

Year Six Yearly Overview

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Creative | Africa | Incas | WWII | India | Titanic | Lowry |
| Literacy | <p><u>Classic Fiction</u> Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. Use punctuated dialogue. Use expanded noun phrases and adverbials.</p> <p><u>Modern Fiction</u> Varied punctuation. Infinitive and split infinitive verbs.</p> <p><u>Classic Poems</u> Use brackets, dashes, semi-colons, colons and hyphens. Use relative clauses. Use expanded noun phrases adjectives, adverbs and powerful nouns and verbs.</p> <p><u>Dialogue Poems</u> Use perfect forms of verbs. Punctuated dialogue.</p> | <p><u>Biographies and autobiographies</u> Adverbials of space, time and number. Commas to clarify meaning and indicate parenthesis.</p> <p><u>Letters of Complaint and Persuasion (Using the text Pig Heart Boy)</u> Passive sentences. Hyphens to avoid ambiguity. Perfect forms of verbs to mark relationships between time and cause. Modal verbs to indicate degrees of possibility.</p> | <p><u>Horror and Mystery Stories</u> Adverbials of time, place and number and description. Use semi-colons.</p> <p><u>Drama and plays: Shakespeare (+ instruction writing)</u> Direct and indirect speech. Subjunctive forms and commas.</p> | <p><u>Argument and Debate</u> Formal and informal speech and writing. Use of subjunctive forms. Use bullet points, colons and semi-colons.</p> <p><u>Journalistic Writing</u> Use adverbials to develop sentence structure. Commas to clarify meaning and avoid ambiguity. Use varied tense and use the perfect form of verbs.</p> <p><u>Narrative Poetry</u> Use commas to clarify meaning. Use elaborated language of description, including expanded noun phrases, adjectives, adverbial and a variety of subordinate clauses, including relative clauses.</p> | <p><u>Modern Fiction</u> Use commas to clarify meaning or avoid ambiguity in writing Look at the infinitive form of a verb, and the split infinitive Use expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs</p> <p><u>Explanation Texts and Persuasive Writing</u> Use brackets, dashes and commas to indicate parenthesis. Semi-colons, colons or dashes to mark boundaries between clauses. Colons and bullet points. Use apostrophes for contraction and possession.</p> <p><u>Non-chronological Reports</u> Modal verbs to indicate degrees of possibility. Bullet points Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> | <p><u>Poems and poetic devices/Classic Poetry</u> Use frontal adverbials and non-finite verbs to start a sentence. Use elaborated description: adjectives, adverbs, subordinate clauses. Use a full range of advanced punctuation.</p> <p><u>Poetry Study</u> Expanded noun phrases to convey complicated information concisely Relative clauses with an implied (i.e. omitted) relative pronoun. Semi-colons, colons or dashes to mark boundaries.</p> |
| Key Text | <ul style="list-style-type: none"> • Alice In Wonderland • Bog Baby • Harriet Tubman | <ul style="list-style-type: none"> • Four Feet, Two Sandals • Pig Heart Boy | <ul style="list-style-type: none"> • Tango Makes Three • Leaving Liberty | <ul style="list-style-type: none"> • Abomination • Hamlet • Stormbreaker | <ul style="list-style-type: none"> • Who Stole The Mona Lisa? • Holes | <ul style="list-style-type: none"> • Holes |
| Cross Curric. Lit | Letters to Blue Peter. Postcards from Tanzania.. Islam SPAG – RE Africa comprehension | Incan crime news reports. | Evacuee SPAG. Anne Frank SPAG Evacuee postcards. Victim narrative. Holocaust comprehension | Setting descriptions- Varanasi. Taj Mahal SPAG. | Titanic comprehension. Titanic SPAG. Letters from onboard. Persuasive texts. | Letters of complaint – Lowry image. |

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| Maths | 6-digit numbers. Compare/round 3-place decimal numbers. Multiply and divide by 10, 100 and 1000. Mental and written \times/\div - Algebraic formulae Convert units of measure. Read time. | Negative numbers. Compare fractions and mixed numbers. Calculate area, perimeter and volume. Mental and written \div . Add and subtract fractions. Calculate percentages. Multiply fractions. Compare units of measure | 7 digit numbers. Multiply/divide by 10, 100 and 1000. Multiply and divide fractions. Identify properties of shapes. Name parts of a circle. Factors, multiples, prime numbers. $+/-/x/\div$ | Money. Decimals. Averages. Plot co-ordinates. Translate and reflect shapes. Calculate missing angles. Written \times/\div . Ratio. | Round decimals. Negative numbers. Add and subtract decimals. Compare fractions, decimals and percentages. Calculate missing angles. Revise scaling. $+/-/x/\div$ Division with remainders as fractions. | Find equivalent fractions. Classify 2D and 3D shapes. Calculate area, perimeter and volume. |
| Cross Curricular Maths links | Temperature graphs. Problem solving – Tanzanian huts. | Pie charts Fractions Circles | Evacuee problem solving. Anderson shelter problem solving. Victory Gardens- area and perimeter. Path problem solving. Mean average – deaths per country. Bearings and scale. | Time related maths problems. Distance related problems. | Titanic themed maths. | |
