



Wensley Fold Design and Technology Scheme of Work

Spring Term Year 1

FOCUS TOPIC – Structures (Strong, Stable and Free Standing) e.g. Buildings/ Baskets

Learning Objectives

Investigation

- To investigate a wide variety of different buildings or baskets - handle configurations etc.
- To investigate the names and features of a particular building/basket
- To observe pictures carefully and draw buildings/ baskets using different shapes.
- To recognise and name shapes found in buildings/ baskets

Tasks/Skills – Technical Knowledge

- To practise and develop understanding of basic joining techniques for 3D modelling using glue and masking tape.
- To make simple hinges.
- To have a go at making different structures more stable.
- To use construction kits to help modelling.

Design/Make/Evaluate Assignment

Design and make a model of a chosen building or a basket to be used for a specific purpose

Set the design criteria and evaluate against the criteria

- To design a building/basket using ideas from the investigation and skills activities.
- To make suggestions as to how the building/basket should be constructed.
- To assemble, join and combine 2D and 3D materials into a model.
- To use basic tools safely.
- To use effective decorative/ finishing techniques to complete the building/ basket



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Spring Term Year 2

FOCUS TOPIC – VEHICLES (Mechanisms – Moving Axles)

Learning Objectives

Investigation

- To investigate the many different types of vehicles and their different purposes.
- To investigate how vehicles are made up of different parts.
- To know that ideas can be obtained from looking at different vehicles and make drawings with labelled parts to show this.

Tasks/Skills – Technical Knowledge

- To make simple axles in different ways e.g. with a rotating axle or with a fixed axle.
- To understand the safety rules when working with a range of woodwork tools.
- To practise using hand tools safely and appropriately.
- To practise different finishing techniques.

Design/Make/Evaluate Assignment

Design and make a wheeled vehicle for a chosen purpose.

Set the design criteria and evaluate against the criteria

- To identify the purpose for what you intend to design and make.
- To design your vehicle to match the purpose.
- To measure and cut a range of materials accurately.
- To assemble, join and combine different materials in different ways in order to make a vehicle.



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Spring Term Year 3

FOCUS TOPIC – PHOTOGRAPH FRAMES (Structures)

Learning Objectives

Investigation

- To understand the importance of structures being stable.
- To investigate the effectiveness of triangulation in structures.
- To investigate how some structures are made stable by having a wide base.
- To disassemble and evaluate familiar products.

Tasks/Skills – Technical Knowledge

- To make different stable structures.
- To practise ways of strengthening paper.
- To evaluate different joining methods.
- SIDE PROJECT – PHOTOGRAPHY SKILLS – To take a photo to put in the frame based on frame recipient and what they would like

Design/Make/Evaluate Assignment

**Design and make a free - standing photograph frame for a particular person.
Set the design criteria and evaluate against the criteria.**

- To identify the person you intend to design for.
- To design your frame implementing the prior learning about stiffness and stability.
- To make drawings with labels when designing.
- To assemble, join and combine materials in order to make a frame.
- To evaluate the finished product against the design criteria.



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Spring Term Year 4

FOCUS TOPIC – FOOD (Cooking and Nutrition)

Learning Objectives

Investigation

- To investigate the wide varieties of the food type chosen
- To investigate different peoples preferences.
- To investigate how databases are useful for holding survey information.
- To investigate how different combinations of ingredients can affect the taste and texture of the product.
- To use appropriate language related to food products.
- To know the origins of the ingredients used.
- To celebrate the principles of seasonality and culture in their cooking

Focused Tasks/Skills – Technical Knowledge

- To learn about the importance of hygienic food preparation and storage.
- To understand and apply the principles of a balanced healthy diet and good nutrition.
- To use tools safely and effectively.
- To understand that combinations of ingredients, preparation and cooking can affect the end product.

Design/Make/Evaluate Assignment

Design and make a food product for a specific audience and to an agreed design/ nutritional criteria

Set the design criteria and evaluate against the criteria

- To establish the criteria for a successful product.
- To plan the order of their work before starting.
- To design and make any necessary packaging for the product.
- To modify the design by evaluating it as they are making it.



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Spring Term Year 5

FOCUS TOPIC – FOOD (Cooking and Nutrition) e.g. Biscuits
Learning Objectives
<u>Investigation</u> • To investigate a variety of biscuits with different shapes, textures, tastes and finishes including those from different countries • To investigate different peoples preferences by doing market research • To know the origins of the ingredients being used • To develop skills in evaluating and describing food characteristics using appropriate vocabulary related to food products. • To know products are designed for different users and that this is an important consideration when designing. • To celebrate seasonality and culture when selecting ingredients
<u>Focused Tasks/Skills – Technical Knowledge</u> • To learn about the physical and chemical changes in food. • To know the processes involved in making biscuits. • To follow instructions. • To handle food safely and hygienically. • To adapt a basic recipe to make different biscuits. • To understand and apply the principles of a balanced healthy diet and good nutrition.
<u>Design/Make/Evaluate Assignment</u> Design and make a food product for a specific audience and to an agreed design/ nutritional criteria Set the design criteria and evaluate against the criteria • To draw up a specification for the design. • To evaluate ideas according to the specification and any other constraints e.g. cost • To select appropriate ingredients and equipment and plan the main stages of baking. • To make the biscuits and evaluate their work by tasting! • To evaluate if personal preference research was accurate by selling! Which biscuits sell well?