Design Technology

Textiles Year 6
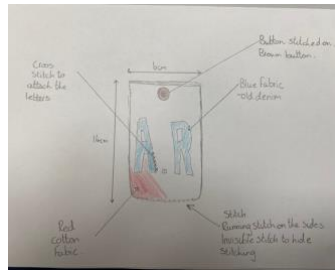
National curriculum		Vocabulary	
KS2 **Design** To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design . **Make** To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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. **Evaluate** To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world		3D attach backstitch blanket stitch button cross stitch design designers fabric fastenings	Lucet hook and eye press stud products running stitch sewing specifications sustainable Velcro zip

Investigate Technical knowledge	Design	Make	Evaluate
Year 5 / 6			
-Develop a simple design specification to guide their thinking -Research product for appeal, function, manufacture and audience.	-communicate their ideas through detailed labelled drawings.	-Use techniques that involve a number of steps -Demonstrate resourcefulness when tackling practical problems -A 3D textiles product can be made from a combination of fabric shapes - Pin, sew and stitch materials together to create a product. -Achieve a quality product.	-Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make -Evaluate their ideas and products against their original design specification
			What fastening did you pick and why? How is your design like your final product? Explain about the stitches you have used? Who is your product for? How much would your product cost?

Learning Objective	Lesson outline

Lesson 1: Investigate/ practical
LO: To research product (phone sock/covering) to create own design criteria.
DT Skills: -Research product for appeal, function, manufacture and audience
Develop a simple design specification to guide their thinking
	Investigate a range of different types of phone socks/ coverings. Focus on materials, fastenings used and shape/size.
	
	Explain that they will be designing and making their own phone sock/covering.
	
	Q. Who will it be for? - The purpose: Protect phone/ stylish.
	
	Appeal to: People with phones/ People who want to look after their belongings
	
	Design criteria:
	
	    - Fit for purpose
	    - Secure (stitching)
	    - Size (What phone will it be made for)
	
	Mind map- Collect lots of ideas.

Lesson 2: Investigate/ practical **LO:** To use a range of techniques to create a protype phone sock/covering. **DT Skills:** -A 3D textiles product can be made from a combination of fabric shapes - Pin, sew and stitch materials together to create a product.	Explain to make a phone sock/covering need to make sure it fits the phone. Explain about patterns and how these are used. This will be discussed but led by the teacher Need to follow sequence/ steps for example cut out pattern, pinned to fabric, cut and then pieces joined together by pinning and then sewing together. Focus practical: All children will have two pieces of material and will practice the following stitches: Running, Back, Invisible and Cross [Teaching Kids to Sew: Threading a Needle and Doing a Running Stitch - YouTube](#) Less able children will only focus on Running stitch. More able will focus and attempt and four stitches. Once the children have attempted and become familiar with the stitches a discussion based around the most effective for the phone sock This is not the final product.
Lesson 3: Design **LO:** To produce a detailed set of labelled designs indicating materials, tools, methods and measurements. **DT Skills:** -Develop a simple design specification to guide their thinking -communicate their ideas through detailed labelled drawings.	The children will design two phone socks/coverings drawings Question: What must our designs include? - Measurements - Fastening (buttons) which stitch to join. - Embellishments - Less able will use Velcro - The children will be encouraged to source and use materials that have been recycled. More able children will draw their own patterns Less able will focus drawing their own patterns to recreate through stitching Children select which design meets that design criteria- This is their final design.
Lesson 4/5: Making **LO:** To use a range of techniques to make a quality product (phone sock/covering). **DT Skills:** -Use techniques that involve a number of steps -Demonstrate resourcefulness when tackling practical problems -A 3D textiles product can be made from a combination of fabric shapes - Pin, sew and stitch materials together to create a product. -Achieve a quality product.	Lesson 4: Source materials and equipment based on final design Evaluate what has been achieved during the lesson and create a list (steps to complete the next lesson) Lesson 5: Complete phone sock based on final design.
Lesson 6: Evaluate **LO:** To evaluate quality of design and final product by focusing on purpose and manufacture. **DT Skills:** -Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make -Evaluate their ideas and products against their original design specification	Photos to be taken of final product. In books the children will refer to their final design and design criteria- What went well? What would you change? Does it meet the design criteria? Less able children will complete a closed procedure. More able will complete the given questions

Working towards	**End of unit assessment** Working at Age related expectations	Working at a greater depth