| Science | Animals Including Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting). Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. describe the ways in which nutrients and water are transported within animals, including humans Explain the mechanism of breathing to move air in and out of the lungs, using | Light and Sound Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have | Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that | | Living things and their Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics Identify differences between species Describe the variation between individuals within a species being continuous or discontinuous... | Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram |

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| | <p>a pressure model to explain the movement of gases...</p> <p>Describe the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed</p> <p>Describe the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases</p> <p>Describe the effects of recreational drugs on behaviour, health and life processes</p> | <p>the same shape as the objects that cast them</p> <p>Use of ray model to explain imaging in mirrors...</p> <p>Describe the transmission of light through materials; absorption, diffuse scattering and specular reflection at a surface</p> <p>explain colours and the different frequencies of light, white light and prisms (qualitative only)</p> | <p>adaptation may lead to evolution</p> <p>Identify differences between species</p> <p>explain that the variation between species and between individuals within a species means some organisms compete more successfully, which can drive natural selection</p> <p>describe how changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction</p> | | | <p>Talk about electric current...</p> <p>Describe potential difference, measured in volts, battery and bulb rating...</p> <p>differences in resistance between</p> |
| RE | What do religions say to us when life gets hard? | Christmas | Is it better to express your religion in arts and architecture or in charity and generosity? | | <p>What matters most to Christians and Humanists? (Christian, humanist)</p> <p>What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? (Christian, Muslim)</p> | |
| PSHE | <p>Health and Wellbeing</p> <p>Healthy Lifestyles</p> <p>Keeping Safe</p> <p>Growing and Changing</p> <p>Anti-Bullying</p> <p>Protective Behaviours</p> <p>Democracy – Parliament Week/MLK</p> | | <p>Living in the Wider World</p> <p>Rules, Rights and Responsibilities</p> <p>Caring for the Environment</p> <p>Money</p> | | <p>Relationships</p> <p>Healthy Relationships</p> <p>Feelings and Emotions</p> <p>Valuing Difference</p> <p>SRE</p> | |
| Values | Courage | Forgiveness | Hope | Thankfulness | Friendship | Perseverance |
| PE | <p>Team Games:</p> <p>Participate in team games</p> <p>Play competitive games, modified where appropriate through team and individual games</p> | <p>Control and Balance:</p> <p>Bounce a ball on the spot with consistency</p> <p>Respond imaginatively and with control and</p> | <p>Movement Patterns:</p> <p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> | <p>Competitive Games:</p> <p>Participate in team games</p> <p>Play competitive games, modified where appropriate through</p> | <p>Team Games:</p> <p>Participate in team games</p> <p>Play competitive games, modified where appropriate through team and individual games</p> | <p>Team Games:</p> <p>Participate in team games</p> <p>Play competitive games, modified where appropriate through</p> |

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| | <p>Use a range of tactics and strategies to overcome opponents in direct competition</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations</p> | <p>coordination Use different body parts</p> <p>Travel whilst bouncing a ball, showing control</p> <p>Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement. Using either hand, dribble showing changes of speed and direction. Perform a range of rolls consistently including a backward roll.</p> <p>Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency. Incorporate different dynamics and develop new actions with a partner and in a group. .</p> | <p>Choose and link actions to create an expressive dance.</p> <p>Plan and perform a movement sequence showing contrasts in speed/level and direction, Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>Compare, develop and adapt movement motifs to create longer dances.</p> <p>From observations of others, describe constructively how to refine, improve and modify performance?</p> <p>Refine own performance in response to others and self-analysis.</p> | <p>team and individual games</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations</p> <p>Develop an understanding of how to improve in different physical activities and sports.</p> | <p>Use a range of tactics and strategies to overcome opponents in direct competition</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations</p> <p>Develop an understanding of how to improve in different physical activities and sports.</p> | <p>team and individual games</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations</p> <p>Develop an understanding of how to improve in different physical activities and sports.</p> |
