**Year 6 Design and Technology Curriculum – Summer Term**

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| **Theme: Enterprise project** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| Through a variety of creative and practical activities, pupils should be taught theknowledge, understanding and skills needed to engage in an iterative process of designingand making. They should work in a range of relevant contexts [for example, the home,school, leisure, culture, enterprise, industry and the wider environment]. | **Keyword** | Definition  | **Keyword** | Definition  | **Science** – use knowledge of everyday materials to select appropriate ones for their products. **Food technology skills**.**Art and design** – use and develop drawing skills. Use colour, pattern, texture and shape. **Spoken language** – ask relevant questions to build understanding and their vocabulary.**Mathematics-** money- costings |
| Costing | Estimated cost in producing something | Iterative process | The practice of building, refining, and improving a project, product, or initiative. |
| Profit | Financial gain |  |  |
| Market research | Gathering information about consumers needs or and preferences. |  |  |
| Enterprise | a unit of economic organization or activity.  |  |  |
|  |  |  |  |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| Skills and knowledge from previously taught projects e.g food skills, woodwork skills, sewing skills (Year 1 to Year 6). | Use product design and costings to make a profit. |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. To share and research ideas on potential products the children could make in groups which could be sold for a profit.
 | * Understand which products would be good to be sold to other children e.g. food products, toys (using fabrics or wood e.g. toy cars)
* Understand survey results as to which products would be popular.
* Reactive prior learning by looking back in their Ideas books to see which design projects they enjoyed and which would be good to make as an enterprise project.
 | * Research skills, discussion skills
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| 1. Design a product (as a team) to be sold to children after school.
 | * Which product they will make. Which materials and equipment they will they need and be aware of cost decisions.
 | * Designing, drawing and labelling skills.
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| 1. To make their chosen product.
2. (This may take several sessions).
 | * Know how to construct/ create their product and refine their design as they work.
* Know which skills they need to use to make the product and use an iterative process as they make their product.
 | * Construction skills.
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| 1. To evaluate their chosen product.
 | * How effective was their design. Did it sell well? Would there have been a profit?
* How could the product be improved?
 | * Evaluation skills.
* What went well … Even better if…
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| **Themes and links** |
| **Themes** | **Where these are covered:** |
| **Investigate** | * Lesson 1
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| **Design** | * Lesson 2
 |
| **Make**  | * Lesson 3 (several sessions may be needed)
 |
| **Evaluate** | * Lesson 4. How effective is the product?
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