



## Y6 design technology overview 2019-20 [Structures](#); [Structures: textiles](#); [Control: electrical](#)

DT Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Exploring Creating	Responding Evaluating	Designing
Responding	<ul style="list-style-type: none"> <li>Discuss observed pieces</li> <li>Follow guidance from tutor (techniques, top-tips)</li> <li>Experiment with own designs, compositions and constructions</li> <li>Communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with technical guidance</li> </ul>	<ul style="list-style-type: none"> <li>Understanding history/origins of artists, craft makers, designers, architects, engineers</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research on history/ origins etc and masterpieces from masters in their fields</li> </ul>	<b>TERM1:</b> <a href="#">Unit 6a Structures (link to Parliament Week?)</a> <ul style="list-style-type: none"> <li>Research websites for masterpieces of structures</li> <li>Have thorough understanding of materials used and methods of construction</li> <li>Set out a step-by-step approach to how their structure will be made and listed tools and materials to be used</li> <li>Make their structure using a wide range of materials and techniques</li> <li>Identify what is and what is not working well with their chosen method</li> </ul> RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Exploring	<ul style="list-style-type: none"> <li>Know about great artists, craft makers, designers, architects, engineers</li> <li>Explore sketch books of professional designers. Make comparisons between genres</li> <li>Understand historical and cultural development of design technology</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with reference to historical information, images</li> </ul>	<ul style="list-style-type: none"> <li>Understanding history of art forms and purpose</li> <li>Understanding how design technology reflects a community/ culture</li> </ul>	<b>TERM2:</b> <a href="#">Unit 6b Structures: Textiles Slipper design</a> <ul style="list-style-type: none"> <li>Work independently and systematically to design and make a slipper of high quality, drawing on their evaluation of existing products and trialling of their own ideas</li> <li>Give clear reasons for choosing a specific idea, taking into account construction methods, appearance and function of slippers</li> <li>Identify in their evaluation why they made changes to their design as it developed</li> </ul> RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden				
Designing/ Technical knowledge	<ul style="list-style-type: none"> <li>Keep sketch book (creative journal, visual diary)/record observations</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [eg gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [eg series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products</li> <li>Plan/ explore/ experiment with designs</li> </ul>	<ul style="list-style-type: none"> <li>Class/group sketching activities</li> </ul>	<ul style="list-style-type: none"> <li>Understand it keeps their traditions alive</li> <li>Understand how design technology in cultures/ communities is used (functional, spiritual, worship, rites of passage, wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>Workshops in groups / as a class</li> <li>Presentations to class/assemblies</li> <li>Class, then group/ individual opportunities to create compositions</li> </ul>	<b>TERM3:</b> <ul style="list-style-type: none"> <li><a href="#">Unit 6c Control: electrical</a> video clips/ images of masterpieces</li> <li>Analyse possible designs to some depth against the design criteria, displaying an awareness of constraints and the implications of changes</li> <li>Produce a working model which can rotate at different speeds and may include other rotating mechanisms within the model</li> <li>Produced a model whose appearance and finish is of a high standard</li> <li>Communicate their design ideas clearly and implemented improvements</li> </ul> RE ART DAY WHOLE SCHOOL: Worship: Music instrument			
Creating	<ul style="list-style-type: none"> <li>Compose own composition/construction following planned design</li> <li>Generate, develop, model</li> <li>Compose in more than medium (food, textile, paper, clay, metal, wood)</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Class, then group opportunities for field studies and internal compositions from still-life/ stimuli</li> </ul>		<ul style="list-style-type: none"> <li>Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected</li> </ul>				
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>Observe someone else's chosen design piece/ other constructions</li> <li>Critically evaluate own compositions/ construction against design criteria</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>						
SMSC	<ul style="list-style-type: none"> <li>Research in pairs or individually according to given briefs wider knowledge of Y6 design technology curriculum</li> <li>Enjoyment and relaxation design technology can offer</li> </ul>	<ul style="list-style-type: none"> <li>Research using given websites and finding own information</li> </ul>						