

Whitefield Primary School - Long Term Curriculum Overview - Key Stage 1

DT - Year 5

All DT should follow 4 stages:

- RESEARCH - artists, designers, make notes, take photos, explore likes, dislikes, (this will inspire own ideas)
- DEVELOP OWN IDEAS - practise skills and own ideas, try things out
- MAKE FINAL IDEA
- EVALUATE - successes? changes ? improvements?

	Autumn 1 DT	Autumn 2	Spring 1 DT	Spring 2	Summer 1	Summer 2 DT
Year 5	<p><u>LC - Who Were The Victorians And What Did They Do For Us?</u></p> <p><u>Structures</u> Frame structures Design a room for a doll's house for a child to play with.</p> <p>Use Projects on a page Y5/6 - Structures</p> <p><u>RESEARCH AND KNOWLEDGE</u> Investigate examples of different frame structures both portable and permanent through photos and first-hand experience. e.g. tents, bus shelters, umbrellas, bird hides, playground shelters,</p>		<p><u>LC - How Does Climate Affect People's Lives?</u></p> <p><u>Food</u> Celebrating Culture and Seasonality.</p> <p>Looking at and preparing fish dishes from around the world linked to LC and countries studied.</p> <p>Make oaty salmon fishcakes.</p> <p><u>RESEARCH AND KNOWLEDGE</u> Research and investigate where fish comes from.</p> <p>Brainstorm and name as many fish that are eaten and record in DT book. Discuss which types of fish have been eaten by the children in the class. When and where have they eaten fish?</p>			<p><u>LC - Why Is Our Human Body Amazing?</u></p> <p><u>Textiles</u> Combining different fabrics and shapes.</p> <p>Make a sports bag for GEORGE at ASDA</p> <p>Use Projects on a page Y5/6 Textiles</p> <p><u>RESEARCH AND KNOWLEDGE</u> Research and investigate products which have been produced by combining fabric shapes. e.g. bag for garden tools, pump bags</p> <p>Questions to ask:</p>

<p>gazebos, playground equipment.</p> <p>Questions to consider: How well does the frame structure meet the users' needs and purposes?</p> <p>What materials have been used and why?</p> <p>What methods of construction/frames have been used?</p> <p>How has the framework been strengthened?</p> <p>What shape is the framework?</p> <p>How does shape affect strength?</p> <p>What is the design like? Is it modern, innovative, traditional?</p> <p>When was it made?</p> <p>Who made it and where?</p> <p>Record observations and responses in DT book next to drawings and photos.</p> <p>Further research key</p>		<p>Which dishes have they eaten with fish in them?</p> <p>Explain that there are different types of fish and they can be grouped into categories: White Oily Shellfish</p> <p>Look again at the list of fish the children have named and sort them into the correct categories.</p> <p>Look at the eatwell plate and locate where fish is found on this and what fish provides in our diet. Learn how much fish should be eaten each week as part of a balanced diet. Discuss how cooking in different ways can be more healthy/less healthy.</p> <p>Carry out a sensory evaluation of different types of fish. Think about appearance, smell, texture and taste of each product and record observations using relevant technical and sensory vocabulary in a table.</p> <p><u>DEVELOP OWN IDEAS</u> Practise skills and try things out.</p> <p>Demonstrate how to use appropriate utensils and equipment safely and hygienically.</p>			<p>Is the product functional? Is it decorative? Who would use this product? What is the purpose of this product? Do textiles used match purpose? How has the appearance been enhanced? Is the design modern, traditional, innovative?</p> <p>Disassemble existing products to see shapes used in the construction.</p> <p>How has it been joined? How has the product been strengthened? What fastenings does it have?</p> <p>Research properties of textiles such as waterproof, water resistant, insulating</p> <p><u>DEVELOP OWN IDEAS</u> Practise skills and try things out.</p> <p>Practise skill of needle threading and joining textiles using different types of stitching.</p>
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<p>events and people e.g. <u>Stephen Sauvestre</u> the designer of the Eiffel Tower; <u>Thomas Farnolls Pritchard</u> the designer of the Iron Bridge.</p> <p><u>DEVELOP OWN IDEAS</u> Practise skills and own ideas try things out.</p> <p>Practise building 2D frameworks using simple construction kits with plastic strips and paper fasteners. Investigate square frameworks and triangular frameworks.</p> <p>Learn to understand triangulation creating triangles for strength and rigidity.</p> <p>Demonstrate reinforcing square frameworks with diagonals.</p> <p>Practise making paper tubes from newspaper around dowel and using with masking tape, straws or pipe cleaners to build simple 3D small scale frame structures e.g. cubes, cuboids, pyramids.</p>		<p>Practise food preparation skills such as washing, peeling, cutting, measuring, simmering, flaking, grating, chopping, squeezing, mashing, sprinkling and baking.</p> <p>Discuss the choice of ingredients and which could be changed.</p> <p><u>MAKE FINAL IDEA</u> Write a step by step recipe including a list of ingredients, equipment and utensils needed to make this product.</p> <p>Select and work safely and hygienically measuring and combining the chosen ingredients.</p> <p>Decide on how the finished product will be presented.</p> <p><u>EVALUATE</u> Critically evaluate finished product against design brief. Is it healthy and nutritious? How?</p> <p>Evaluate on appearance, smell, taste and texture? Do you like it? Explain.</p> <p>What would you change next time? What can it be served with?</p>			<p>Try to improve the appearance of stitches in size. Perhaps try new stitches: Stem, satin and lazy daisy - see Projects on a Page leaflet for examples.</p> <p>Practise making seams, joining right sides together. Practise starting and finishing off sewing.</p> <p>Practise skill of 2D paper patterns and pinning on fabric, leaving a seam allowance and cutting accurately.</p> <p>If possible use a CAD pattern for a bag.</p> <p>Practise sewing different fastenings: buttons, press studs, Velcro, ties</p> <p>Practise finishings for the product. Which stitch would be the best?</p> <p>Take photos and make video clips of skills practised.</p>
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<p>Try to build a simple framework with junior hacksaws, wood and card triangles.</p> <p>Take photos to show skills and record in Dt book and on Seesaw.</p> <p><u>MAKE FINAL IDEA</u> Design a small-scale frame structure: a room for a doll's house for a child to play with.</p> <p>Sketch plan of design and annotate. List equipment, tools and materials that will be needed.</p> <p>Make product with accuracy and the skills practised in the focused tasks. Regularly evaluate work as it progresses and make modifications as necessary.</p> <p><u>EVALUATE</u> Critically evaluate finished product against design brief. Does it match the criteria and what are the strengths of the finished product? Are there any areas that need changing and</p>		<p>How can it be improved? What about sustainable fish? How could this recipe be adapted?</p> <p>Record responses in Dt book using relevant technical and sensory vocabulary.</p>			<p><u>MAKE FINAL IDEA</u> Produce step-by-step plan, list of tools equipment, fabrics and components needed.</p> <p>Make the sports bag according to the design chosen and constantly evaluate making changes if the product is not fulfilling the specification.</p> <p>Test the final product and make an evaluation on how successful it is.</p> <p>Record evaluations using technical vocabulary.</p> <p>Is the quality a high standard? Is it functional? Is it fit for its purpose? Is it appealing?</p>
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	<p>developing? Why? Which part if any of the original design has been altered and why?</p> <p>Is it stable? Is it strong? Does it have any weak points?</p> <p>Write up evaluations in Dt book and use correct technical vocabulary to explain thought and observations.</p>					
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