the recipe when made again with support.</p> <p>I can identify strengths of the final products including cooking skills used with support.</p> <p>I can make suggestions of how to make improvements of the final product with support.</p>	<p>Evaluating</p> <p>I am willing to taste different ingredients and can describe them using sensory vocabulary.</p> <p>Evaluate the product half way through production and make suggestions of how to improve the final product.</p> <p>I can identify strengths of the final products including cooking skills used.</p> <p>I can make suggestions of how to make improvements of the final product.</p> <p>Record the evaluation using e.g. star diagrams with given criteria.</p>	<p>Evaluating</p> <p>Carry out sensory evaluations of a range of relevant products and ingredients with given vocabulary.</p> <p>Evaluate the product half way through production and make adaptations to the recipe/making process to improve final product.</p> <p>Record the evaluations using e.g. star diagrams with support to identify appropriate criteria.</p> <p>Evaluate the final product with reference back to the design criteria, taking into account the views of others when identifying improvements.</p> <p>Observe how ingredients, preparation and cooking can affect the end product.</p>	<p>Evaluating</p> <p>Carry out sensory evaluations of a range of relevant products and ingredients.</p> <p>Record the evaluations using e.g. tables/graphs/charts such as star diagrams independently.</p> <p>Evaluate the final product with reference back to the design criteria, taking into account the views of others when identifying improvements.</p> <p>Observe how ingredients, preparation and cooking can affect the end product.</p>
<p>Protected Characteristics, Character Virtues and British Values</p>	<ul style="list-style-type: none"> • Religion or belief. • Tolerance of those of different faiths and beliefs. • Rule of Law • Democracy • Tolerance • Individual Liberty • Mutual Respect 	<ul style="list-style-type: none"> • Religion or belief. • Tolerance of those of different faiths and beliefs. • Rule of Law • Democracy • Tolerance • Individual Liberty • Mutual Respect 	<ul style="list-style-type: none"> • Religion or belief. • Tolerance of those of different faiths and beliefs. • Rule of Law • Democracy • Tolerance • Individual Liberty • Mutual Respect 	<ul style="list-style-type: none"> • Religion or belief. • Tolerance of those of different faiths and beliefs. • Rule of Law • Democracy • Tolerance • Individual Liberty • Mutual Respect

Key vocabulary	Eatwell plate Carbohydrates Proteins Dairy Fruit & veg Sugar cultural ingredients recipe texture taste appearance smell likes dislikes	Eatwell plate Proportions Energy Complements Dispose Thickness Texture Colour Aroma (smell) Star evaluation Exploded diagram	food sources carbohydrates bacteria kneading, yeast dough gluten allergy intolerance proving rising fermentation shaping	Seasonality seasons portion sizes food groups complementary ingredients allergy intolerance savoury budget processed courses- starter, main and dessert. time management
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DT - SPRING TERM					
Year 3		Year 4		Year 5	Year 6
Movement and construction Levers and Linkages Interactive Poster		Electrical control Simple Circuits and Switches E-Textiles (Taught in Summer)		Movement and construction Pulleys and Gears Moving Window Display	Frames Structures Wildlife Shelter
Concepts	Creativity, imagination, engineering	Science, engineering, enterprising		Creativity, imagination, science, engineering	Environment, sustainability. engineering
Prior knowledge	KS1 National Curriculum- <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders in their products.] <ul style="list-style-type: none"> Gained experience of basic cutting, joining and finishing techniques with paper and card. EYFS – Mechanisms – Hickory Dickory	KS1 National Curriculum <ul style="list-style-type: none"> understand and use mechanical systems in their products understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <ul style="list-style-type: none"> Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers. Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue. 		<ul style="list-style-type: none"> Experience of axles, axle holders and wheels that are fixed or free moving. (KS1) Experience of cutting and joining techniques with a range of materials including card, plastic and wood. An understanding of how to strengthen and stiffen structures. EYFS – Mechanisms – Hickory Dickory Clock and Mouse Year 1 – Sliders and Levers - Moving Pictures Year 2 – Wheels and Axles – Winding Mechanisms and axles for vehicles Year 3 – Interactive Posters	<ul style="list-style-type: none"> Experience of using measuring, marking out, cutting, joining, and finishing techniques with construction materials. Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. EYFS – Structures – Minibeast Homes Year 1 – Freestanding Structures – Park Equipment Year 3- Mini Greenhouses

