

## TERM 1 and 2 OVERVIEW YEAR 5/6 – DT

Term 1 and 2 Book(s) – Who let the Gods out?	
Topic(s) – Researching, designing, making and evaluating a product (an ancient Greek vase).	Guide Time = 7 lessons (4 objectives)
Assessment:	<ul style="list-style-type: none"> <li>• Questions from reading for productivity sessions</li> <li>• Teacher judgement of skills used to design and make their vase</li> <li>• Pupil's evaluation of product</li> </ul>
Links to prior learning (sequencing) and canon book	<p>Link to prior skills: researching, designing and creating (a piece of packaging and a shelter in Cycle A). This will require different skills using differing equipment, techniques and materials. The non variable skills will be researching, designing and making a product that is fit for a particular purpose, that is functional and meets the design criteria.</p> <p>Links to book – Who let the Gods out: set in ancient Greece.</p>
Links to other learning (cross fertilisation)	<p>ICT – Researching. Art – sketching and drawing a design. History – The ancient Greeks. Reading – inference of imagery on vases. Geography – Where is Greece in the world. RE – Greek culture, heritage and beliefs. Science – materials (clay).</p> <p><u>The World Beyond Us:</u>      How was clay from the ground first discovered and when / how was it realised that by applying heat it could change the material?</p> <p><u>The World Around Us:</u>      How is clay used in countries around the world today – for what functions?</p> <p><u>Modern Britain:</u>      What other materials are used instead of clay today, what functions and why are other materials more favourable?</p> <p><u>Healthy Bodies &amp; Healthy Minds:</u>      How can activities and hobbies (such as pottery) benefit the health of the mind?</p>
<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• Greek Vases were made from clay dug from the ground.</li> <li>• The name given to the clay and minerals from the ground was 'terracotta'.</li> <li>• Your clay should be wet when bending it to form a curve, otherwise it may crack!</li> <li>• Firing means applying heat to harden clay in a large oven called a kiln.</li> </ul> <p><b>Fat (BIG) Questions:</b></p> <ul style="list-style-type: none"> <li>• What can be inferred from the imagery on Greek vases?</li> <li>• Why was clay such a popular material for Greek pots and vases?</li> <li>• What does the word 'ceramics' refer to?</li> <li>• Is a piece of work ever finished?</li> </ul>	

	<p><u>Culture:</u> Do vase functions, sizes and designs alter depending on culture, and how? What do the images on ancient Greek vases infer to us about their culture?</p> <p><u>Technology in Action:</u> How has technology changed the way that products are made today in comparison to how the ancient Greek era?</p>	
<p><b>Links to future learning</b></p>	<p>The skills used in this unit are all transferable to future learning. Most DT projects will require a level of research, design / planning and application of skills using a range of mediums and skills to make a product. For example, in cycle B upcoming is designing pulleys.</p>	
<p><b>Character/Wider Development ('50 things', cultural capital, skills)</b></p>	<p>Skills learnt and practised in this unit will provide early stages of employability skills: builders, architects etc.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Research styles, functions, sizes and designs of a range of vases by watching video links provided and making notes.	To research the history of Ancient Greek Vases	<p>Can pupils come up with a range of ideas after they have collected information?</p> <p>Can pupils use a range of information to inform their design?</p> <p>Can pupils come up with a range of ideas after they have collected information?</p>	<p>Research</p> <p>Vases</p> <p>Information</p> <p>Collect</p> <p>Inform</p> <p>Range</p> <p>Styles</p> <p>Functions</p> <p>Patterns</p>	<p>GD: Deepen the moment:  What can be inferred from the images on the vases?</p> <p>SEND:  Paired with HA pupils for researching, access to laptops and iPads for repeated watching of videos and navigating websites.</p>	<p>All vases were the same</p> <p>All vases had the same function</p> <p>Vases were just for decoration</p> <p>The images on them were never a real reflection of Greek culture and general lifestyle.</p>	<p>IWB</p> <p>Video / youtube links:  All found on the trust shared in DT folder.</p>
Design / Plan a design using a template or sketching a design. This will include selected patterns and imagery of pupils' choice linked to their research.	To design an ancient Greek vase	<p>Do pupils take a user's view into account when designing?</p> <p>Can pupils produce a detailed step-by-step plan?</p> <p>Can pupils justify their plan to someone else?</p> <p>Do pupils consider culture and society in their designs?</p>	<p>Plan</p> <p>Design</p> <p>Sketch</p> <p>Account</p> <p>Justify</p> <p>Consider</p> <p>Culture</p>	<p>GD Deepen the moment:  Sketch and design your own style of vase (instead of using a template).</p> <p>SEND: Templates provided and images of example basic patterns</p>	<p>Only patterns or pictures can be used.</p> <p>There can't be a combination of both.</p> <p>All patterns must be symmetrical</p> <p>Clay was naturally orange</p>	<p>IWB / PP</p> <p>Photo Pack</p> <p>Deign templates</p> <p>All found on the trust shared in DT folder.</p>

