

## Year 6 Scheme of Work – Design Technology

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
<p><b>Previous learning:</b> Y3 - Lever and linkage systems; cut and shape materials with some precision to make their mechanisms work; join and combine materials and components in a variety of ways; mark out and measure accurately; create a design for a particular purpose; follow a design to create a storybook; evaluate their own and other people's finished products.</p>				<p><b>Next learning:</b> KS3 - Understand how more advanced mechanical systems used in their products enable changes in movement and force.</p>			
6.4 Automata Animals	6-8	<ul style="list-style-type: none"> <li>- Research ideas about different animals to inform my design. Explain how simple cam mechanisms work.</li> <li>- Make a simple cam mechanism. Select materials according to their functional properties.</li> <li>- Research and develop design criteria to inform my design.</li> <li>- Build a framework, accurately using a wider range of tools and equipment.</li> <li>- Understand and use a mechanical system. Evaluate my product.</li> </ul>	<ul style="list-style-type: none"> <li>- Use research to develop design criteria.</li> <li>- Use their knowledge of the animal and movement made by the cam in the design of their automaton.</li> <li>- Measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment.</li> <li>- Work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device.</li> <li>- Use peer feedback and design criteria to help guide the evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Practical activities</li> <li>- Step-by-step guide</li> </ul>	<p>Continuous throughout.</p> <p>Final product</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Understand and use mechanical systems in their products (for example cams).</p> <p>Select from and use a wider range materials and components, including construction materials according to their functional properties and aesthetic qualities.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	Science – mechanisms, animals

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<p><b>Previous learning:</b> Y4 - Name some popular American food; describe how America’s diverse climate affects food grown; -cook a traditional American food working safely and hygienically (chocolate chip cookie); discover how indigenous Americans grew, caught, gathered, prepared and cooked food; follow a recipe to make aubergine jerky; describe where ‘soul food’ originated from; name some staple foods; describe Mexican food; cook a Mexican dish: fajita; examine the history of fast food in America; make no-churn ice-cream.</p>				<p><b>Next learning:</b> KS3 – understand and apply the principles of nutrition and health; cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet; become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]; understand the source, seasonality and characteristics of a broad range of ingredients.</p>			
6.4 Global Food	6-8	<ul style="list-style-type: none"> <li>- <b>Discuss</b> where in the world ingredients come from. Explain that diets around the world are based on similar food groups.</li> <li>- <b>Discuss</b> why rice is a good staple food. Cook rice.</li> <li>- Demonstrate a range of food skills and techniques. Cook Mexican quesadillas and prepare guacamole and salsa.</li> <li>- Demonstrate a range of basic and advanced food skills and cooking techniques. Cook Chinese spring rolls.</li> <li>- Accurately and mainly independently follow a recipe demonstrating a range of cooking techniques. Cook soft German pretzels.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this.</li> <li>- Explain nutritional similarities between different types of food eaten around the world and say why this is important.</li> <li>- Cook a staple food: rice.</li> <li>- Accurately follow a Mexican recipe for quesadillas, salsa and guacamole.</li> <li>- Accurately follow a Chinese recipe for spring rolls.</li> <li>- Use a wide variety of basic food skills such as baking, which enable them to prepare some more complex savoury dishes.</li> <li>- Accurately follow a German pretzels recipe.</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Practical activities</li> <li>- Step-by-step guide</li> </ul>	<p>Continuous throughout.</p> <p>Final product</p>	<p>Understand seasonality, and know where and how a variety of ingredients are grown.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Science/PSHCE – nutrition</p> <p>Geography – Mexico, Germany, China</p>