

DT MEDIUM TERM PLAN (MTP) YEAR 6 2020: Taught 2nd Half of each term

DT MTP Y6	Autumn 2: 7 WEEKS	Spring 2: 6 WEEKS	Summer 2: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p>Topic Title: Anderson Shelters</p> <p>Key knowledge: DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b: To 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 DT2/1.3</p> <p>Evaluate DT2/1.3a: To investigate and analyse a range of existing products DT2/1.3b</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c: To understand how key events and individuals in design and technology have helped shape the world</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Researching • Planning • Designing • Building • Evaluating <p>Key vocabulary: WW1, Anderson shelters, Great Britain, research, plan, design, build, construct, evaluate, comment...</p>	<p>Topic Title: Chinese Technology</p> <p>Key knowledge: DT2/1.4a: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures DT2/1.4b: To understand and use mechanical systems in their products DT2/1.4c: To understand and use electrical systems in their products DT2/1.4d: To apply their understanding of computing to programme, monitor and control their products. DT2/1.1b To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT2/1.1a: To 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 DT2/1.2b: To 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 DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design • Make • Evaluate • Technological knowledge <p>Key vocabulary: Shang dynasty, China, research, chariots, engineers, plan, design, construct, test, materials, discuss, comment, evaluate...</p>	<p>Topic Title: Bridges/ construction and Food from the Middle East. Construction Cooking & Nutrition</p> <p>Key knowledge: DT2/1.4a: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures DT2/1.4b: To understand and use mechanical systems in their products DT2/2.1a: To understand and apply the principles of a healthy and varied diet DT2/2.1b: To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet DT2/2.1c: To 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; DT2/2.1c: To understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Research middle eastern food • Annotate • Plan • Design • Make • Evaluate • Cooking and nutrition <p>Key vocabulary: Middle East, countries, food, culture, nutrition, research, annotate, plan, design, food, ingredients, healthy, eating, cooking, baking, balanced diet...</p>
Lesson 1	<p>Lesson objective (s): <u>To research Anderson shelters.</u></p>	<p>Lesson objective (s): <u>To research modes of transport during Shang dynasty.</u></p>	<p>Lesson objective (s): <u>To design an architectural monument</u></p>

	<p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> • Learn about what Anderson shelters were used for. • Explore pictures of Anderson shelters and what are included in them. • Quick a labelled diagram of an Anderson Shelter. 		<p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> • Explore modes of transport during the Shang dynasty. • Understand the use of chariots and how they were created. Explore a range of different chariot designs and how the movement can work. • Draw and label a chariot from research. 		<p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> • Understand what an architectural monument is and locate famous monuments in European cities. • What do they notice about them? What design features can they identify in the monuments. • Design an architectural monument and label clearly and specifically with materials needed. • Measurements are essential in the designs.
Lesson 2	<p>Lesson objective (s): <u>To design a 3D model of an Anderson shelter.</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> • Design a 3D model of an Anderson shelter. • Explore different levels of structure. • Label the designs. 		<p>Lesson objective (s): <u>To design a wheeled chariot.</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> • Understand the use of chariots and how they were created. Explore a range of different chariot designs and how the movement can work. • Begin to design a wheeled chariot with working mechanisms. 		<p>Lesson objective (s): <u>To construct a bridge</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> • Explore a variety of different bridges, and the way that they are constructed. Links to trade. • Groups will design a bridge and create it using only newspaper and sellotape. • Award points for tallest, longest, greenest, strongest bridge. • Evaluate the different ways that each group constructed their bridge, and potential ways to improve it.
Lesson 3	Lesson objective (s):		Lesson objective (s):		Lesson objective (s):

	<p><u>To plan materials needed to build a 3D model.</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> Plan and gather the materials needed for 3D model. First designs of 3D model and materials needed. Use a flat landscape to begin - cardboard/shoebox. 	<p><u>To plan materials needed for the design and build.</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> First designs of 3D model and materials needed. What materials will be needed to create the outer shape of the chariot? Begin the construction. 	<p><u>To research middle Eastern food.</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> Explore foods from Middle East. Which countries are part of the Middle East? What foods do they eat? Pupils to list down the different types of foods. Discuss diet.
Lesson 4	<p>Lesson objective (s): <u>To complete a 3D model.</u></p> <p>Brief outline of main tasks: Design and place Anderson shelter within 3D model. Paint the model and make sure there is detail within the shelter. (if 'look inside' make sure all details are included.</p>	<p>Lesson objective (s): <u>To complete the construction of a wheeled chariot.</u></p> <p>Brief outline of main tasks: First designs of 3D model and materials needed. What materials will be needed to create the outer shape of the chariot? Begin the construction Construct a working mechanism for the chariot (eg. moving wheels).</p>	<p>Lesson objective (s): <u>To design and plan a Middle Eastern meal.</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> Understand what Middle Eastern cuisine is and its characteristics. Explore a variety of different recipes and what is included. Design a meal plan for a family of 4 for a week, using recipes.
Lesson 5	<p>Lesson objective (s): <u>To complete a 3D model.</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> Design and place Anderson shelter within 3D model. Paint the model and make sure 	<p>Lesson objective (s): <u>(continued from last lesson) To complete the construction of a wheeled chariot.</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> First designs of 3D model and materials needed. 	<p>Lesson objective (s): <u>To develop cooking skills.</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> Make a Middle Eastern dish to explore cooking utensils and basic cooking skills.

	<p>there is detail within the shelter. (if 'look inside' make sure all details are included.</p> <ul style="list-style-type: none"> • Make sure that model is completed in this lesson. 	<ul style="list-style-type: none"> • What materials will be needed to create the outer shape of the chariot? Begin the construction • Construct a working mechanism for the chariot (eg. moving wheels). 	<ul style="list-style-type: none"> • Explore how to taste and season food.
Lesson 6	<p>Lesson objective (s): <u>To use textiles to enhance my 3D model.</u></p> <p>Brief outline of main tasks:</p> <ul style="list-style-type: none"> • How can the 3D models be enhanced by using some textiles to create texture within the model? Can you use textiles for above ground? Below ground? Within shelter? • Challenge: can there designs be enhanced with one of two working implements in the model. eg. Moving door? 	<p>Lesson objective (s): <u>To evaluate my projects this term.</u></p> <p>Brief outline of main tasks: Evaluate skills learnt and evaluate objects and models created this term in DT.</p> <p><i>INCLUDE: FINAL PRODUCT / ASSESSMENT AND EVALUATIONS</i></p>	<p>Lesson objective (s): <u>To evaluate my projects this term.</u></p> <p>Brief outline of main tasks: Evaluate skills learnt and evaluate objects and models created this term in DT.</p> <p><i>INCLUDE: FINAL PRODUCT / ASSESSMENT AND EVALUATIONS</i></p>
Lesson 7	<p>Lesson objective (s): <u>To evaluate my projects this term.</u></p> <p>Brief outline of main tasks: Evaluate skills learnt and evaluate objects and models created this term in DT.</p>	TERM END	TERM END

	<i>INCLUDE: FINAL PRODUCT / ASSESSMENT AND EVALUATIONS</i>				
Lesson 8	TERM END				