

Year 6 Scheme of Learning: Design and Technology

Year 6 - Food: Celebrating Culture and Seasonality

Lesson 1	
Learning Objective	To identify staple food in a Syrian diet.
Declarative Knowledge	<ul style="list-style-type: none">• Know what a popular/common meal is in Syria.• Know the local produce in Syria.• Know what desserts are commonly eaten in Syria.
Procedural Knowledge	Research - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Key Vocabulary	Cuisine, etiquette, customs, Syria, Asia, meal, common, staple, produce, local.

Lesson 2	
Learning Objective	To know what seasonal fruits and vegetables they have in Syria.
Declarative Knowledge	<ul style="list-style-type: none">• Know what seasonal produce is.• Know what food can grow when and why.• Know and compare staple fruits and vegetables with our local area.
Procedural Knowledge	Research - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Key Vocabulary	Seasonal, fruit, vegetables, availability, local, produce.

Lesson 3	
Learning Objective	To know how meat and fish can form part of a healthy diet.
Declarative Knowledge	<ul style="list-style-type: none">• Know that the term healthy eating means to have a balanced and varied diet.• Know and identify elements of a healthy diet.• Know and discuss how meat and fish is prepared in Syria.• Know and identify commonly ate meats in Syria.
Procedural Knowledge	Research - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Key Vocabulary	Healthy, diet, food groups, ingredients, meat, fish.

Lesson 4	
Learning Objective	To design a seasonal Syrian menu.
Declarative Knowledge	<ul style="list-style-type: none"> • Know what seasonality means and what would be on offer locally in Syria. • Know that a menu consists of a variety of elements. • Know that to design a menu, they need to think of ingredients, methods and outcomes. • Know a variety of ways to prepare fruits and vegetables. • Know a variety of ways to prepare meats and fish. • Know how to form a healthy diet.
Procedural Knowledge	Design - use research and develop design criteria to inform the design of innovative, functional, appealing edible products that are fit for purpose.
Key Vocabulary	Design, prepare, method, cook, identify, plan, seasonality, availability, equipment.

Lesson 5 & 6	
Learning Objective	To prepare a seasonal Syrian menu.
Declarative Knowledge	<ul style="list-style-type: none"> • Know that finishing is related to the appearance of the product – shape, decoration and colour. • Know that rubbing in means rubbing the dry ingredients together with the fat, lifting to put air into the mixture, so that it resembles fine breadcrumbs. • Know that knead means pulling and squeezing dough to make it smooth. • Know that bran is the hard, protective shell of a grain of wheat. • Know that dough is a mixture of flour, yeast and water before it is cooked. • Know that endosperm is the store of food inside a seed. • Know that germ is the part of the seed where the root and shoots grow from. • Know that yeast is a tiny plant which makes bubbles of carbon dioxide when mixed with flour and warm water. • Know that unleavened bread is flat bread where yeast has not been added.
Procedural Knowledge	Make - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Key Vocabulary	Design, instructions, follow, prepare, hygiene, method, safety, taste, appealing.

Lesson 7	
Learning Objective	To evaluate the effectiveness of a seasonal menu.
Declarative Knowledge	<ul style="list-style-type: none"> • Know how to evaluate the effectiveness of a product. • Know that to evaluate is to check it has met its criteria. • Know that taste varies.
Procedural Knowledge	Evaluate - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Key Vocabulary	Evaluate, audience, taste, explain, discuss, effectiveness.

Year 6 - Mechanical systems: Pulleys or Gears

Lesson 1	
Learning Objective	To identify what a moving vehicle is.
Declarative Knowledge	<ul style="list-style-type: none"> • Know that a mechanical system is a set of related parts or components used to create movement. • Know a variety of commonly used vehicles in the local area. • Know that a vehicle is thing used for transporting goods or people.
Procedural Knowledge	Research - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
Key Vocabulary	Vehicle, moving, mechanism, pulleys, gears, cams, belt, movement.

