

Key Learning in Design and Technology: Years 5 and 6

| Design | | Make | Evaluate |
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| <ul style="list-style-type: none"> ▪ List tools needed before starting the activity. ▪ Plan the sequence of work e.g. using a storyboard. ▪ Record ideas using annotated diagrams. ▪ Use models, kits and drawings to help formulate design ideas. ▪ Combine modelling and drawing to refine ideas. ▪ Devise step by step plans which can be read / followed by someone else. ▪ Use exploded diagrams and cross-sectional diagrams to communicate ideas. ▪ Sketch and model alternative ideas. ▪ Decide which design idea to develop. | | <ul style="list-style-type: none"> ▪ Make prototypes. ▪ Develop one idea in depth. ▪ Use researched information to inform decisions. ▪ Produce detailed lists of ingredients / components / materials and tools. ▪ Use a computer to model ideas. ▪ Select from and use a wide range of tools. ▪ Cut accurately and safely to a marked line. ▪ Select from and use a wide range of materials. ▪ Use appropriate finishing techniques for the project. ▪ Refine their product – review and rework/improve. | <ul style="list-style-type: none"> ▪ Research and evaluate existing products (including book and web based research). ▪ Consider user and purpose. ▪ Identify the strengths and weaknesses of their design ideas. ▪ Give a report using correct technical vocabulary. ▪ Consider and explain how the finished product could be improved related to design criteria. ▪ Discuss how well the finished product meets the design criteria of the user. Test on the user! ▪ Understand how key people have influenced design. |
| Food | Textiles | Structures | Mechanical and Electrical Systems and ICT |
| <ul style="list-style-type: none"> ▪ Prepare food products taking into account the properties of ingredients and sensory characteristics. ▪ Weigh and measure using scales. ▪ Select and prepare foods for a particular purpose. ▪ Work safely and hygienically. ▪ Show awareness of a healthy diet (using the eatwell plate). ▪ Use a range of cooking techniques. ▪ Know where and how ingredients are grown and processed. ▪ Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc. | <ul style="list-style-type: none"> ▪ Use the correct vocabulary appropriate to the project. ▪ Create 3D products using patterns pieces and seam allowance. ▪ Understand pattern layout. ▪ Decorate textiles appropriately (often before joining components). ▪ Pin and tack fabric pieces together. ▪ Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). ▪ Combine fabrics to create more useful properties. ▪ Make quality products. | <ul style="list-style-type: none"> ▪ Use the correct terminology for tools materials and processes. ▪ Use bradawl to mark hole positions. ▪ Use hand drill to drill tight and loose fit holes. ▪ Cut strip wood, dowel, square section wood accurately to 1mm. ▪ Join materials using appropriate methods. ▪ Build frameworks to support mechanisms. ▪ Stiffen and reinforce complex structures. | <ul style="list-style-type: none"> ▪ Develop a technical vocabulary appropriate to the project. ▪ Use mechanical systems such as cams, pulleys and gears. ▪ Use electrical systems such as motors. ▪ Program, monitor and control using ICT. |