

INTENT

Design and Technology Curriculum Year A: Planning, Progress and Long-Term Knowledge Growth

YEAR 5/6	Substantive Design and Technology content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider design and technology curriculum journey	Basic disciplinary training in design and technology
Autumn Term Victorians Construction	Learn about the history of toys and those available during Victorian era.	<p>Our first unit this year will be taught alongside our history topic on the 'Victorians'.</p> <p>This Construction unit on Victorian toys will build upon the children's knowledge of life during Victorian times. The children will be confident in understanding how life was different to modern times and the limited resources that were available.</p> <p>This unit will deepen their knowledge of the key concepts of Construction. Pupils will be secure in key vocabulary including: prototype, innovative, resources, suitability, shaping, joining, assemble, components, sanding</p>	<p>This unit of learning builds upon prior learning of Construction in KS1 and LKS2. The children will have learnt about materials and construction in project work looking at designing moving toys in KS1. The children will also build upon knowledge of construction from bridge building in LKS2.</p>	<p>Designing Can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Making Is able to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Evaluating Is able to investigate and analyse a range of existing products.</p> <p>Technical Knowledge Applies their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
	Research modern toys and compare to Victorian toys.			
	Design a Victorian toy.			
	Construct their Victorian toy			
	Test their Victorian toy.			
	Evaluate their product.			
Spring Term Animals	Look at willow sculptures and find out where and how it is grown. <i>Eco link</i> Research animals focusing on their body structure.	This unit is taught alongside our science and history topic of 'Animals'.	This unit of learning builds upon prior learning of Construction in KS1 and LKS2. The children will have learnt and practised weaving skills in KS1 and will use this	<p>Designing Is able to generate, develop, model and communicate their ideas through</p>

Construction	Practise manipulating willow to make simple structures.	<p>The Construction unit will utilise learning of the animal kingdom in the design and construction of their chosen animal. The children will be confident in their ability to manipulate willow into 3D models. The children will use annotated sketches and cross-sectional drawings to develop and communicate ideas. The children will develop confidence in preparing materials for use and practise joining methods to create strengthened structures. The children will consider finishing techniques of their product for safety and aesthetics.</p> <p>This unit will deepen their knowledge of the key concepts of Construction. Pupils will be secure in key vocabulary including: cross-section, constraints, advantages, sustainable, weaving, sculpt, 3D model, rigid, skeleton, spherical, circular, malleable, manipulate</p>	<p>knowledge to manipulate the willow into different shapes and to strengthen the structure. The children will also build upon their knowledge of strengthening 3D structures from their unit of work on bridges in LKS2.</p> <p>Eco Links The children will learn about the locally sourced willow. They will gain knowledge of sustainable resources and</p>	<p>discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Making Is able to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Evaluating Can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Technical Knowledge Applies their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
	Design a 3D model of an animal using cross-sectional drawings.			
	Make 3D model using willow.			
	Cover model with a layer of tissue paper focussing on safety and aesthetics.			
	Evaluate final product.			
Summer Term	History of bread in Egypt and diet of these peoples.	<p>This unit is taught alongside our history topic on the 'Ancient Egyptians'.</p> <p>This Food technology unit will incorporate historical learning of the human diet, farming and food production. The children will build upon their knowledge of microorganisms, understanding the importance of correct storage and handling of ingredients. The children will be confident in their knowledge of writing and following recipes. The children will be confident in a range of techniques such</p>	<p>This unit of learning builds upon prior learning of Food technology in KS1 and LKS2. The children will have made healthy sandwiches in LKS2 and will use this knowledge to support them in deciding upon ingredients for their bread recipe.</p>	<p>Food technology Understand and can apply the principles of a healthy and varied diet.</p> <p>Can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are</p>
Ancient Egyptians	Make simple bread by following a recipe.			
Food	Carry out market research by tasting breads and gathering data.			
	Design their own bread.			
	Make bread following their recipe.			
	Taste bread and compare to breads from market research.			

	Evaluate bread against success criteria.	as chopping, slicing, grating, mixing, spreading, kneading and baking.		grown, reared, caught and processed.
		Pupils will be secure in key vocabulary including: nutrients, substitute, method, recipe, grate, seasonal, dietary requirements, microorganisms, hygiene, food storage, temperature, market research, yeast		