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| **Design and Food Technology**  **Medium Term Planning** |
| **Year 5** |
| **Throughout the year*** Describe the purpose of their products
* Generate innovative ideas, drawing on research
* Produce appropriate lists of tools, equipment and materials and/or ingredients that they need
* Select tools and equipment suitable for the task
* Accurately apply a range of finishing techniques, including those from art and design
* Evaluate their ideas and products against their original design specification

Identify the strengths and areas for development in their ideas and products |
| **Autumn****Queen of the Falls/ Inspirational Women – Structures** |
| **Design Brief****User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| Women have created some pretty incredible inventions! …  | Design * 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
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* 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

Evaluate* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical Knowledge* apply their understanding of how to strengthen, stiffen and reinforce more complex structures
* understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
 | * Invent
* Create
* Adapt
* Change
* Reinforce
 | * To be able to discuss some important female inventors and why their work was significant to changes and developments.
* To be able to design a model from their own ideas.
* To be able to adapt and amend their model throughout the designing process.
* To be able to evaluate skills developed as well as effectiveness of their design model.
* To create a product that fits the design brief.
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| **Spring****Vikings – Textiles** |
| **Design Brief****User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| The Vikings need you to help them by designing and making an effective pouch for a Viking to wear during their journey. You must consider materials and design for suitability as well as making your pouch look effective. What kind of stiches are you able to use when making your pouch?  | Design* 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
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* 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

Evaluate* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 | * material
* fabric
* cut
* shape
* sew
* dye
* suitability
* durability
 | * To be able to work with fabric to understand that it cuts and can be shaped differently.
* To test materials for their suitability.
* To begin to understand the process of dying materials.
* To be able to look at and explore existing products and understand how similar models are made.
* To develop their sewing techniques.
* To be able to evaluate skills developed as well as effectiveness of their design model.
* To create a product that fits the design brief.
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| **Summer****Caring for our World/Recycling – Food Technology** |
| **Design Brief****User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| You have been given the task to design and make a new Fairtrade chocolate bar and wrapper to sell at the summer fayre. How can you make your product look appealing? What ingredients will you include to make your chocolate bar tasty?  | Design * 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
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Cooking and Nutrition* understand and apply the principles of a healthy and varied diet
* 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 grown, reared, caught and processed.
 | * Heat
* Shape
* Mould
* Ingredients
* Advertisement
* Appealing
* Eye catching
* Consumer
 | * To be able to look at and discuss previous chocolate bar wrapped and comment on what makes them appealing and attractive to the consumer.
* To be able to taste various chocolate bars and discuss flavours and ingredients that makes the product appealing to the consumer.
* To use previous design models to design and create their own wrapper and chocolate bar.
* To be able to select, prepare, cut and present food hygienically and safely using appropriate cutting and preparation techniques.
* To be able to evaluate skills developed as well as effectiveness of their design model.
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