	<p>Clock and Mouse Year 1 – Sliders and Levers - Moving Pictures Year 2 – Wheels and Axles – Winding Mechanisms and axles for vehicles</p>	<ul style="list-style-type: none"> • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. 		
	<p>Movement and construction</p> <p>To be able to measure and cut using templates.</p> <p>Start to understand that mechanical systems such as levers and linkages create movement.</p> <p>To know how simple mechanical systems such as levers work</p> <p>To be able to work safely and accurately with a range of cutting and measuring tools.</p> <p>Distinguish between fixed and loose pivots.</p> <p>Know and use technical vocabulary relevant to the project when designing, making and evaluating.</p> <p>I can explain who Ramon Llull and Julien Wehr is and the influences of their work.</p>	<p>Electrical control</p> <p>To understand and use a simple series circuits using batteries, wires, bulbs, buzzers, motors and switches.</p> <p>Know and identify components of a simple circuit.</p> <p>Know there are different types of switches.</p> <p>To be able to construct circuits containing 2 or more lamps or components.</p> <p>Know and use technical vocabulary relevant to the project from a word bank.</p> <p>To know how to cut and stitch 2 pieces of felt type fabric using running stitch.</p> <p>I can explain who Bushra Burge is and the influences of their work.</p>	<p>Movement and construction</p> <p>Demonstrate how to use skills in using different tools and equipment safely and accurately</p> <p>To know how to measure and mark out more accurately</p> <p>Understand that mechanical and electrical systems have an input, process and an output.</p> <p>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p>I can explain who Harry Gordon Selfridge is and the influences of their work.</p> <p>I can create, debug and evaluate coding to use within my final product. (Crumble Coding)</p>	<p>Frame structure</p> <p>Understand how to strengthen, stiffen and reinforce 3-D frameworks.</p> <p>To understand and use appropriate tools, materials, components and techniques and use them.</p> <p>To confidently demonstrate how to use skills in using different tools and equipment safely and accurately with increasing independence.</p> <p>Know how to keep myself and others safe when using cutting tools.</p> <p>With growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>With growing confidence apply a range of finishing techniques, including those from art and design</p> <p>Construct products using permanent joining techniques.</p> <p>Know and use a wide range of technical vocabulary relevant to the project</p> <p>I can explain who Balkrishna Doshi is and the influences of their work.</p>

