

**Term 6****Unit Overview: UKS2 DT****Textiles: Combining different fabric shapes**

<p><b><u>National Curriculum Links</u></b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).</p> <p>When designing and making, pupils should be taught to:</p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <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> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b><u>Make</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> </ul>	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>❖ Accurately measure, mark out and shape materials and components.</li> <li>❖ Accurately assemble, join and combine materials and components.</li> <li>❖ Accurately apply a range of finishing techniques.</li> <li>❖ To know that a 3D textiles product can be made from a combination of fabric shapes.</li> </ul> <p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>❖ Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.</li> <li>❖ Develop, model and communicate ideas through drawing, templates, mock-ups and prototypes and where appropriate, computer-aided design.</li> <li>❖ Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>❖ Produce detailed lists of equipment and fabrics relevant to their tasks.</li> <li>❖ Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</li> <li>❖ Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> </ul>	<p><b><u>Unit Outcomes</u></b></p> <p>Design and make slippers for themselves to keep their warm.</p>	
		<p><b><u>Related Learning</u></b></p> <p>Science- work scientifically to investigate properties of different fabrics.</p> <p>Art and design – investigate methods of adding colour, pattern and texture on to textiles and how to make their own textiles through weaving or felt making.</p> <p>Spoken language – consider and evaluate others’ viewpoints. Give well-structured oral evaluation to include relevant technical vocabulary.</p>	<p><b><u>Vocabulary</u></b></p> <p>Seam, seam allowance, wadding, reinforce, right side, template, pattern pieces, pins, needles, thread.</p> <p><b><u>Intended Users</u></b></p> <p>Themselves, friends, family, teachers, children, parents, gardeners.</p> <p><b><u>Purpose of Products</u></b></p> <p>Celebration, educational, interests, hobbies, environmental, lifestyle, religious. protection.</p> <p><b><u>Key Competencies</u></b></p> <p>problem-solving, teamwork, negotiation, consumer awareness, organisation, motivation, persuasion,</p>

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<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> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <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> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	<p><u>Evaluating</u></p> <ul style="list-style-type: none"> <li>Investigate and analyse textile products linked to their final product.</li> <li>Compare the final product to the original design specification.</li> <li>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li> <li>Consider the views of others to improve their work.</li> </ul> <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> <li>A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>Fabrics can be strengthened, stiffened and reinforced where appropriate.</li> </ul>		<p>leadership, perseverance</p>
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<ul style="list-style-type: none"> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul>			
<b><u>Prior learning</u></b> <ul style="list-style-type: none"> <li>❖ Experience of basic stitching, joining textiles and finishing techniques.</li> <li>❖ Experience of making and using simple pattern pieces.</li> </ul>	<b><u>Future application of skills</u></b>  KS3 DT curriculum	<b><u>British Values</u></b> <u>Democracy</u> : Children work together to support each other in lessons and children that are more able can be given the opportunity to lead with their own examples of their work. Children take turns both in speech and practically with others. Children understand that it is not always possible or right to have their own way and understand the value of compromise. Children must take the views and opinions of others into account but still have the right to make their own choices. <u>Rule of Law</u> : Children understand the importance of safety rules when using tools. <u>Individual Liberty</u> : Children are taught that DT is a very subjective and personal subject which provides an opportunity to express themselves. The children are encouraged to make decisions with their own design choices, style and sometimes media choice. Children are expected to take responsibility for all of the equipment used when working in DT. <u>Tolerance</u> : Children understand that many great design ideas originate from other cultures. When completing the food and nutrition units, food from different cultures are discussed as well as food that is accepted in different faiths.	

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		<p><u>Mutual Respect</u>: Children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own.</p>
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