| History | <p>Significant Individuals:</p> <p>Describe how their own lives have been</p> <p>Describe how their own lives have been – MLK and Harriet Tubman Literacy unit.</p> <p>Chronological Understanding:</p> <p>To be able to say where a period of history fits on a timeline.</p> <p>Black History Month</p> | <p>Similarities and differences</p> <p>Make comparisons, draw contrasts and identify trends in 2 or more periods of history.</p> <p>Chronological Understanding:</p> <p>To be able to say where a period of history fits on a timeline.</p> <p>To be able to place a specific event on a timeline by decade.</p> <p>To be able to place features of historical events and people from past societies and periods</p> | <p>Knowledge and Interpretation:</p> <p>To be able to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>To be able to summarise how Britain has had a major influence on world history. To be able to summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. To be able to describe features of</p> | <p>Continuity and Change:</p> <p>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and India.</p> <p>Significant Individuals:</p> <p>Describe how their own lives have been – Gandhi.</p> <p>Cause and Consequence:</p> <p>Describe the negative or positive impact of a period of history on contemporary society.</p> <p>Historical Enquiry:</p> | <p>Historical Enquiry:</p> <p>To be able to look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Similarities and differences</p> <p>Make comparisons, draw contrasts and identify trends in 2 or more periods of history.</p> <p>Chronology</p> <p>Create a timeline of dates, details and eras, showing knowledge of how to check for accuracy.</p> <p>Historical enquiry</p> | <p>Local History:</p> <p>Suggest and research information sources required to present an in depth study of a local town or city.</p> <p>Significant Individuals:</p> <p>Describe how their own lives have been – Lowry.</p> <p>Cause and Consequence:</p> <p>Describe the negative or positive impact of a period of history on contemporary society-industrial workplace.</p> |

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| | | <p>in a chronological framework. To be able to appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</p> <p>Continuity and Change: Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of the wider world – Peru and South America.</p> <p>Cause and Consequence: Describe the negative or positive impact of a period of history on contemporary society- Spanish influence/culture</p> | <p>historical events and people from past societies and periods they have studied.</p> <p>To be able to recognise and describe differences and similarities/ changes and continuity between different periods of history.</p> <p>Historical Enquiry: To be able to look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>To be able to identify and explain their understanding of propaganda.</p> <p>Significant Individuals: Describe how their own lives have been – Anne Frank.</p> | <p>To appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.</p> <p>To be able to trace the main events that define Britain’s journey from a mono to a multicultural society.</p> | <p>Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history – propaganda.</p> <p>Cause and Consequence: Describe the negative or positive impact of a period of history on contemporary society.</p> | |
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| <p>Geography</p> | <p>Geographical Enquiry To use maps, aerial photos, plans and web resources to describe what a locality might be like? (Tanzania) To use OS maps to answer questions. Physical Geography: To be able to accurately use a 4 figure grid reference. To be able to create sketch maps when carrying out a field study. Imlil town plan and house cross section. To be able to give extended descriptions of the physical features of different places around the world. To be able to describe how some places are similar and others are different in relation to their human features. Describe environmental regions, key human and physical characteristics, countries and major cities. Geographical knowledge: Name the main lines of latitude and meridian of longitude?</p> | <p>Geographical Enquiry To use OS maps to answer questions. Physical Geography: To be able to accurately use a 4 figure grid reference. To be able to create sketch maps when carrying out a field study. To be able to give extended descriptions of the physical features of different places around the world. To be able to describe how some places are similar and others are different in relation to their human features. Describe environmental regions, key human and physical characteristics, countries and major cities in South America. Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there. Earthquakes.</p> | <p>Geographical Enquiry: To be able to confidently explain scale and use maps with a range of scales. Produce accurate scaled maps. Bearings and scale. Describe in detail the human characteristics of some of the largest cities in the UK, taking into account economic activity and transport systems.