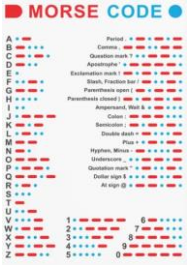




Design and Technology Long Term Plan

Year 6	Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
Key Skills	<ul style="list-style-type: none"> Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques 	<ul style="list-style-type: none"> Select appropriate tools materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together create a product Achieve a quality product 	<ul style="list-style-type: none"> Evaluate their products identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved 	<ul style="list-style-type: none"> 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] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<ul style="list-style-type: none"> 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.
Assessment	<ul style="list-style-type: none"> Can children combine modelling and drawing to refine ideas which may be followed by someone else? Are children able to plan the sequence of work using a storyboard or a computer simulation? Can children choose between models, kits and drawings to help formulate design ideas? 	<ul style="list-style-type: none"> Can children design and create a shelter from different materials? Are children able to design and build a moving fairground ride? 	<ul style="list-style-type: none"> Are children able to give a report using correct technical vocabulary? Can children justify their decisions about materials and methods of construction? Are children able to reflect on their work using design criteria, stating how well the design fits the needs of the user? 	<ul style="list-style-type: none"> Can children explain how a motor and switch work within a construction project? Are children able to measure and cut timber? Can children explain different way to strengthen a structure? 	<ul style="list-style-type: none"> Can ch prepare food for other people to taste and test? Are children able to take responsibility for following a recipe to select and weigh ingredients? Can children select from a variety of utensils and equipment?
Term	Content/unit/topic	Curriculum links	Key facts	Key vocab	
Aut 1	<ul style="list-style-type: none"> Art topic 				
Aut 2	<ul style="list-style-type: none"> Art topic 				
Spring 1	<ul style="list-style-type: none"> Art topic 				

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<p>Spring 2</p>	<ul style="list-style-type: none"> • Create an electric circuit (signalling system) <p>Kapow: Electrical Systems.</p> 	<ul style="list-style-type: none"> • Science - WW2 • Blackout 	<ul style="list-style-type: none"> • Morse code • Lighting • What do you need to complete a circuit? • Explain the use of a motor/switch 	<ul style="list-style-type: none"> • Electrical circuit • System • Light • Charged • Current • Electrodes • Parallel circuit • Battery
<p>Summer 1</p>	<ul style="list-style-type: none"> • Plastic pollution 	<ul style="list-style-type: none"> • Art • English 	<ul style="list-style-type: none"> • Fixing and creating an invention out of recycled materials • What is an effective invention? • How to effectively join materials 	<ul style="list-style-type: none"> • Joining techniques • Permanent • Order • Combine • Material • Recycle • Components
<p>Summer 2</p>	<ul style="list-style-type: none"> • Design and print a leavers t-shirt. <p>Kapow: Textiles</p>	<ul style="list-style-type: none"> • Transition 	<ul style="list-style-type: none"> • Effective design • How to select colours that complement each other • Suitable materials 	<ul style="list-style-type: none"> • Design • Print • Colour • Durable • Complement • Label

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			<ul style="list-style-type: none"> • Long lasting 	
	<ul style="list-style-type: none"> • To design and make a Tudor banquet. <p>Kapow: Come dine with me.</p> 	<ul style="list-style-type: none"> • Tudors 	<ul style="list-style-type: none"> • Following a recipe, including using the correct quantities of each ingredient • Working to a given timescale • Working safely and hygienically with independence • Evaluating a recipe, considering: taste, smell, texture and origin of the food group 	<ul style="list-style-type: none"> • Banquet • equipment • flavours • ingredients • method • research • recipe • bridge method • cookbook • cross-contamination • farm to fork • preparation • storyboard