

National Curriculum 2014	Textiles	Construction	Sheet Materials	Assessment
<p>Design</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <p>Evaluate</p> <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 Understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products. Understand and use electrical systems in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown and processed. 	<p>To design and make a piece of textile artwork</p> <ul style="list-style-type: none"> To join and use running stitch, over and back stitch Use appropriate decoration techniques e.g. glued or simple stitches <p>Enquiry Links</p>	<p>To design and make a bed side lamp (make an electrical appliance)</p> <p>Skills</p> <ul style="list-style-type: none"> To incorporate a circuit with a bulb or buzzer into a model. To make structures more stable by giving them a wide base <p>Enquiry Links What was it like for the different classes travelling on board the titanic?</p>	<p>To make a rainforest animal.</p> <p>Skills</p> <ul style="list-style-type: none"> Create a structure Measure and mark tubing Use glue gun with close supervision Use and explore complex pop up. <p>Enquiry Links How are rainforests affected by deforestation?</p>	<p>Design</p> <ul style="list-style-type: none"> Can children develop more than one design or adaptation of an initial design? Are children able to propose realistic suggestions as to how they can achieve their design ideas through notes on drawings? Can children think ahead about the order of their work and decide upon tools and materials needed? <p>Make</p> <ul style="list-style-type: none"> Can ch make a decorated piece of textile using the main stitches? Can children incorporate a circuit into a useful product? Can ch cut internal shapes and use linkages/levers within a pop-up? <p>Evaluate</p> <ul style="list-style-type: none"> Consider and explain how the finished product could be improved Can children discuss how well the finished product meets the design criteria and how well it meets the needs of the user? <p>Technical Knowledge</p> <ul style="list-style-type: none"> Can children explain how a pneumatic system works? Are children able to make a circuit with a switch? <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Are children able to describe the ingredients they are using? Can children follow a written set of instructions?
		<p>To design and make a complex popup book or object.</p> <p>Skills</p> <ul style="list-style-type: none"> To cut slots To cut internal shapes Use lolly sticks/card to make levers and linkages Use linkages to make movement larger or more varied To use explore complex pop ups To create nets <p>Enquiry Links Why have people invaded and settled in Britain?</p>	<p style="text-align: center;">Food</p> <p>To design and make using ingredients found in the new world.</p> <p>Skills</p> <ul style="list-style-type: none"> Develop sensory vocabulary using smell, taste, texture and feel Analyse the taste, texture, smell and appearance of a range of foods To follow instructions To make healthy eating choices To work safely and hygienically To measure and weigh ingredients appropriately To join and combine a range of ingredients <p>Enquiry Links What was the life like in the Shang Dynasty?</p>	