<p>Designing Generate realistic ideas through discussion, focusing on the needs of the user.</p> <p>Identify and how to meet the success criteria/ design criteria for the unit.</p> <p>Use labelled diagrams to develop, model and communicate ideas.</p> <p>Making Identify and create prototypes of different levels and linkages.</p> <p>Identify issues within the mechanism and problem solve to make them work with support.</p> <p>Order the main stages of making.</p> <p>Select from and use tools to cut and shape card. Eg I can make accurate measurements to the nearest cm.</p> <p>Use appropriate ways to join card considering the desired movement.</p> <p>Select from and use finishing techniques suitable for the product they are creating.</p> <p>Evaluating Investigate and analyse books/cards with lever mechanisms.</p> <p>Evaluate their own products and ideas against design criteria with support.</p> <p>Evaluate prototypes made within the project to influence the final product.</p>	<p>Designing Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups with support.</p> <p>Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</p> <p>Making Create a skeleton (prototype) of the working circuit required for a functioning bracelet.</p> <p>Order the main stages of making.</p> <p>Select from and use tools and equipment to cut, shape, join and finish with some accuracy- Eg, marking on measurements onto felt is different to marking onto paper.</p> <p>Use a range of tools and equipment safely and understand the rules of using needles, sharp metal thread.</p> <p>Explain their choice of materials according to functional properties and aesthetic qualities.</p> <p>Use finishing techniques suitable for the product they are creating and for the purpose.</p> <p>Evaluating Investigate and analyse a range of existing smart/e-textile products.</p> <p>Evaluate their ongoing work and methods throughout the project-reflect on areas of improvement.</p>	<p>Designing Generate innovative ideas by carrying out research related to the end product- shop windows.</p> <p>Develop a simple design criteria to guide the project with a focus on the Purpose, Product and User.</p> <p>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p>Making Using evaluation from prototypes and existing products, develop a list of materials, tools and order of stages to create a final product.</p> <p>Select from and use tools and equipment to cut, shape, join and finish with increasing accuracy.</p> <p>Use materials in a conservative way by carefully planning stages of cutting and measuring.</p> <p>To select and use a variety of techniques to decorate the product- painting, colouring, paper/craft work, use of software.</p> <p>To understand the elements of a Crumble circuit and coding blocks (related to Computing Overview).</p> <p>Successfully create, debug coding to create an automatic movement for final product.</p> <p>Evaluating Compare the final product to the original design criteria.</p> <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p>	<p>Designing Carry out research and evaluate into existing products.</p> <p>Develop a simple design criteria to guide the development of their ideas and products, taking account of constraints including time and resources (limitations of the tools).</p> <p>Generate, develop and model innovative ideas through discussion, prototypes and annotated sketches.</p> <p>Use computer aided design to create suggested design ideas.</p> <p>Making Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used and allocate tasks within a team.</p> <p>Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</p> <p>Use finishing and decorative techniques suitable for the product they are designing and making.</p> <p>Be aware of the constraints of time frames and manage time effectively to have a final product finished.</p> <p>Evaluating Investigate and evaluate a range of existing frame structures and materials.</p> <p>Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Use the views of others to improve their work.</p>
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Protected Characteristics, Character Virtues and British Values	<ul style="list-style-type: none"> Religion or belief. Tolerance of those of different faiths and beliefs. Rule of Law Democracy Tolerance Individual Liberty Mutual Respect 	<ul style="list-style-type: none"> Religion or belief. Tolerance of those of different faiths and beliefs. Rule of Law Democracy Tolerance Individual Liberty Mutual Respect 	<ul style="list-style-type: none"> Religion or belief. Tolerance of those of different faiths and beliefs. Rule of Law Democracy Tolerance Individual Liberty <ul style="list-style-type: none"> Mutual Respect 	<ul style="list-style-type: none"> Religion or belief. Tolerance of those of different faiths and beliefs. Rule of Law Democracy Tolerance Individual Liberty Mutual Respect
Key vocabulary	<p>Mechanism</p> <p>Adhesive</p> <p>Measuring</p> <p>Prototype</p> <p>Loose and fixed pivot</p> <p>Lever</p> <p>Linkages</p> <p>Input</p> <p>output</p>	<p>series circuit</p> <p>fault</p> <p>connection</p> <p>switch</p> <p>battery</p> <p>bulb</p> <p>wire</p> <p>crocodile clip</p> <p>purpose/function</p> <p>e-textiles</p> <p>stitches</p>	<p>Adhesive</p> <p>Hacksaw</p> <p>glue-gun</p> <p>measuring</p> <p>specifications</p> <p>pulley</p> <p>rotation</p> <p>cams</p> <p>shaft</p> <p>frame</p> <p>slider</p> <p>follower</p>	<p>Shell structure</p> <p>Frame structure</p> <p>Join</p> <p>Stability</p> <p>Triangulation</p> <p>Design criteria</p> <p>Consumer</p> <p>Market research</p> <p>Adhesive</p> <p>environment</p>

