

Design Technology

Year 5 and 6

Autumn



Topic **Victorians**

To make a Victorian sampler

Rationale

Creating the cross-curricular links between History, and the study of textiles in DT the children will have a real purpose for their learning and real end product. At this point the children will be able to choose from a number of skills they have learned throughout key stage 1 and 2 in order to select the best method for making their Victorian sampler.

NC Objective

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at 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.
- 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.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
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Links to other Subject/Topics.

Art – Chromatic Victorian portraits

History – Victorians

Writing – biography, non-chronological report, narrative, poetry

Inspiration for Aspiration

Fashion designer, costume maker, upholsterer, dressmaker, bookbinder

Key Content

Textiles

- Find out about Elizabeth Johnston, a 19th-century fashionable British dressmaker and fashion merchant. She was the official royal dressmaker of Queen Victoria.
- What is a Victorian sampler?
- Plan a Victorian sampler.
- Learn a variety of stitches.
- Make a Victorian sampler.
- How can I evaluate a Victorian sampler?

Concepts

| Design Technology | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|---|---|---|---|---|---|
| Design, Make, Evaluate | | | | | | |
| Structures | | | | | | |
| Mechanisms | | | | | | |
| Electrical | | | | | | |
| Textiles | | | | | | |
| Food and Nutrition | | | | | | |

Skills and Knowledge Year 3/4
Design

Skills and Knowledge Year 5/6
Design

| | | |
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| <ul style="list-style-type: none"> • Begin to research others' needs • Describe purpose of product • Follow a given design criteria • Create a plan which shows order, equipment and tools • Describe design using an accurately labelled sketch and words • Explain how product will work • Make a prototype • Begin to use ICT to show design <p>Make</p> <ul style="list-style-type: none"> • Select suitable tools/equipment, explain choices; begin to use accurately • Select appropriate materials, fit for purpose. • Work through plan in order • Begin to measure, mark out, cut, and shape materials/ components with some accuracy • Begin to assemble, join, and combine materials and components with some accuracy and apply some finishing techniques <p>Evaluate</p> <ul style="list-style-type: none"> • Look at design criteria while designing and making and use it to evaluate finished product • Begin to evaluate existing products, considering how well they have been made, materials, whether they work, how they have been made, fit for purpose • Learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products <p>• Technical Knowledge</p> <p>Textiles</p> <ul style="list-style-type: none"> • Join different textiles in different ways Tying knots, sewing, stitch, seam | <ul style="list-style-type: none"> • Use internet and questionnaires for research and design ideas • Begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose • Create own design criteria and have a range of ideas • Produce a logical, realistic plan and explain it to others • Include an annotated sketch and plan • Make design decisions considering time and resources • Explain how parts of product will work • Model and refine design ideas by making prototypes and using pattern pieces • Use ICT to create designs <p>Make</p> <ul style="list-style-type: none"> • Use selected tools/equipment with good level of precision • Select appropriate materials, fit for purpose; explain choices, considering functionality • Create and follow detailed step-by-step plan • Explain how product will appeal to an audience • Mainly accurately measure, mark out, cut and shape materials/components • Mainly accurately assemble, join, and combine materials/components • Mainly accurately apply a range of finishing techniques • Begin to be resourceful with practical problems <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate ideas and finished product against specification, considering purpose and appearance • Evaluate and discuss existing products, considering how well they've been made, materials, whether they work, how they have been made, fit for purpose • Begin to evaluate how much products cost to make and how innovative they are • Research how sustainable materials are • Talk about some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products <p>Technical Knowledge</p> <p>Textiles</p> <ul style="list-style-type: none"> • Discuss how to make product strong and look better with a range of ways to join things <p>Seam, pattern pieces, needles, templates, fastenings</p> | |
| <p>Year 3/4 DT Vocabulary</p> <p>Textiles</p> <p>Design Make Evaluate Technique Templates Seam allowance Annotated sketch Prototype Back stitch Running stitch Tacking Hessian Cross stitch Loom Pinking Shears</p> | <p>Design Technology Y5/6 DT Vocabulary</p> <p>Textiles</p> <p>Design Make Evaluate Fabric Thread Stitches Cross stitch Running stitch Pattern Sampler</p> | <p>Topic Specific Vocabulary Y5/6 DT Vocabulary</p> <p>Various Victorian inventions e.g. spinning jenny</p> |
| <p>By the end of the topic children will be able to successfully answer the following questions: -</p> <p>Textiles</p> | | |

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Assessment

Fact file of design/designer or invention/inventor, in book.

Design, in book.

Observation of use of skills taught in finished product.

Observation assessment of finished product – is it fit for purpose?

Evaluation of finished product, in book.