



<p>Spring 1 <u>Bridges</u></p>	<p>Summer 2 <u>Felt phone cases</u></p>
<ul style="list-style-type: none"><li>When designing and making, pupils should be taught to: <b>Design</b></li><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, computer-aided design</li><li><b>Make</b></li><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><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><li><b>Evaluate</b></li><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><li><b>Technical knowledge</b></li><li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li></ul>	<ul style="list-style-type: none"><li>When designing and making, pupils should be taught to: <b>Design</b></li><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, prototypes, pattern pieces</li><li><b>Make</b></li><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><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><li><b>Evaluate</b></li><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>

1. To learn about key individuals who have helped shape the world (Alfred Neville)
2. To research and investigate existing structures
3. To develop design criteria and generate ideas through annotated sketches and exploded digrams
4. To develop ideas through computer aided-design
5. To investigate how to strengthen, stiffen and reinforce structures
6. To select from a range of tools and materials to make an a functional product
7. To evaluate my own and others work against our own design criteria

1. To research and investigate existing products
2. To learn about key individuals who have helped shape the world (Coco Chanel)
3. To develop design criteria and generate ideas through annotated sketches
4. To develop ideas through prototypes and pattern pieces
5. To select materials and equipment according to their functional and aesthetic properties
6. To evaluate my own and others products against my own design criteria (use evaluation form on server)