



Scheme of Learning for Design Technology



Phase	KS1 Year 3 and 4 Cycle A
Strand	Spring Term – Stone Age
Leader	F Parish Principal G Matthews – Design Technology

• DESIGN TECHNOLOGY – Year 3 and 4

Main Strand/Concepts	Identify and Social Justice – Design Technology will link to other subjects within this context, however where this is not appropriate it will be taught discreetly.	
Prior Learning Links	<i>In Key Stage 1 key Concepts taught are:</i>	
Main enquiry question/s	To make a stone age tunic thinking carefully about functionality and appearance. (See Design Brief further on_)	
Programme of Study NC Requirements	<p style="text-align: right;"><u>National Curriculum</u></p> <p>Design</p> <ul style="list-style-type: none"> ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a range of tools and equipment to perform practical tasks [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 characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 	
Learning Objective		
1 st Concept Research/ Design	<ul style="list-style-type: none"> • <i>To research stone age clothing</i> • <i>To create designs linked to the design briefs for a stone age tunic.</i> 	
Subject Specific Vocabulary	Core Knowledge – what do we want the children to know?	Suggested learning activities – What key experiences?

<p>Tier 2: Cotton Needle Stitch Design Make Evaluate</p> <p>Tier 3: Material Functionality Stitch Appearance</p>	<ul style="list-style-type: none"> To know different ways to join materials together. To be able to evaluate and research materials and why they are best for the use needed. Research stone age tunics - what are they made from? How were they made? What were their function and appearance like? Research the Key designer – inventor of Velcro – linked to different ways to fasten material together. 	<p>Session 1 : Research</p> <ul style="list-style-type: none"> Discuss the project with the children – tell them that we are going to be making a stone age tunic – what is a stone age tunic? What was it made from? How was it made? Show the children images of different stone age clothing and research who would have worn it etc Using graphs and charts (See Maths progressions of skills) allow the children to gather data on which tunic material would be most appropriate for the stone age (Have a range of different materials for the children to look at – cotton, silk, felt, velvet, binca, hessian etc (Think about the weather for warmth/comfort/function etc) Explore different ways to fasten materials together – buttons, press studs, Velcro, stitches, glue – links to key designer George De Mestral – Inventor of Velcro OR Gabrielle Bonheur – coco Chanel – A French Fashion Designer and Businesswoman <p>Session 2: Design</p> <ul style="list-style-type: none"> Allow the children to design their tunic for the stone age - give the children their design brief – Can you design a tunic for a model statue 30cm long with a unique design of interest to them. (Sizing can change depending on the size of puppet it needs to fit and interest could be to add a mini pocket to collect stones/ woods etc) Children to design 4 different designs using mathematical resources – rules for straight lines etc - children to annotate their designs and includes materials Children to complete a final design with annotations and materials needed
<p>Assessment questions</p>	<p>Assessment Questions: What is a tunic? How were they made ? What was their function? What would be needed to join fabric pieces together?</p>	<p>Resources:</p> <p>Variation of different materials for data analysis and research Images and possible artefacts of stone age clothing Design sheets</p>
<p>Learning Objective</p>	<p>Pre-Learning Expectations Ability to thread a needle The eye of the needle is the hole at the top if the needle. Previous knowledge of running stitch.</p>	
<p>2nd Concept Prototype and Make</p>	<p><u>To create a prototype linked to the design brief.</u> <u>To make their own tunic for the stone age thinking careful of functionality and interest.</u></p>	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge - What do we want the children to know?</p>	<p>Suggested learning activities – What key experiences?</p>
<p>Tier 2: Cotton Needle Stitch Design</p>	<ul style="list-style-type: none"> To know the purpose of a prototype and the benefits this give for the making stage, To know different types of stitches used to join materials together 	<p>Session 3: Prototype Children to create a template using blue cloths following the design brief – children should cute to size and practise a basic stitch to attach together (This does not need to be complete – minimal practise of each stitch for staff assessment) Include this in their design process - take images or attach where possible.</p>

<p>Make Evaluate</p> <p>Tier 3: Material Functionality Stitch Appearance</p>	<ul style="list-style-type: none"> To practise and apply these stitches on their prototype. To create as tunic linked to the design brief. 	<p>Session 4: - Make</p> <ul style="list-style-type: none"> Children to make their own tunic using the final design - children to use a range of stitches and teachers to decide on ability who should complete which – Stitches to be covered are running stitch, back stitch, Cross Stitch (Possible parent workshop if support needed to make) <u>Design Brief: Must fit a small teddy bear, must be two Pieces of material joined together, must include a running i=stitch and back stitch, must use a template prototype.</u>
<p>Assessment questions</p>	<p>Assessment Questions:</p> <p>What stitches can you use to join materials together?</p> <p>How can a prototype support the making stage of textiles?</p> <p>How will you make the appearance of your tunic unique?</p> <p>How will you ensure your tunic is functional and practical?</p> <p>Why did you choose this material? What properties does it have to support the use of the tunic?</p>	<p>Resources:</p> <p>Blu cloths</p> <p>Needles</p> <p>Threads</p> <p>Materials for the tunic</p>
<p><u>Learning Objective:</u></p>	<p><u>Pre Learning Expectations</u></p> <p>Ability to thread a needle</p> <p>The eye of the needle is the hole at the top of the needle.</p> <p>Previous knowledge of running stitch.</p>	
<p>3rd Concept step by step method and Evaluate</p>	<p><u>To create a step by step method to making my stone age tunic.</u></p> <p><u>To evaluate my product against my design.</u></p>	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge - What do we want the children to know?</p>	<p>Suggested learning activities – What key experiences?</p>
<p>Tier 2: Cotton Needle Stitch Design Make Evaluate</p>	<ul style="list-style-type: none"> To know the method of making a stone age tunic. To be able to discuss the design specification – did their product meet the design if not why not. To discuss what they think would have been a better choice and why. 	<p>Session 5 – step by step method</p> <ul style="list-style-type: none"> Children to write their step by step method to making their stone age tunic - including key skills and vocabulary taught within this project. (Include stitching used to join materials together and equipment used within the process. <p>Session 6: evaluation</p> <ul style="list-style-type: none"> Encourage pupils to record the processes and their evaluations in their portfolios. Prompt pupils to suggest ways in which this tunic can be adapted.

<p>Tier 3: Material Functionality Stitch Appearance</p>		<ul style="list-style-type: none"> • See new model for evaluation ensuring children thinking clearly about what they are evaluating and what they are evaluating.
<p>Assessment questions</p>	<p>Which fastener was the hardest to attach? Which stitch did you find most difficult and why? Which stitch was the best for this product? Which material was the best for this product and why? Does it matter if a button and a button hole are different sizes?</p>	<p>Resources: Step by step paper and evaluation paper</p>