



## Y6 design technology overview 2021-22

DT Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Exploring Creating	Responding Evaluating	Designing
Responding	<ul style="list-style-type: none"> <li>To confidently discuss observed design pieces</li> <li>To follow guidance from a tutor (techniques, top-tips)</li> <li>To confidently experiment with own compositions</li> <li>To confidently 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 the history and origins of artists, designers, craft-makers, architects</li> </ul>	<ul style="list-style-type: none"> <li>Through class teacher led presentations with children note-taking</li> <li>Group research on history and /or origins and of masterpieces from masters in their fields</li> </ul>	<b>TERM1:</b>  Unit 6a Structures: chairs	<i>Most children will be able to... (working at)</i>	<i>Some children will not yet be able to...(working towards)</i>	<i>Some children are confidently able to... (exceeding)</i>
Exploring	<ul style="list-style-type: none"> <li>To confidently research appropriately great artists, craft makers, designers</li> <li>To confidently explore sketch books of professional artists</li> <li>To confidently make comparisons between different genres</li> <li>To confidently investigate the historical and cultural development of design and technology through provided opportunities</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>To know about different techniques that a variety of designers used to create their design pieces and understand why they chose or explored these techniques</li> </ul>	<ul style="list-style-type: none"> <li>Through involvement in workshops in groups or as a class</li> <li>Through presentations to class/or in whole school worship sessions</li> <li>Through class, then group or individual opportunities to create compositions</li> </ul>				
Designing/ Technical knowledge	<ul style="list-style-type: none"> <li>To independently keep and use their own sketch book (creative journal, visual diary) and record observations</li> <li>To confidently apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>To confidently use mechanical systems in their products [eg gears, pulleys, cams, levers and linkages]</li> <li>To confidently use electrical systems in their products [eg series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>To confidently apply their understanding of computing to program, monitor and control their products</li> <li>To confidently plan/ explore/ experiment with designs</li> </ul>	<ul style="list-style-type: none"> <li>Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the history of design forms and purpose for creations</li> <li>Understanding how design reflects a community or culture</li> </ul>	<ul style="list-style-type: none"> <li>Through chosen pieces being presented to class for observation with reasons as to why they have been chosen</li> <li>Through discussion around the background to the selected pieces</li> </ul>	<b>TERM2:</b>  Unit 6b Structures: textiles - slipper design			
Creating	<ul style="list-style-type: none"> <li>To confidently compose own composition or construction following planned design</li> <li>To confidently generate, develop, model</li> <li>To confidently compose in more than one medium (food, textile, paper, clay, metal, wood)</li> <li>To confidently select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately</li> <li>To confidently 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 stimuli</li> </ul>	<ul style="list-style-type: none"> <li>Understanding as to how design keeps traditions alive</li> <li>Understand how design in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing)</li> </ul>	<b>TERM3:</b>  Unit 6c Control: electrical – fair ground rides				
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>To confidently investigate and analyse a range of existing products</li> <li>To confidently research key events and individuals in design technology history and understand how they have helped shape the world</li> <li>To confidently observe someone else's chosen design piece/ other constructions</li> <li>To confidently critically evaluate own composition or construction against design criteria</li> <li>To confidently 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>To confidently work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 DT curriculum</li> <li>To be able to resolve conflicts and differing opinions with skill should these arise</li> <li>To develop an enjoyment of DT</li> <li>To confidently use their imagination and creativity</li> <li>To confidently reflect on tasks</li> <li>To confidently investigate and offer views on ethical issues in art studied</li> <li>To confidently explore and understand art from a variety of cultural backgrounds</li> <li>To display a willingness to explore and understand DT from a variety of cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Setting of research opportunities using given websites and researching finding own information</li> <li>Setting of opportunities and briefs that require engagement with others of differing backgrounds</li> </ul>						