

Brough Primary School – Curriculum Intention

Plan 2022 - 2023



Subject: DT Year Group: Y1/2		Area of learning: Focus - on how they can be made stiffer, stronger and more stable. Make a throne for a king.
Links to previous work/Remember when	<ul style="list-style-type: none"> • Year 2 children made a mechanism which included a level in Year 1. • Year 1 and 2 children have created a mechanism with wheels and axles in autumn 2022. • Year 1 and 2 have designed, made and evaluated in previous terms. 	
Term- Summer 2023 What the children should know at the end of this series of lessons		Key Skills to be taught <u>Design</u> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <u>Technical knowledge</u> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Vocabulary

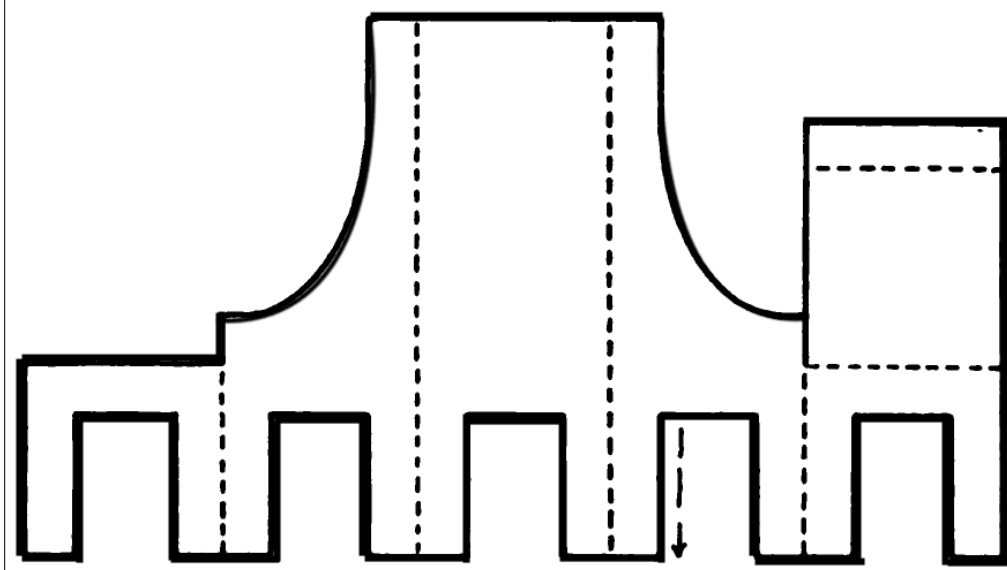
throne, royal, coronation
 design criteria, template, product, purpose, strengthen, stable, stiffen, struts, arms, legs, seat and back.
 evaluate

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Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p><u>Research Phase</u> <u>What does a throne look like?</u> <i>- explore and evaluate a range of existing products.</i></p> <p>Look at examples of royal thrones. Discuss what they have in common, what they are made of, how they are made, e.g. legs and arms.</p> <p>Choose which design they prefer and why.</p>
2	<p><u>Design Phase</u> <i>- design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><i>- build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p>Design Criteria:</p> <p>: To make a strong and sturdy model of a throne for King Charles III Coronation.</p> <p>: Needs to have royal colours and decoration</p> <p>: Needs to have parts added to the initial template to strengthen the structure</p> <p>Task</p> <p>Draw initial idea and label the parts, e.g. arms, seat, legs, back</p>
3	<p><u>Design/Making Phase</u> <i>- design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><i>- build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>- evaluate their ideas and products against design criteria</i></p> <p>Use a card template to make a simple chair.</p>

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Answer the question - is this strong and sturdy? Why not? What can we do to improve the build?

Look at a range of chairs that include strengthening features around the legs and back, e.g. struts, full cover on the back (See powerpoint)

Using these features, create a final design that shows these features. Label the additional support/strengthening features.

Does it now fulfil the design criteria?

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Making Phase

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

- build structures, exploring how they can be made stronger, stiffer and more stable

Make final design by adding to their original card structure. Using coloured cards, decorations, and extra card to strengthen and stiffen the original.

Add struts, a full card back, etc to strengthen. Use the equipment provided to join, shape, cut and finish the throne to a high standard.

Children to remember that the design criteria required the final design to be attractive, use the royal colours and look like a throne.

Is their design now stable, stiff and strong?

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5	<p><u>Evaluation Phase</u></p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p>Allow time for the class to look at other children's final pieces and verbally evaluate them.</p> <p>Reflect on the design criteria and tick off the features they included in their design.</p> <p>Evaluate their throne. What features worked well? How did you strengthen the throne? What could you improve if you did this again?</p>
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Learning Outcome/product	
To have designed a throne using a set of design criteria.	
To have made this design, adding strengthening features to make it stable and fit for purpose.	
To have evaluated their throne design and verbally evaluated others..	

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
How can a simple template be strengthened so that it creates a stable throne?