



**Enquiry Question**

Can you design the school bag of the 2020s?

**Focus:**

Textiles

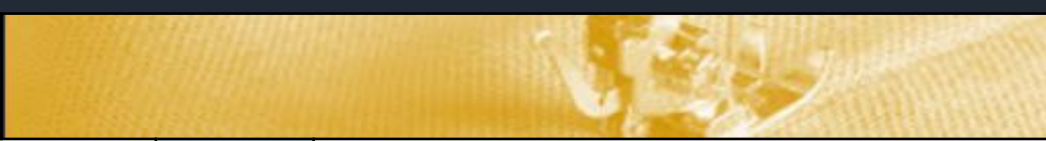
**CULTURAL DIVERSITY**  
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

**POSSIBILITIES**  
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

**ADVENTURE**  
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons	Outcome - from overview	Skills used (NC)
1 <i>As designers, we are learning to research the history of the school bag.</i>	Knowledge Harvest: What do you know about bag design? Look at the history of the school bag on a timeline and make notes on likes and dislikes.	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 Understand how key events and individuals in design and technology have helped shape the world
2 <i>As designers, we are learning to evaluate a range of school bags.</i>	Evaluate a range of different school bags and create a list of questions to ask a focus group.	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
3 <i>As designers, we are learning to develop a design criteria for a new school bag.</i>	Ask questions to a focus group (children in a different year group) and analyse results to create annotated sketches showing overall likes for a school bag to be included in final 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
4 <i>As designers, we are learning to design a new school bag.</i>	Create an annotated final design showing materials needed and required stitching. Create a pattern to use to make the bag.	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
5 <i>As designers, we are learning to make a new school bag.</i>	Following the design, use a variety of materials and stitching methods to create a prototype school bag.	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
6 <i>As designers, we are learning to evaluate our design and prototype school bag.</i>	Present bag to the focus group and evaluate against original design criteria.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Composite: Design and create a bag for Christmas using the your knowledge of 2020s style and skills learn over the lessons.





**Enquiry Question**


How can I use electrical systems in a product?

**Focus:**

Electrical systems (linked to science)

**Be Brilliant**   
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

**Believe**   
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

**Bebrave**   
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

	Sequence of lessons	Outcome - from overview	Skills used (NC)	
	1	<i>As designers, we are learning to investigate circuits.</i>	Explore examples of burglar alarms and other electrical sensor items. Links to science— What components do they use? Compare shapes, sizes and materials used.	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
	2	<i>As designers, we are learning to design and build a circuit with a buzzer.</i>	Choose materials and electrical components thoughtfully to create a circuit with a buzzer and draw a circuit design.	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
	3	<i>As designers, we are learning to design an electrical warning system.</i>	Applying knowledge from research and science investigations, create a design for a giant warning system that triggers when a circuit is completed.	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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
	4	<i>As designers, we are learning to design an electrical warning system.</i>	Use a range of materials and electrical components to build, test and improve an electrical warning system.	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
	5			
	6	<i>As designers, we are learning to evaluate our design.</i>	Look critically at the product and compare to the original design. Present to the class what went well and what could be improved if made again.	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Composite: Working with Kerriers Solar Farm to design and create a solar toy