<table>
<tr><th>Year 4</th><th>Topic Title – Roman Sandal</th><th>Key Vocabulary</th></tr>
<tr><td>National Curriculum Objectives:

Pupils should be taught:
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, 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</td><td rowspan="2">Research Roman Fashion predominantly footwear
Look at sandals from now (pictures or real) and discuss materials and compare against a Roman sandal
Design a prototype of a Roman Sandal
Communicate ideas through sketch work and exploded diagrams
Make a prototype of a Roman Sandal out of paper and card and join materials together using glue/tape
Know what a J cloth is
Learn how to do a simple running stitch using binka, needle and thread
Know that this is a way of joining materials as well as using glue, tape, (fabric glue for material – previous knowledge)
Design a final design of a Roman Sandal based around prototype findings
Using a J cloth, make a Roman Sandal and use a running stitch to join the materials together
Explore fastenings i.e. buttons and how to attach to material.
Decorate sandals using appropriate techniques
Evaluate product against design and consider views of peers.</td><td rowspan="2">Design
Make
Evaluate
Research
Romans
Fashion
Sandals
Compare
Prototype
Sketch
Exploded diagram
J cloth
Binka
Thread
Needle
Running stitch
Fastenings
Buttons
Attach</td></tr>
<tr><td>Key Learning in Art and Design – Textiles

• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.
• Match the tool to the material.
• Develop skills in stitching, cutting and joining.</td></tr>
<tr><td>Possible Community Links</td><td>Previous Learning Experiences:</td><td>Future learning experiences:</td></tr>
<tr><td>World Museum in Liverpool</td><td>Year 1 – Making a hand puppet for a puppet show. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Apply colour with printing, dipping, fabric crayons.</td><td>Year 5 – Fashionista</td></tr>
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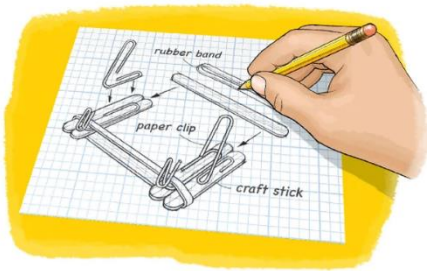
Year 4	Topic Title – Make a stand for a mobile phone or tablet	Key Vocabulary
National Curriculum Objectives: Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, 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	Look around you – Desks, chairs, lamps, doors, pencil holders, etc. Many of these objects, were probably designed by engineers who had to figure out solutions, such as: finding the best building materials; determining the weights the objects need to support; and devising efficient ways to manufacture them. Now look around the classroom or around school and gather office supplies/school supplies and discuss in groups what they are originally used for – lolly sticks, paper clips, rubber bands, binder clips, magnets, card, cardboard, other craft materials such as glue, pieces of dowel, wood, paper. Problem - Research different phone and tablet stands and print pictures and stick them down. Discuss why people need stands for phones and tablets, what are the benefits of having a stand? Brainstorm solutions as a class or in small groups and then start to sketch ideas using the school/office supplies to make a stand. Build a prototype of the stand and try it out. - *(If you don't have a phone available, you can make a substitute phone and design a holder for it. First, cut out a rectangular piece of corrugated cardboard about the same size as a smartphone. To make it heavier, tape a rectangular grid of coins to one side of the cardboard. It should now be about the same size and weight as a phone)* Iterate - (do some of the steps more than once) things rarely work perfectly on the first try. Understand that you might think you have the perfect design for something, then test it and find out it doesn't work at all—so it's back to the drawing board. Try out the engineering design process and design your own phone/tablet stand. Evaluate the final design and discuss or note down how you would have done things differently if given the chance again.	Design Make Evaluate Engineers Materials Problem Solution Brainstorm Prototype Iterate Discuss 
Possible Community Links	**Previous learning experiences:**	**Future learning experiences:**
	Year 2- Making vehicles	**Year 6 – structures**