



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers



Healthy Citizens

Year 5 - Medium Term Plan – Design Technology

How can I use my knowledge of Tudor clothes to design and make a puppet for a Year 1 child?



Healthy Citizens

Aspect of Study

Design
Make
Evaluate
Technical Knowledge

Transferable Knowledge:

History – Tudor clothing, the differences between the rich and poor.

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.

The national curriculum for design and technology aims to ensure that all pupils: develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others

During this area of study students should be taught to:

- 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
- 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



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Parental Support page



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Places to visit/things to do at home:

- The old Jail, Hexham
- Lindisfarne Castle, Northumberland
- Make sketches of Tudor costumes for children and adults, rich and poor.
- Make a Tudor brooch, ring or headdress.

Knowledge, skills and understanding covered in this unit:

- Describes in detail, the purpose of their products.
- Indicates design features of their products that appeal to intended users.
- Develops their own design criteria and uses this to make detail decisions.
- Carries out research independently.
- Model ideas using prototypes and patterns including annotated sketches, cross-sectional drawings and exploded diagrams.
- Uses computer aided design to plan out ideas.
- Makes design decisions that take account of the availability of resources.

Books and websites to support with learning:

http://www.primaryhomeworkhelp.co.uk/tudors/clot_hes.htm

<http://primaryfacts.com/1714/tudor-clothes-costumes-and-fashion/>

<https://www.bbc.co.uk/bitesize/clips/z3x6n39>

- Tudor Fashion: Dress at Court – book

Influential Figures

- Jim Henson (Muppets)
- Matthew Corbett (Sooty and Sweep)

| Key vocabulary | Concepts | Language skills |
|--|----------|-----------------|
| stitch sew join secure durable thread needle pin materials running stitch back stitch stem stitch chain stitch split stitch | | ORACY FRAMEWORK |



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Sequence of Teaching and Learning

| | National Curriculum LO/EQ |
|----------|---|
| 1 | NC OBJ: To investigate and analyse a range of existing products EQ: How can I use my knowledge of Tudor clothes to design and make a puppet for a Year 1 child? |
| 2 | LO: To research Tudor clothing. |
| 3 | 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 LO: To communicate my ideas through annotated sketches. |
| 4 | |
| 5 | LO: To practise skills before using them. LO: To use my knowledge and understanding of materials and techniques to make a puppet. |
| 6 | LO: To evaluate my puppet. |