



Year 6 - Progression of Knowledge and Skills DT

Term	Knowledge	Skills
Autumn 1		
Autumn 2 Topic: Textiles Project to make: Phone or tablet case Local Hero- Blackburn Weavers (Textiles)	<u>Technical knowledge and understanding</u> <ul style="list-style-type: none"> A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate. 	<u>Designing</u> <ul style="list-style-type: none"> Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <u>Making</u> <ul style="list-style-type: none"> Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished.

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<p style="text-align: center;">Autumn 2 Topic: Textiles Project to make: Phone or tablet case Local Hero- Blackburn Weavers (Textiles)</p>		<ul style="list-style-type: none"> • Work within the constraints of time, resources and cost. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work.
<p style="text-align: center;">Spring 1</p>		
<p style="text-align: center;">Spring 2 Topic: Mechanical Systems. Pulleys/Gears Project to make: Fairground Ride e.g. carousel or big wheel Contemporary Icon- Ron Toomer (Mechanical Systems)</p>	<p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project. 	<p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.



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<p>Spring 2</p> <p>Topic: Mechanical Systems. Pulleys/Gears</p> <p>Project to make: Fairground Ride e.g. carousel or big wheel</p> <p>Contemporary Icon- Ron Toomer (Mechanical Systems)</p>		<p><u>Making</u></p> <ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. • Work within the constraints of time, resources and cost. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project.



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<p style="text-align: center;">Summer 1</p>		
<p style="text-align: center;"> Summer 2 Topic: Food Project to make: Yr 6 Café Creating and preparing a menu. </p>	<p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary. 	<p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <p><u>Making</u></p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose.



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<p>Summer 2</p> <p>Topic: Food</p> <p>Project to make: Yr 6 Café</p> <p>Creating and preparing a menu.</p>		<p><u>Evaluating</u></p> <ul style="list-style-type: none">• Carry out sensory evaluations of a range of relevant products and ingredients.• Record the evaluations using e.g. tables/graphs/charts such as star diagrams.• Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.• Understand how key chefs have influenced eating habits to promote varied and healthy diets.