**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 the  knowledge, understanding and skills needed to engage in an iterative process of designing  and 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. |  |  |
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| **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 | |
| 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. | |
| 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. | |
| 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… | |
| **Themes and links** | | | | | | | |
| **Themes** | **Where these are covered:** | | | | | | |
| **Investigate** | * Lesson 1 | | | | | | |
| **Design** | * Lesson 2 | | | | | | |
| **Make** | * Lesson 3 (several sessions may be needed) | | | | | | |
| **Evaluate** | * Lesson 4. How effective is the product? | | | | | | |