



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Design Technology Year 6**

	<b>Autumn Woodwork</b>	<b>Spring Textiles: applique/blanket stitch</b>	<b>Summer Celebration Menu</b>
<b>Content</b> Declarative Knowledge 'I know'	<ul style="list-style-type: none"> <li>- I know what an air raid shelter is and why it was used</li> <li>- I know what an exploded diagram is</li> <li>- I know the different tools which could be used in woodwork</li> <li>- I know how different types of joints are used in woodwork</li> <li>- I know that different equipment and tools require their own safety measures</li> <li>- I know that different finishes can be applied to achieve a desired aesthetic within a finished product</li> </ul>	<ul style="list-style-type: none"> <li>- I understand how to securely join two pieces of fabric together using blanket stitch/back stitch</li> <li>- I understand how to securely stiffen and reinforce existing fabrics</li> <li>- I know what a pattern piece is and how it is used to produce a finished product</li> <li>- I know that applique is ornamental needlework in which pieces of patches of fabric in different shapes and patterns are sewn or stuck onto a larger piece to form a picture or pattern</li> </ul>	<ul style="list-style-type: none"> <li>- I know the main food groups and how these can be used to fulfil a balanced meal</li> <li>- I know the main allergens involved in cooking</li> <li>- I know where foods come from and how they can be used in a sustainable manner</li> </ul>
<b>Skills</b> Procedural Knowledge 'I know how to'	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- I know how to use research using surveys, interviews, questionnaires, and web-based resources to develop a design specification for a range of functional products.</li> <li>- I know how to develop a simple design specification to guide the development of their ideas and products taking account of constraints including time, resources and cost</li> <li>- I know how to generate and develop innovative ideas and share and clarify these through discussion</li> <li>- I know how to communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- I know how to formulate a step-by-step plan to guide making, listing tools, equipment, materials and components</li> <li>- I know how to competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials and securely connect electrical components to produce reliable, functional products</li> <li>- I know how to use finishing and decorative techniques suitable for the product they are designing and making</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- I know how to continually evaluate and modify the working features of the product to match the initial design specification</li> </ul>		

	<ul style="list-style-type: none"> <li>- I know how to critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas of development, and carrying out appropriate tests</li> <li>- I know how to test the system to demonstrate its effectiveness for the intended user and purpose</li> </ul>		
	<ul style="list-style-type: none"> <li>- I know how to draw detailed plans</li> <li>- I know how to develop skills in using saws, planes, sanding paper and blocks</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to strengthen, stiffen and reinforce existing fabrics</li> <li>- I know how to fulfil a simple design brief.</li> <li>- I know how to draw detailed plans</li> <li>- I know how to cut and join pieces of fabric.</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to choose dishes which accompany each other well</li> <li>- I know how to stick to a budget</li> <li>- I know how to chop, cut, fry and use other techniques to create a meal</li> </ul>
<b>Vocabulary</b>	Function, innovative, design specification, design brief, user, purpose, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype, frame, structure, stiffen, strengthen, reinforce	Function, innovative, design specification, design brief, user, purpose, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype	Function, innovative, design specification, design brief, user, purpose, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype
<b>Key Questions</b>	Why and how were Morrison Shelters created? How can I design and make a model air-raid shelter?	What is a pattern piece and how can I use it to inform my design? How can I create a made to measure design? How do I do blanket stitch?	How can I plan a three course meal for members of staff?
<b>Assessment</b>	Teacher observation against key declarative and procedural knowledge, analysis of final product and children's evaluations.		
<b>Cross Curricular Links/Character Education</b>	History: WWII	Maths: scale drawings, mea	Maths: sticking to a budget SMSC: cooking a meal as a thank you for members of staff