DT - SUMMER TERM

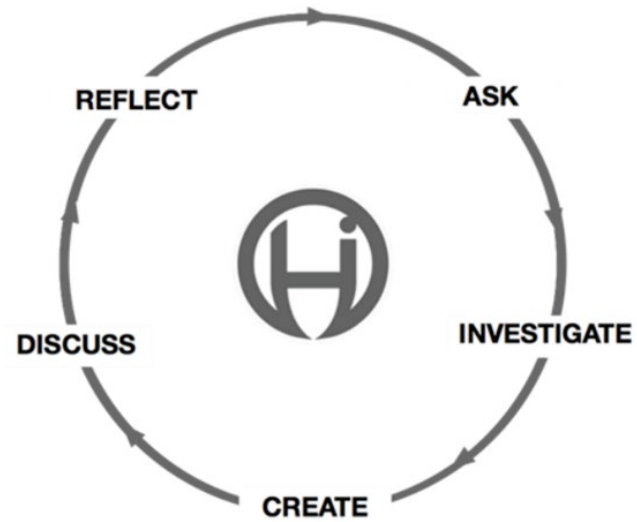
	Year 3	Year 4	Year 5	Year 6
	<p>Frame Structures</p> <p>Mini Greenhouses</p> <p>(Taught in Autumn)</p>	<p>Textiles</p> <p>2D shape to 3D shape</p> <p>Pencil Case with embellishment</p> <p>(Taught in Spring)</p>	<p>Textiles</p> <p>Combining Different Fabric Shapes</p> <p>Item with a fastening</p>	<p>More Complex Switches</p> <p>Electrical control</p> <p>Electric Game- Steady Hand Game</p>
Concept	<p>Environment, sustainability, engineering</p>	<p>Fashion, textiles, consumer</p>	<p>Fashion, textiles, eco-friendly,</p>	<p>Entertainment, summer fair</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prior knowledge</p>	<p>KS1 National Curriculum- build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders in their products.]</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>EYFS – Food – Gingerbread men, Sandwiches and Fruit Kebabs Year 1 – Food – Pizza, Stir Fry, Cheese Straws and Easter Buns Year 2 – Cakes, Bread and Mexican Chips and dip</p>	<p>KS1 National Curriculum- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Have joined fabric in simple ways by gluing and stitching.</p> <ul style="list-style-type: none"> • Have used patterns and templates for marking out. • Have evaluated a range of textile products. <p>EYFS – Textiles – Waterproof materials for boat building, Poppy sewing (optional)</p> <p>Year 2 – Textiles – Templates and joining techniques – Sewing – Easter Crafts</p>	<p>Experience of basic stitching, joining textiles and finishing techniques.</p> <ul style="list-style-type: none"> • Experience of making and using simple pattern pieces. <p>EYFS – Textiles – Waterproof materials for boat building, Poppy sewing (optional)</p> <p>Year 2 – Textiles – Templates and joining techniques – Sewing – Easter Crafts</p> <p>Year 4- Textiles- Pencil Cases and E-Textiles</p>	<ul style="list-style-type: none"> • Understanding of the essential characteristics of a series circuit and experience of creating a battery powered, functional, electrical product. • Initial experience of using computer control software (coding)
	<p style="text-align: center;">Frame structure</p> <p>Describe the purpose of the product and explain how particular parts of their product works.</p> <p>To explore what shape make a structure strong by making a prototype.</p> <p>Understand how to strengthen 3-D framework using different techniques.</p> <p>Know how to keep myself and others safe when using cutting tools.</p> <p>To be able to select from a range of materials to cut and join card.</p> <p>I can explain who Decimus Burton and Peter Van de Toorn Vrighoff is and the influences of their work.</p> <p>Know and use relevant technical vocabulary with support.</p>	<p style="text-align: center;">Textiles - 2D shape to 3D shape</p> <p>Understand how to securely join two pieces of fabric together using different techniques.</p> <p>Understand the need for patterns and prototypes.</p> <p>To know how to cut and stitch 2 pieces of felt type fabric using running stitch.</p> <p>To be able to use simple embroidery using thick wools, range of fabrics, beads, buttons and sequins.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p>I can explain who Alexander Mcqueen is and the influences of their work.</p>	<p style="text-align: center;">Textiles - Combining Different Fabric Shapes</p> <p>Understand a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <p>Increasingly be able to sew and embroid using threads and different stitches- appropriate to the material/product.</p> <p>Select appropriate tools, materials, components and techniques to the final product.</p> <p>To select an appropriate fastening for the product designed.</p> <p>Aim to make and to achieve a quality product.</p> <p>Use seam allowance on inside of variety of shaped products using back/blanket/running stitch, fine needles and thread</p> <p>I can explain who Thierry Hermes</p>	<p style="text-align: center;">More Complex Switches Electrical control</p> <p>Understand and use electrical systems in their products.</p> <p>To be able to make circuits using batteries, wires, bulbs, buzzers, motors and switches</p> <p>To know how to make a circuit containing 2 or more devices.</p> <p>Understand how to strengthen 3-D net using different techniques.</p> <p>I can explain who Louis Henry Sullivan- ‘form over function’ quote and Patricia Urquiola is and the influences of their work.</p> <p>Explain simply what is meant by ‘form’ (the shape of a product) and ‘function’ (how a product works).</p> <p>Know and use a wide range of relevant technical vocabulary.</p>