</p> | <p>Human Geography:To be able to give an extended description of the human features of different places around the world. To be able to map land use with their own criteria. To be able to describe how some places are similar and others are different in relation to their physical features. Geographical Enquiry: Use the web and satellite mapping tools to find out and present geographical information about a place. Biomes.</p> | <p>Geographical Enquiry To use OS maps to answer questions. Map symbol stories. Physical Geography: To be able to give extended descriptions of the physical features of different places around the world. To be able to describe how some places are similar and others are different in relation to their human features. Describe in detail the human characteristics of some of the largest cities in the UK, taking into account economic activity and transport systems. Liverpool and Belfast. Can describe how places are similar and different. To plan a journey to another part of the world which takes account of time zones. Geographical knowledge: To be able to identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. To be able to explain how the time zones work. Name the main lines of latitude and meridian of longitude? Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there. Iceberg</p> | <p>Physical Geography: Describe in detail the human characteristics of some of the largest cities in the UK, taking into account economic activity and transport systems. Manchester</p> |
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| <p>Computing</p> | <p>E-Safety: Protect password and other personal information. Explain the consequences of sharing too much about myself online. Support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</p> <p>Explain the consequences of spending too much time online or on a game. Explain the consequences to myself and others of not communicating kindly and respectfully. I can tell you about copyright and acknowledge the sources of information that I find online. I know that websites can use my data to make money and target their advertising</p> <p>Handling Data: Plan the process needed to investigate the world around me. Moroccan climate. Check and interpret data. Present data in an appropriate way. Climate graphs. Interpret the data.</p> | <p>Technology in our lives Describe how information is transported on the Internet. Select an appropriate tool to communicate and collaborate online. Talk about the way search results are selected and ranked. Check the reliability of a website. I can tell you about copyright and acknowledge the sources of information that I find online. I know that websites can use my data to make money and target their advertising</p> <p>Multimedia: Talk about audience, atmosphere and structure when planning a particular outcome. Combine a range of media, recognising the contribution of each to achieve a particular outcome. Statue of Liberty Talk about audience and atmosphere. Photo art. Creating and publishing: Create news reports. Create Inca town plans. Design a place of worship (RE) Technology: Use search technologies effectively.</p> | <p>Creating and publishing: Evacuee postcards. Chinese New Year boxes.</p> <p>Technology: Use search technologies effectively. Use technology safely, respectfully and responsibly.</p> | <p>Technology: Use search technologies effectively. Use technology safely, respectfully and responsibly. Communicate with penpals in India.</p> | <p>Programming Explain and program each of the steps in my algorithm. Evaluate the efficiency of an algorithm while continually testing the programming of that algorithm. Recognise when to use a variable to achieve a required output. Use a variable and operators to stop a program.</p> <p>Use different inputs (including sensors) to control a device or onscreen action and predict what will happen. Science Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Technology: Use search technologies effectively. Use technology safely, respectfully and responsibly. Communicate with penpals in India.</p> | <p>Using data programming and control: Explain and program the steps in an algorithm. Evaluate algorithms. Use variable operators to stop a program. Detect and correct errors in algorithms.</p> <p>Modelling and simulation</p> |
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| | <p>Multi-media: Talk about audience and atmosphere. Alice IMovies. Combine a range of media.</p> <p>Technology: Use search technologies effectively. Use technology safely, respectfully and responsibly.</p> | <p>Use technology safely, respectfully and responsibly.</p> | | | | |
