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## Year 4 - Medium Term Plan – Technology

Native Americans



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### Aspect of Study

Design, Make and Evaluate

### Transferable Knowledge:

History – Native Americans

### National Curriculum Overview of Programme of Study

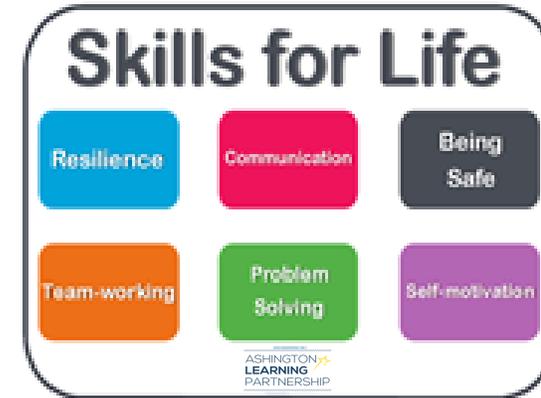
Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject 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:

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own 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

### Real World Links:

Children will have the opportunity to explore cultures different to their own, using their research skills become historians through designing, making and evaluating.



**Being safe** - understanding how to safely use the equipment needed.

**Problem Solving** - Using skills to answer the enquiry question.

### Influential Figures

#### Native Americans

### OPAL links

Using a variety of different materials (e.g. yarn, wire, cardboard) to build and make products.

## Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p><b><u>Year 3 Spring:</u></b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>	<p><b><u>NC OBJ Covered:</u></b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b><u>Year 5 Autumn 1:</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>

Key vocabulary	Concepts	Language skills
Research Artefact Dream catcher Totem pole Native American Design Weave Braid Knot Evaluate	Research Design Evaluate	ORACY FRAMEWORK



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## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
<b>1</b>	<p>NC OBJ: investigate and analyse a range of existing products</p> <p><b>L.O: To examine important aspects of Native American culture.</b></p>	<p>Pupils look at images (or real-life if available?) of Native American artefacts.</p> <p>Pupils to predict the purpose of objects such as totem poles, dreamcatchers, headdress, etc.</p> <p><a href="https://kidzfeed.com/native-american-facts-for-kids/#27_Native_American_Artifacts">https://kidzfeed.com/native-american-facts-for-kids/#27_Native_American_Artifacts</a></p>
<b>2</b>	<p>NC OBJ: investigate and analyse a range of existing products</p> <p><b>L.O: To research Native American dreamcatchers.</b></p>	<p>Pupils look at pictures of dreamcatchers.</p> <p>Annotate pictures in sketchbooks with important design features and materials used.</p>



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## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
<b>3</b>	<p>NC OBJ: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>L.O: To design a dreamcatcher.</b></p>	<p>Pupils to create annotated drawings of their design in their sketchbooks.</p> <p>Explain to pupils what materials will be available to use, so that their design is as accurate as possible.</p> <p>Thought should be put into using aspects of traditional designs, colours, etc.</p>
<b>4</b>	<p>NC OBJ: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>L.O: To practise weaving techniques.</b></p>	<p>Pupils practise basic weaving techniques that they may use when making their dream catcher.</p> <p>For example, different ways to braid their yarn together in ways similar to this: <a href="https://m.wikihow.com/Make-Braided-Bracelets">https://m.wikihow.com/Make-Braided-Bracelets</a></p> <p>Practise threading beads onto yarn and tying knots.</p>



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## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
5 6	<p>NC OBJ: 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</p> <p><b>L.O: To create a dream catcher using weaving techniques.</b></p>	<p>Pupils create dream catcher using weaving technique as practised, based on design in sketchbook.</p> <p>'Frame' could be created using wire (if available) or paper plates with middle cut out.</p> <p>LA could use paper plates with holes punched in border to make weaving process easier.</p>
7	<p>NC OBJ: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>L.O: To evaluate dream catchers</b></p>	<p>Pupils compare their own dreamcatcher to examples created by Native Americans.</p> <p>Pupils to identify similarities and differences between their work and examples.</p> <p>Consider what they would change in future.</p>



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	National Curriculum LO/EQ?	Lesson ideas/differentiation
8	<p>NC OBJ:  <input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><b>L.O: To identify key features of a totem pole.</b></p>	<p>Investigate totem pole designs by looking at a range of photos and illustrations and find out about the materials and techniques used to make them. Look at common design features and find out what they represent.</p>
9	<p>NC OBJ:  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>L.O: To apply knowledge to create an appropriate design</b></p>	<p>Pupils design a totem pole, thinking carefully about symbols and what they represent.  Totem poles are primarily visual representations of kinship, depicting family crests and clan membership – allow children to think about what would represent their ‘clan’.</p>



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## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
<b>10</b>	<p>NC OBJ: 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</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>L.O: To select appropriate materials.</b></p>	<p>Pupils use their design to select materials required to make their totem pole.</p> <p>Pupils create a plan for how to make a totem pole. Order the main stages of making logically.</p>
<b>11</b>	<p>NC OBJ: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>L.O: To make a totem pole.</b></p>	