			is and the influences of their work. Know and use an increasing range of relevant technical vocabulary.	
<p>Designing Carry out research into existing greenhouses and identify their successes.</p> <p>Develop a simple design criteria to guide the development of their ideas with some support.</p> <p>Generate, develop and model innovative ideas through discussion, prototypes and simple labelled sketches.</p> <p>Making</p> <p>Discuss what equipment and materials are needed to create final product with support.</p> <p>Identify key steps to create a final product to match design.</p> <p>Select from and use appropriate tools to measure, mark out, cut, shape and join construction materials to make frameworks with support.</p> <p>Construct skeleton/frame frames using permanent joining techniques- staples with supervision or PVA glue, card triangles/strips or elastic bands.</p> <p>Use decorative techniques to finish the final product.</p> <p>Evaluating Investigate and evaluate a range of existing frame structures with support.</p> <p>Identify the strengths of final product using given questions linked to the</p>	<p>Designing Carry out research into existing products to inform design process.</p> <p>Develop a simple design criteria to guide the development of their ideas using their research from existing products with some support.</p> <p>Produce annotated sketches and pattern/prototype to show development of design.</p> <p>Making Identify the materials and equipment are needed to create final product with some support.</p> <p>Select and use a range of appropriate tools with some accuracy e.g. cutting fabrics , joining using running stitch and finishing.</p> <p>Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p> <p>Evaluating Investigate a range of 3-D textile products relevant to the project.</p> <p>Test their product against the original design criteria and with the intended user.</p> <p>Listen to others' views when evaluating final.</p>	<p>Designing Generate innovative ideas by carrying out research into different types of bags and their purpose.</p> <p>Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a design criteria.</p> <p>Making Produce detailed lists of equipment and fabrics relevant to their final product.</p> <p>Formulate step-by-step plans , considering the effect of the order of the steps- ironing on the heat transfer before sewing.</p> <p>Select from and use a range of tools and equipment to make products that are accurately assembled and well finished.</p> <p>Work within the constraints of time and resources.</p> <p>Make adaptations to original plan if needed.</p> <p>Evaluating Investigate and analyse textile products linked to their final product.</p> <p>Compare the final product to the original design criteria.</p> <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>Consider the views of others to improve their</p>	<p>Designing Use research to develop a design criteria for a functional product that focuses on market research.</p> <p>Make design decisions that take account of the availability of resources and time.</p> <p>Generate and develop innovative ideas and share and clarify these through discussion.</p> <p>Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</p> <p>Making Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.</p> <p>Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.</p> <p>Work within the constraints of time and resources.</p> <p>Make adaptations to original plan if needed.</p> <p>Use CAD independently as a finishing technique.</p> <p>Evaluating Analyse existing products with the focus of function, costs, aesthetics and target market of product.</p> <p>Continually evaluate and modify the working features of the product to match the initial design specification.</p>	

	<p>original design criteria.</p> <p>Identify an area of improvement using the design criteria.</p>		<p>work.</p> <p>Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p>	<p>Test the system to demonstrate its effectiveness for the intended user and purpose.</p> <p>Consider the views of others to improve their work and build into their evaluations.</p> <p>Investigate famous inventors who developed ground-breaking electrical systems and components</p>
<p>Protected Characteristics, Character Virtues and British Values</p>	<ul style="list-style-type: none"> • Religion or belief. • Tolerance of those of different faiths and beliefs. • Rule of Law • Democracy • Tolerance • Individual Liberty • Mutual Respect 	<ul style="list-style-type: none"> • Religion or belief. • Tolerance of those of different faiths and beliefs. • Rule of Law • Democracy • Tolerance • Individual Liberty <ul style="list-style-type: none"> • Mutual Respect 	<ul style="list-style-type: none"> • Religion or belief. • Tolerance of those of different faiths and beliefs. • Rule of Law • Democracy • Tolerance • Individual Liberty • Mutual Respect 	<ul style="list-style-type: none"> • Religion or belief. • Tolerance of those of different faiths and beliefs. • Rule of Law • Democracy • Tolerance • Individual Liberty • Mutual Respect
<p>Key Vocabulary</p>	<p>Structure Greenhouse Material properties reinforce stable design criteria measure mark out cut join assemble architect.</p>	<p>fabric needles thread embellishments joining- glue or stitch finishing techniques stitch mock up/pattern annotated sketch</p>	<p>seam allowance reinforce fastening poppers/buttons/Velcro handles heat transfer CAD Applique Stitches Embroidery</p>	<p>series circuit open/closed switches components input device output device system precision innovative current backboard</p>

Enquiry Cycle to be displayed on Flips



Structure of Lessons – Investigative and Evaluative Activity (IEA), Focused task/s, Design Prototype, Making, Evaluation (See Project on Pages)

8-12 hours of DT per term