| Art | <p>Sculpture/3d: African themed masks (CC) African themed newspaper dolls. To be able to create models on a range of scales</p> <p>Collage: Tanzanian market scene (CC) To be able to justify the materials they have chosen. To be able to combine pattern, tone and shape.</p> <p>Painting: To be able to overprint using different colours. MLK images (Lit).</p> <p>Textiles: Batik images(CC) CC animals.</p> <p>Drawing: To be able to use sketches communicate emotions and a sense of self with accuracy and imagination. To be able to why they have combined different tools to create their drawings.</p> | <p>Collage: Book characters – Literacy (Four Feet, Two Sandals). Justify the use of materials chosen. Combine pattern, tone and shape.</p> <p>Painting: Remembrance Day poppies . R.E Use a wide range of techniques in own work. To be able to overprint using different colours.</p> <p>Drawing: Statue of Liberty (Literacy). Christmas scenes (perspective). Create sketches to communicate emotions. Use different mediums when drawing To be able to combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. To be able to adapt and refine their work to reflect its meaning and purpose, keeping notes and</p> | <p>Sculpture/3D: To be able to create models on a range of scales visual and tactile elements. 3D crosses RE 3D Anderson shelter CC dioramas/models. To be able to include both visual and tactile elements in their work.</p> | <p>Painting: Use a wide range of techniques in own work. Indian lantern designs. Reflective art.</p> <p>Textiles: To be able to adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books. Easter themed fabric collage. R.E</p> <p>ICT: To be able to use software packages to create pieces of digital art to design. Use ICT to manipulate photos. RE – Last Supper.</p> <p>Drawing: Create sketches to communicate emotions. Use different mediums when drawing. (CC Dali inspired Indian elephants.)</p> | <p>Painting: Titanic themed watercolours. Mona Lisa art – Literacy.</p> <p>Drawing: To be able to use their sketch books containing detailed notes, and quotes explaining about items.</p> | <p>Artist study – Lowry</p> <p>Sculpture/3D: To be able to create models on a range of scales Make 3D “matchstick Men” and a Lowry scene- linked to Giacometti.</p> <p>Printing: “Matchstick Men” images. Overprint using different colours.</p> <p>ICT: To be able to use software packages to create pieces of digital art to design. To be able to create a piece of art which can be used as part of a wider presentation.</p> <p>Painting: Use a wide range of techniques in own work. To be able to overprint using different colours. To be able to look carefully at the methods they use and make</p> |

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| | <p>To be able to explain why they have chosen specific drawing techniques. The Scream (Lit) To be able to use their sketch books containing detailed notes, and quotes explaining about items.</p> | <p>annotations in their sketch books. Statue of Liberty images.</p> <p>ICT: Use ICT to create Statue of Liberty images. Use ICT to manipulate photos.</p> <p>Textiles: Incan tunics. To be able to make a record about the styles and qualities in their work. To be able to say what their work is influenced by. To be able to include technical aspects in their work, e.g. architectural design.</p> | | | | <p>decisions about the effectiveness of their printing methods. To be able to make a record about the styles and qualities in their work. To be able to say what their work is influenced by.</p> |
| <p>Design and Technology</p> | <p>Cooking and Nutrition: To be able to use a range of information to inform their design. To be able to carry out market research to inform plans. To be able to follow and refine their plan if necessary. To be able to justify their plan to someone else. To be able to consider culture and society in their designs. Cameroonian banana bread. Developing, planning and communicating ideas</p> | <p>Design and make packaging for a Chinese New Year moon cake RE To be able to consider how their product could be sold.</p> <p>Textiles: Incan tunics. To be able to follow and refine their plan if necessary. To be able to consider culture and society in their designs</p> | <p>Materials Trashion Show – design and make a recycled outfit. To be able to justify why they have selected specific materials. To be able to ensure that their work is precise and accurate</p> | | | <p>DT Cars Materials To be able hide joints to improve the look of their product. To know how more complex electrical circuits and components can be used to create functional electrical products.</p> <p>Mechanism To be able to add a circuit to their product. To be able to think of ways in which adding a circuit would improve their product?</p> |

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| | <p>To be able to use a range of information to inform their design.</p> <p>To be able to they use market research to inform plans. To be able to to follow and refine their plan if necessary. To be able to justify their plan to someone else.</p> <p>To be able to consider culture and society in their designs using surveys and web-based resources.</p> | | | | | <p>To know how mechanical systems such as cams or pulleys or gears create movement</p> <p>Construction</p> <p>To be able to justify why the chosen material was the best for the task.</p> <p>To be able to justify design in relation to the audience.</p> <p>Evaluating processes and products</p> <p>To evaluate how well do they test and evaluate their final product.</p> <p>To evaluate Is it fit for purpose.</p> <p>What would improve it?</p> <p>Would different resources have improved their product?</p> <p>Would they need more or different information to make it even better?</p> <p>Does their product meet all design criteria?</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>To be able to use tools and materials precisely.</p> |
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