

Year 5 Autumn	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location – The Victorians					
/Autumn 2 Topic: From Field to Fork Enquiry: Can I adapt a recipe for a given budget?	Key stage 2 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]. When designing and making, pupils should be taught to: 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches,	Developing, planning and communicating ideas. • Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail • Use results of investigations, information sources, including ICT when developing design ideas • Working with tools, equipment,	Key Facts: Food and Nutrition– Celebrating culture and seasonality – including cooking and nutritional information Bread Making Skills Recognise and understand some nutrients that contribute to a healthy and balanced diet Understand how to adapt a recipe within a given budget Can describe what a dietary consideration is and give examples of types of diets (e.g. might be through beliefs (religions, vegan, vegetarian) or health (celiac, diabetes etc.)	Subject knowledge vocabulary: Product Purpose Specification Information sources seasonality Topic vocabulary: Yeast Dough Criteria Specification Proving Bacteria Mould Knead Crumb Process Mill Croissant Bagel Wholemeal Soda bread baguette	Pre-requisite learning: Year 4 Adapting a recipe Food safety and hygiene Eat well plate Origins of food from around the world New Learning: Understand some of the basic processes to get food from farm to plate Adapt a recipe Can explain dietary considerations Use food labels to inform choice Vehicles for learning

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	cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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 and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	materials and components to make quality products (inc-food) Select appropriate materials, tools and techniques • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i> Evaluating processes and products • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others	Can explain that food is grown (tomatoes, potatoes and wheat), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world and can provide some examples Understand some of the basic processes to get food from farm to plate Are able to use information on food labels to inform choice Understand the costs of certain foods Know, and can follow, food safety rules and understand their purpose Knead and shape dough into a variety of shapes Carry out research using questionnaires to gather information Identify the needs and wants of a particular individual or group Can taste, evaluate and refine their ideas and dishes against a detailed specification, using the views of others to improve their work.		
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	▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products. Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 2 ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.				
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Year 5 Spring	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Spring 1 Topic: Amazing African Americans					
Spring 2 Topic: South America Road Trip Enquiry: How can I join fabric to make a protective passport holder?	As above	Developing, planning and communicating ideas. - Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail - Use results of investigations, information sources, when developing design ideas Working with tools, equipment, materials and components to make quality products (inc-food) Select appropriate	Key Facts: Textiles. Combining different fabric shapes Design a protective passport holder - Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail - Select appropriate materials, tools and techniques - Measure and mark out accurately - Use skills in using different tools and equipment safely and accurately Make a pattern using accurate measuring Join fabric using running or back stitch	Subject knowledge vocabulary: Mock up - quick 3-D modelling using easy to work and cheaper materials and temporary joints. Useful for checking proportions and scale Specification - describes what a product has to do - Working drawing - detailed drawing contains all information needed to make a product but is updated as changes are made. Manufacture Prototype Topic vocabulary: - Pattern or template - a shape drawn to exact shape and size, used to assist in cutting out. - Seam allowance - extra fabric allowed for joining together -	Pre-requisite learning: Year 3- designing and making gloves. Templates and simple joining techniques New Learning: Design a passport holder Make a paper pattern with seam allowance Use sharp scissors safely and accurately Use a running stitch and back stitch to secure fabric Vehicles for learning

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		materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Cut and join with accuracy to ensure a good-quality finish to the product Evaluating processes and products • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others	Cut and join with accuracy to ensure a good-quality finish to the product • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others	• Tacking - large running stitches to hold pieces of fabric together temporarily. Running and back stitch Seam allowance	
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Year 5 Summer	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Summer 1 Topic: Invaders and Settler – Anglo Saxons					
Summer 2 Topic: Changes – All About Me! Enquiry: How will I build a replica model of St Michael's Church?		Developing, planning and communicating ideas. - Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail - Use results of investigations, information sources, including ICT when developing design ideas Working with tools, equipment, materials and components to make quality products (inc-food) Select appropriate	Key Facts: Structures-frame - Design and make a model of St Michael's church, Stourport. - Understand what a frame is and how it is designed and constructed. - Generate ideas through brainstorming and identify a purpose for their product - Draw up a specification for their design - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail - Use results of investigations, information sources,	Subject knowledge vocabulary: frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional Topic vocabulary:	Pre-requisite learning: Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. New Learning: Build a model of a building using a frame structure. Vehicles for learning Visit St Michael's church in Stourport and identify how the church has been built. Use CAD to design a building.

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		materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately Evaluating processes and products • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others	including ICT when developing design ideas • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others • •		
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