			Society			
Use clay to make a vase based on their designs. There are video clips to show how to do this.	To make an Ancient Greek vase from clay	<p>Can pupils follow and refine their plan if necessary?</p> <p>Can pupils use a range of tools and equipment expertly?</p> <p>Do pupils persevere through different stages of the making process?</p> <p>Did pupils consider the use of the product when selecting materials?</p> <p>Does their product meet all design criteria?</p>	<p>Ceramics</p> <p>Clay</p> <p>Pottery</p> <p>Modelling</p> <p>Scoring</p> <p>Hollowing</p> <p>Pinching</p> <p>Coiling</p>	<p>GD Deepen the moment: Research how some pottery designers would personalise their work and 'mark it'. Can you create your own personalised mark?</p> <p>SEND Supported by adults and peers to make their vase. Certain steps may be done for them (this will be bespoke to individual needs)</p>	<p>What the key skills are and what the terms mean.</p> <p>That clay is always a solid and has to be 'chipped' in to.</p> <p>The clay will always be soft so can be manipulated time after time.</p>	<p>IWB / PP</p> <p>Youtube links</p> <p>Photo Pack</p> <p>Deign templates (completed by now)</p> <p>All found on the trust shared in DT folder.</p>
Evaluate product based on design criteria, picking out good points and improvement points.	To evaluate my Ancient Greek vase	<p>Do pupils keep checking that their design is the best it can be?</p> <p>Do pupils check whether anything could be improved?</p>	<p>Evaluate</p> <p>Fit for purpose</p> <p>Function</p> <p>Good points</p> <p>Improvements</p>	<p>GD Deepen the moment: Summarise and explain the more advanced skills needed to design a decorative vase (use the key words list, slide 4).</p> <p>SEND</p>	<p>Evaluate just means talk about what steps were taken.</p>	<p>IWB</p> <p>Key vocabulary list (on IWB)</p> <p>All found on the trust shared in DT folder.</p>

		<p>Can pupils evaluate appearance and function against the original criteria?</p> <p>How well do pupils test and evaluate their final product?</p> <p>Is it fit for purpose?</p> <p>What would improve it?</p>	<p>Appearance</p> <p>Criteria</p> <p>Test</p> <p>Reflect</p>	<p>Bespoke to needs regarding writing – mirror SEND support in writing lessons for this task.</p>		
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**Context (big picture learning)**

In this unit, pupils will primarily learn how to research, design / plan, make and evaluate a product that is functional, fit for purpose and meets the design criteria. Whilst learning these skills, they will also gain an understanding of key / specific / topic related vocabulary (see above). Pupils will learn how to perform skills such as: modelling, scoring, hollowing, pinching and coiling, which are all bespoke to this unit of work. Pupils will learn transferable skills, early employment skills, and will practise being reflective and evaluative in order to improve their outcomes. This unit also provides many opportunities for cross-fertilisation, as stated in the '*Links to other learning (cross fertilisation)*' section of this planning document.

Link to resources: IWB slides, accompanying resources lesson by lesson, reading for productivity one for each lesson)

Folder name (Trust Shared>Primaries>Cycle B>DT)

## Knowledge Organiser-Design and Technology-Term 1

### VIPs

Greek Vases were made from clay dug from the ground.  
 The name given to the clay and minerals from the ground was 'terracotta'.  
 Your clay should be wet when bending it to form a curve, otherwise it may crack!  
 Firing means applying heat to harden clay in a large oven called a kiln.





### Key Vocabulary

- Ceramics:** a term given to any art work produced using clay.
- Clay:** Moist sticky earth. Liquid clay is called slip.
- Pottery:** Objects shaped from moist clay and hardened by heat.
- Modelling:** Working clay into a shape or form.
- Scoring:** Cutting or scratching the surface, used to join parts of a pot e.g. a handle.
- Firing:** Applying heat to harden clay in a large oven called a kiln.
- Glaze:** A coating of coloured liquid glass applied to ceramics between firing.
- Hollowing:** Removing the inside of a solid.
- Pinching:** Squeezing between the thumb and a finger
- Coiling:** Fixing rings of clay on top of each other.

### Intent

To research, design and produce a prototype a product in order to evaluate its quality and to use this process to improve the product over time to reflect and develop the skills needed to thrive in many areas of industry.

Key Facts	Ancient Greeks	Kate Malone
<b>Life</b>	1000BCE - 400 BCE	1959 – present
<b>Country of birth</b>	Ancient Greece	London, UK
<b>Style</b>	Painted whole or part of the vase with a thin black adhesive paint.	Huge, organic shaped pots inspired by the sea, land and magma.
<b>Media</b>	Attic clay (keramos) from Corinth to produce pottery (kerameikos)	Large sculptural clay vessels and rich, bright glazes.
Kate Malone: 'Pots were fired several times in the same kiln in order to achieve the required finish and colouring.' Ancient Greeks: 'A good Greek vase probably cost only a day's wage.'	 A hydria: ancient Greek vessel in clay or bronze used to carry water. c. 500 BCE (British Museum, London).	 Fish – drinking fountain 2009

### FAT Questions

What can be inferred from the imagery on Greek vases?  
 Why was clay such a popular material for Greek pots and vases?

What does the word 'ceramics' refer to?



**Earthenware:** low firing clay is fired between 900°C - 1100°C. White earthenware is used for hand building and slip ware. Red earthenware



**Stoneware:** mid firing clay fires between 1000°C- 1200°C. White/ red stone ware used for hand building and throwing. Grogged clay – has inclusions of silica to increase the strength of the clay – used for building



**Porcelain:** High firing clay fires between 1100°C -1300°C (brilliant white when fired). Throwing vessels, hand building and slip versions are



**Natural** this is dug from clay beds in the ground often found near to coal deposits, this can be any of the categories of clay. The clay needs a lot of processing to