

Inspiring and enabling our school community to live life to the full

Our DT Curriculum gives children the opportunity to develop skills, knowledge and understanding through designing and making functional products for a range of different users. They learn about key inventions and designers. Children are encouraged to think creatively and produce innovative designs as they explore the designed and made world in which they live..



YEAR 6

Subject: DT
Unit: Textiles - Cushions

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

- Year 2 – Making hand puppets
- Year 2 – Learning to use pattern pieces, pin fabrics and sew a simple running stitch including how to cast on and cast off securely.
- Year 5 – Using a range of different fabrics/stitches to create a textile landscape (Art).

Key Vocabulary taught in this unit:

Embroidery, running stitch, back stitch, over stitch, zig zag, blanket stitch, snap fastenings, envelope fold, Velcro, buttons, applique

Intent: What do we want the children to know, be able to do by the time they complete this unit?

Design

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 / investigate and analyse a range of existing products.

Design a cushion to remind you of your time at Crowthorne C of E Primary.

Investigate different types of cushions from different periods in history and different cultures.

Name and know the properties of some common fabrics.

Explore different fastenings: secure, durable, part of design/hidden, use of envelope fold, snap fasteners, Velcro and buttons.

Use research to inform the design of the cushion, ensuring that it is both functional and aesthetically pleasing.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Generate several designs before choosing the most appropriate option.

Produce a clearly annotated design drawing giving details of materials required.

Use correct technical vocabulary when describing materials, sewing techniques and equipment.

Make

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately/ select from a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities

Use appropriate equipment to construct their design (eg correct sized needle, sharp scissors, paper templates, pins etc).

Cut fabrics accurately using pattern pieces.

Understand the need for a seam allowance.

Pin (and tack) materials together before sewing.

Join fabrics using a variety of stitches (ie. hidden stitches: running, back, over, zigzag and visible stitches: over or blanket.)

Choose appropriate decorative materials and adornments to ensure a high quality finish.

Evaluate

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Modify their plan if they make changes during sewing and explain why.

Critically evaluate the appearance and function of their cushion.

Analyse any problems during construction, and explain how these were overcome and how they might alter future designs.

Understand the how the Industrial Revolution led to the mechanisation of textile production which had previously been a cottage industry.

Impact / Outcome:

What will the final product / result be?

Design brief: Design and make a cushion cover to represent their time at Crowthorne C of E Primary.

P4C Inquiry (where appropriate) – n/a