

# Design Technology

## Year 1 and 2

### Summer 2



<b>Topic</b> To make a 3D Lighthouse scene.																																																							
<b>Rationale</b> Creating a cross-curricular link between History and Geography. The children will design, make and evaluate a 3D Lighthouse scene. The children will use construction skills that they will learn. The children will have the opportunity to observe, test and evaluate simple structures, before designing and making their own. The children will evaluate their finished product against their own design criteria.																																																							
<b>NC Objective</b> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer, and more stable.</li> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> </ul>																																																							
<b>Links to other Subject/Topics.</b> <b>History</b> – Summer at the Seaside (past and present) <b>English</b> - Lighthouse Keepers lunch. <b>Geography</b> - Physical and Human Geography																																																							
<b>Inspiration for Aspiration</b> Architect, Engineer, Coastguard, Lighthouse Keeper																																																							
<b>Key Content</b> <ul style="list-style-type: none"> <li>• What is a Lighthouse?</li> <li>• What are the features of Lighthouses?</li> <li>• What materials can we use to create a Lighthouse scene?</li> <li>• How can I make the lighthouse stronger?</li> <li>• How can I improve my design?</li> </ul>																																																							
<b>Concepts</b> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Design Technology</th> <th style="background-color: #cccccc;">1</th> <th style="background-color: #cccccc;">2</th> <th style="background-color: #cccccc;">3</th> <th style="background-color: #cccccc;">4</th> <th style="background-color: #cccccc;">5</th> <th style="background-color: #cccccc;">6</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff00;">Design, Make, Evaluate</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #ffff00;">Structures</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #ffff00;">Mechanisms</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #cccccc;">Electrical</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #cccccc;">Textiles</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #cccccc;">Food and Nutrition</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>							Design Technology	1	2	3	4	5	6	Design, Make, Evaluate							Structures							Mechanisms							Electrical							Textiles							Food and Nutrition						
Design Technology	1	2	3	4	5	6																																																	
Design, Make, Evaluate																																																							
Structures																																																							
Mechanisms																																																							
Electrical																																																							
Textiles																																																							
Food and Nutrition																																																							
<b>Skills FS2</b> <b>Skills</b> <ul style="list-style-type: none"> <li>• Selects tools and techniques needed to shape, assemble and join materials</li> <li>• Beginning to learn how to use a range of tools</li> </ul>	<b>Skills Year 1</b> Design: <ul style="list-style-type: none"> <li>• Explain what my product is for, and how it will work</li> <li>• Use pictures and words to plan, and begin to use models</li> <li>• Design a product for myself following design criteria</li> </ul> Make : <ul style="list-style-type: none"> <li>• Explain what I'm making and why</li> <li>• Consider what I need to do next</li> <li>• Select tools/equipment to cut, shape, join, finish, and explain choices</li> </ul>			<b>Skills Year 2</b> Design: <ul style="list-style-type: none"> <li>• Explain what my product is for, and how it will work</li> <li>• Use pictures and words to plan, and begin to use models</li> <li>• Design a product for myself following design criteria</li> </ul> Make : <ul style="list-style-type: none"> <li>• Explain what I'm making and why</li> <li>• Consider what I need to do next</li> <li>• Select tools/equipment to cut, shape, join, finish, and explain choices</li> </ul>																																																			

	<ul style="list-style-type: none"> <li>• Measure, mark out, cut and shape, with support</li> <li>• Choose suitable materials and explain choices</li> <li>• Try to use finishing techniques to make product look good</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• Talk about my work, linking it to what I was asked to do</li> <li>• Talk about existing products considering use, materials, how they work, audience, where they might be used</li> <li>• Talk about existing products and things that other people have made</li> <li>• Begin to talk about what could make product better</li> </ul>	<ul style="list-style-type: none"> <li>• Measure, mark out, cut and shape, with support</li> <li>• Choose suitable materials and explain choices</li> <li>• Try to use finishing techniques to make product look good</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• Talk about my work, linking it to what I was asked to do</li> <li>• Talk about existing products considering use, materials, how they work, audience, where they might be used</li> <li>• Talk about existing products and things that other people have made</li> <li>• Begin to talk about what could make product better</li> </ul>
--	---	---

<b>FS2 DT Vocabulary</b> Cut Shape Design bend	<b>Topic Specific Vocabulary</b> Past Present Different same	<b>D T Y I Vocabulary</b> Plan Design Make Evaluate improve Tools Equipment Explain observe	<b>Topic Specific Vocabulary</b> Lighthouse Lamp light Warning Coast Tidal Navigation Human and physical Geography Past Present seaside	<b>DT Y2 Vocabulary</b> Plan Design Make Evaluate improve Tools Equipment Explain Observe	<b>Topic Specific Vocabulary</b> Lighthouse Lamp light Warning Coast Tidal Navigation Human and physical Geography Past Present seaside
--	--	--	--	--	--

**By the end of the topic children will: -**

By the end of this topic the children will be able to explain the purpose of Lighthouses, and how to make structures stronger and more stable.

**Design:**

- Explain what my product is for, and how it will work
- Use pictures and words to plan, and begin to use models
- Design a product for myself following design criteria

**Make :**

- Explain what I'm making and why
- Consider what I need to do next
- Select tools/equipment to cut, shape, join, finish, and explain choices
- Measure, mark out, cut and shape, with support
- Choose suitable materials and explain choices
- Try to use finishing techniques to make product look good
- Work in a safe manner

**Evaluate:**

- Talk about my work, linking it to what I was asked to do
- Talk about existing products considering use, materials, how they work, audience, where they might be used
- Talk about existing products and things that other people have made
- Begin to talk about what could make product better

**Assessment-**

Ongoing Teacher Assessment

