

Y6	Term 1 and 2	Term 3 and 4	Term 5 and 6
Enquiry question	What would you see in a road trip across America?	Can we find hope in disaster?	How has Shrevenham changed over time?
Design Technology			
	Main Focus: Food Outcome: Research the origins of and design and make a pizza	Main Focus: Electrical systems Outcome: Design and make a Morse code box	Main Focus: Textiles Outcome: Embroidering an image of Shrevenham inspired by school samplers/church embroidery
Knowledge	Pupils should be taught:		
	Design	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups	
		generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectionals and exploded diagrams, prototypes, pattern pieces and computer aided design (CAD)	
	Make	select from and use a range of tools and equipment to perform practical tasks accurately [for example, cutting, shaping, joining and finishing]	
		select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
	Evaluate	explore and evaluate a range of existing products	
		evaluate their ideas and products against design criteria and consider the views of others to improve their work	
		understand how key events and individuals in design and technology have helped shape the world	
	Technical Knowledge	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
	Food and Nutrition	understand and apply the principles of a healthy and varied diet	
prepare and cook a variety of predominately 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			
Skills	D1 - Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams	D1 - Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams	D1 - Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams

	<p>D2 - Check work as it develops and modify their approach in life of progress</p> <p>E1 - Explain the form and function of familiar existing products, understanding the target audience and reasons why it is successful</p> <p>E2 - Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others</p> <p>E3 - Research designs from history, evidencing their influence in their own work and describing how designs have developed over time</p> <p>M1 - Use appropriate tools safely and accurately, explaining why they have chosen a particular tool for the task</p> <p>M2 - Choose the best materials for a task, showing an understanding of their work characteristics</p> <p>M3a - Identify potential risks and co-create the health and safety rules to follow when working with materials and tools to reduce the risks</p> <p>M3b - Demonstrate how their products take into account the safety of the user</p> <p>F1a - Use appropriate tools and equipment, weighing and measuring with scales</p> <p>F1b - Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing)</p>	<p>D2 - Check work as it develops and modify their approach in life of progress</p> <p>E1 - Explain the form and function of familiar existing products, understanding the target audience and reasons why it is successful</p> <p>E2 - Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others</p> <p>E3 - Research designs from history, evidencing their influence in their own work and describing how designs have developed over time</p> <p>M1 - Use appropriate tools safely and accurately, explaining why they have chosen a particular tool for the task</p> <p>M2 - Choose the best materials for a task, showing an understanding of their work characteristics</p> <p>M3a - Identify potential risks and co-create the health and safety rules to follow when working with materials and tools to reduce the risks</p> <p>M3b - Demonstrate how their products take into account the safety of the user</p> <p>T4 - Design and create products incorporating the most appropriate electrical systems, including switches, bulbs, buzzers or motors</p>	<p>D2 - Check work as it develops and modify their approach in life of progress</p> <p>E1 - Explain the form and function of familiar existing products, understanding the target audience and reasons why it is successful</p> <p>E2 - Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others</p> <p>E3 - Research designs from history, evidencing their influence in their own work and describing how designs have developed over time</p> <p>M1 - Use appropriate tools safely and accurately, explaining why they have chosen a particular tool for the task</p> <p>M2 - Choose the best materials for a task, showing an understanding of their work characteristics</p> <p>M3a - Identify potential risks and co-create the health and safety rules to follow when working with materials and tools to reduce the risks</p> <p>M3b - Demonstrate how their products take into account the safety of the user</p> <p>T1a - Choose fabrics and thread that match</p> <p>T1b - Cut out more complex shapes from a range of fabrics and papers accurately, including using patterns/templates</p> <p>T1c - Use a variety of basic stitches including running stitch, cross stitch and back stitch</p> <p>T1d - Use textile and sewing skills as part of a project including applique and/ or embroidery</p>
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Vocab	<p>ingredients, origins, grown, reared, caught, processed, cultural, traditional, affordable, social influences, vegetarianism, veganism, nutrition, ethical sources, calories, fibre, nutrition, responsibly sourced, Fairtrade</p>	<p>electricity, circuit, bulb, bulb holder, buzzer, simple circuit, complete, broken, current, pressure pad, crocodile clip, copper wire, electrical tape</p>	<p>cross stitch, back stitch, embroider, applique, pattern, cotton, embroidery thread, unpick, pattern</p>