



Y5 design technology overview 2022-23

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 Evaluating
Responding	<ul style="list-style-type: none"> Ability to discuss observed design pieces Ability to follow guidance from a tutor (techniques, top-tips) Ability to experiment with own compositions Ability to communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> Class/group tuition with technical guidance 	<ul style="list-style-type: none"> Understanding the history and origins of artists, designers, craft-makers, architects 	<ul style="list-style-type: none"> Through class teacher led presentations with children note-taking Group research on history and /or origins and of masterpieces from masters in their fields 	TERM1: Unit 5c: Control: mechanisms - moving toys	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"> Ability to research appropriately great artists, craft makers, designers Ability to explore sketch books of professional designers Ability to make comparisons between different genres To develop skill to investigate the historical and cultural development of design technology through provided opportunities 	<ul style="list-style-type: none"> Class/group tuition with reference to historical information, images 	<ul style="list-style-type: none"> 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 					
Designing/ Technical knowledge	<ul style="list-style-type: none"> To keep and use a sketch book (creative journal, visual diary) To be able to record observations through annotating To be able to plan/ explore/ experiment with designs To note-take in their sketch books To be able to apply their understanding of how to strengthen, stiffen and reinforce more complex structures To be able to use mechanical systems in their products [eg gears, pulleys, cams, levers and linkages] To be able to use electrical systems in their products [eg series circuits incorporating switches, bulbs, buzzers and motors] To be able to apply understanding of computing to program, monitor and control products To be able to plan/ explore/ experiment with designs 	<ul style="list-style-type: none"> Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally 	<ul style="list-style-type: none"> Understanding the history of design forms and purpose for creations Understanding how design reflects a community or culture Understanding as to how design keeps traditions alive 	<ul style="list-style-type: none"> Through involvement in workshops in groups or as a class Through presentations to class/or in whole school worship sessions Through class, then group or individual opportunities to create compositions 	TERM2: Unit 5b Food: bread			
Creating	<ul style="list-style-type: none"> To be able to compose own composition or construction following a planned design To be able to generate, develop, model To be able to compose in more than one medium (food, textile, paper, clay, metal, wood) To be able to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately To be able to 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 	<ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from stimuli 	<ul style="list-style-type: none"> Understand how design in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing) 					
Critically Observing/ Evaluating	<ul style="list-style-type: none"> To be able to investigate and analyse a range of existing products To be able to research key events and individuals in design and technology and understand how they have helped shape the world To be able to observe someone else's chosen design piece/ other constructions To be able to critically evaluate own composition or construction against design criteria To be able to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 		<ul style="list-style-type: none"> Through chosen pieces being presented to class for observation with reasons as to why they have been chosen Through discussion around the background to the selected pieces 	TERM3: Unit 5a Structures: musical instruments			
SMSC	<ul style="list-style-type: none"> To be able to work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y5 DT curriculum To be able to resolve conflicts and differing opinions with skill should these arise To develop an enjoyment of DT To be able to use their imagination and creativity To be able to reflect on tasks To be able to investigate and offer views on ethical issues in art studied To be able to explore and understand art from a variety of cultural backgrounds To display a willingness to explore and understand DT from a variety of cultural backgrounds 	<ul style="list-style-type: none"> Setting of research opportunities using given websites and researching finding own information Setting of opportunities and briefs that require engagement with others of differing backgrounds 						