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Designers

Year 1 - Medium Term Plan Technology

How can I build a street without bricks?

Aspect of Study

Design
Technical Knowledge
Making structures

Transferable Knowledge:

Geography - Maps
History - local influential figures

National Curriculum Overview of Programme of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

During this area of study students should be taught to:

Design

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

Select from and use a range of tools and equipment to perform practical tasks

Evaluate

Explore and evaluate a range of existing products

Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

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Designers

Parental Support page

Designers

Places to visit/things to do at home:

- Look in detail at the outside of your own house and make a careful observational drawing.
- Draw a plan or map of your ideal neighbourhood.
- Visit Woodhorn museum - Handle some artefacts from homes in the past.

Knowledge, skills and understanding covered in this unit:

- Plans by suggesting what to do next.
- Selects from a range of tools, materials according to their characteristics.
- Talk about likes and dislikes of existing products.
- Measures, marks out, cuts and shapes a range of materials and components.

Books and websites to support with learning:

https://www.visitnorthumberland.com/ashington&sid=907

https://en.wikipedia.org/wiki/Ashington

https://www.chroniclelive.co.uk/news/history/celebrating-150-proud-years-ashington-13719428

Influential Figures

- John Ashenden, 14th-century astrologer
- Ian Lavery, President of the National Union of Mineworkers
- William Timlin, author and architect

All influential people who lived in Ashington Town

Key vocabulary	Concepts	Language skills
Street Building Materials Test Tools Structures Model Template Coal Mining Windproof Heavy Light Smooth Rough Waterproof Transparent Flexible	Construction Building Maps	ORACY FRAMEWORK

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Sequence of Teaching and Learning

	National Curriculum LO/EQ?
1	NC OBJ: • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **E.Q: How can I build a street without bricks?**
2	NC OBJ: • Explore and evaluate a range of existing products **L.O: Explore what a local street already looks like.**
3	NC OBJ: • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **L.O: To explore the features of the buildings on my street**
4	NC OBJ: • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **L.O: To choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.**

	National Curriculum LO/EQ?
5	NC OBJ: • Select from and use a range of tools and equipment to perform practical tasks **L.O: How can I build a street without bricks?**
6	NC OBJ: • Explore and evaluate a range of existing products **L.O: To evaluate how effective their street is without bricks.**