

Brough Primary School – Curriculum Intention

Plan 2022 - 2023



Subject: Design and Technology Year Group: Year 3/4		Area of learning: Textiles - Roman Bulla Purses.
Links to previous work/Remember when	<ul style="list-style-type: none"> The children in Year 3 completed an area of work on textile in the autumn term of their Year 2. This involved them in using templates and cutting and stitching to create fabric faces. This will be the first time the Year 4 children have met textile work in KS2. 	
Term	Year 3/4	Key Skills to be taught
Spring 2023 What the children should know at the end of this series of lessons		<u>Design</u> <ul style="list-style-type: none"> Use their research to develop their own design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups (In this case Romans). Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces. <u>Make</u> <ul style="list-style-type: none"> Select from and use a wide range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including textiles. <u>Evaluate</u> <ul style="list-style-type: none"> 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. <u>Technical Knowledge</u> <ul style="list-style-type: none"> Apply their understanding of how to strengthen and stiffen textiles so that the product is fit for purpose.

Vocabulary

Fabric, cotton, wool, yarn, leather, weaving, embroidery, binka, Roman, Bulla, purse, wallet, felt, backstitch, running stitch, chain stitch, blanket stitch, hem, scissors, pattern, decoration, fastening.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	Investigating modern examples of wallets and purses - Designing – <ul style="list-style-type: none"> To investigate similar products to get ideas and to use a starting point for an original design.

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	<ul style="list-style-type: none"> To draw, photograph and label products to show an understanding of how they are made. To use technical vocabulary when investigating products and drawing labelled diagrams. Provide a range of different wallets and purses for the children to examine. Ask them to express a preference for one of them, giving their reasons for their choice. They should draw a detailed labelled diagram of the purse, including all of the types of materials used, types of fastenings and the decoration that has been applied.
2	<p>Designing –</p> <ul style="list-style-type: none"> To design a Roma Bulla purse to hold a specified amount of Roman Coins. To draw a detailed labelled diagram of the purse they intend to make, with notes on the types of materials to be used, how the purse will be constructed – including details of the stitching and fastenings to be used. Making use of what they have learned children are to be given a specific design task. This purse needs to be able to do/hold... (Teachers to decide on exact design brief) Design should include any 'Roman' style decorations based on their research and how they will be achieved. Focussed Practical Task – Show the children how to create a stitched hem in which the drawstring is enclosed – an improvement on the bulla design. Children have a go at stitching a hem, using either the running stitch or the running back stitch. (This should be done using a piece of felt). Once completed, please attach to the topic book as a record of what the children did.
3, 4 &5	<p>Making –</p> <ul style="list-style-type: none"> To make paper patterns for key parts of the bulla purse. To pin the patterns onto the fabric and accurately cut the shapes needed for their design. To join fabrics together using a range of sewing techniques. To use appropriate fastenings. To apply a range of decorative techniques to the chosen fabric materials – this could be stitching only to create 'Roman' style decoration, or it could be stitching on pieces of fabric already cut to create the decoration. Children work through the different stages of their design to make their purse.
6	<p>Evaluating/Assessing their product –</p> <ul style="list-style-type: none"> To express a preference about the likes and dislikes of their finished product.

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	<ul style="list-style-type: none"> To consider ways in which their design or product could be improved. To list the ways in which the finished product meets the design criteria provided by the teacher. Children write a report about their Roman-style purses. They should consider the following: - <ul style="list-style-type: none"> How successful is the purse in keeping money secure, and how do they know? How did the images of real Roman Bulla purses help in your design? Which features of your decoration are Roman in style? How happy are you with your finished product? How could you improve your design work next time? How and why has the design or purses changed since Roman times? (Refer to your earlier research with modern examples).
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Learning Outcome/product

To design, make and evaluate a Roman Bulla style purse.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

Please refer to the evaluation/assessment lesson for the end of unit questions.