Lesson 2	
Learning Objective	To identify the main parts of a moving vehicle.
Declarative Knowledge	<ul style="list-style-type: none"> • Know which part of a vehicle moves. • Know that a pulley is a grooved wheel over which a drive belt can run. • Know that a gear is a wheel with teeth around its circumference. • Know that a drive belt is the belt which connects and transfers movement between two pulleys. • Know that gearing up or down is changing the rotational speed of a product by the use of pulleys or gears
Procedural Knowledge	Research - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
Key Vocabulary	

Lesson 3	
Learning Objective	To design a moving vehicle.
Declarative Knowledge	<ul style="list-style-type: none"> • Know that when a small pulley or gear is used to drive a larger one the rotational speed is reduced and the product has been geared down. • Know that a driver is the gear or pulley that provides the input movement to the system. • Know that a follower is the gear or pulley that provides the output movement to the system. • Know that mesh is the point where two gears join together and transfer movement. • Know that a motor spindle is the rod on the end of the motor onto which a gear or pulley is attached.
Procedural Knowledge	Design - generate, develop, model and communicate their ideas through discussion and annotated sketches.
Key Vocabulary	Design, mechanism, material, wheel, shape, smooth, rough.

Lesson 4 & 5	
Learning Objective	To make a moving vehicle.
Declarative Knowledge	<ul style="list-style-type: none"> • Know how to use a gear/pulley system. • Know how to use a design to make a final product. • Know how to use cams, axles, wheels, etc independently.
Procedural Knowledge	Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
Key Vocabulary	Cams, gears, pulleys, wheels, axles, make, design, brief.

Lesson 6	
Learning Objective	To evaluate a design.
Declarative Knowledge	<ul style="list-style-type: none"> • Know how to evaluate against a specific brief. • Compare and discuss against existing products. • Know how to discuss as an audience positives and negatives of a product/design.
Procedural Knowledge	Evaluate - understand how key events and individuals in design and technology have helped shape the world.
Key Vocabulary	Evaluate, judge, brief, met, not met, discussion, focus group.

Year 6 - Textiles: Combining Different Fabric Shapes

Lesson 1	
Learning Objective	To research different designs.
Declarative Knowledge	<ul style="list-style-type: none"> • Know what a pencil case is and its purpose. • Know what a design is. • Know where and why pencil cases are used and what makes a good pencil case.
Procedural Knowledge	Research – research and explore existing textiles products.
Key Vocabulary	

Lesson 2	
Learning Objective	To practice different sewing techniques.
Declarative Knowledge	<ul style="list-style-type: none"> • Know how to use a variety of taught sewing skills. • Know how to thread a needle independently. • Know how to create a pattern using a needle and thread on a variety of textures and materials.
Procedural Knowledge	Investigate – consolidate and revisit existing sewing skills used in a variety of ways.
Key Vocabulary	Material, thread, continuous, sewing, running, stitch.

Lesson 3	
Learning Objective	To design an Indonesian-styled pencil case.
Declarative Knowledge	<ul style="list-style-type: none"> • Know what an Indonesian style is and look at examples in the real world. • Know what a template is and how to use it to design a pattern. • Know how to plan in the material, design, shape, and stitches used.
Procedural Knowledge	Design – design a pencil case based on a specific design criteria for a particular group/person.
Key Vocabulary	Pencil case, design, material, aesthetics, thread, stitch, applique.

Lesson 4 & 5	
Learning Objective	To make your product.
Declarative Knowledge	<ul style="list-style-type: none"> • Know how to follow a design they have made. • Know how to use a variety of stitches and materials. • Know how to add decoration to their product.
Procedural Knowledge	Make - 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.
Key Vocabulary	Sequin, thread, material, plan, design.

Lesson 6	
Learning Objective	To evaluate your product.
Declarative Knowledge	<ul style="list-style-type: none"> • Know how to evaluate and discuss outcomes based on their designs. • Know how to check a product is useable and meets the criteria needed to be used. • Know how to discuss and share thoughts and opinions on other products.
Procedural Knowledge	Evaluate - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Key Vocabulary	Existing, products, evaluate, share, discuss, outcomes, design, criteria.