






Crofton Junior School – DT Knowledge Organiser – Stone Age Boy and Stone Girl, Bone Girl – Year 3 Spring Term



Unit of Work	DT – Stone Age Boy and Stone Girl, Bone Girl – Stone Age Sandal
Text Driver the Unit of Work Links to	Stone Age Boy Stone Girl, Bone Girl
Key Strand	Master Practical Skills – Materials Take Inspiration from Design Throughout History
Overview of the Unit of Work	<p>Pupils will follow a process to develop and make a Stone Age sandal. They will think about the product, its purpose, intended users, inspiration, features, materials and techniques they will use. They will cut materials accurately and safely, measure and mark out when cutting, apply appropriate cutting and shaping techniques and select appropriate joining techniques. Pupils will also identify some great designers in history, improve upon existing designs and disassemble products to see how they work. They will do this by looking at the website: https://www.vam.ac.uk/shoestimeline/ that shows a timeline of shoe designs throughout history, starting at Egyptian Sandals in 1550 BC all the way up to Clarks rebooted in 2015.</p>
Prior Learning & Vocabulary	<p>Taken from the KS1 Curriculum: 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 and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none">• design purposeful, functional, appealing products for themselves and other users based on design criteria• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none">• build structures, exploring how they can be made stronger, stiffer and more stable• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

	<p>Vocabulary: design, make, evaluate, technical, purposeful, appealing, criteria, generate, develop, model, communicate, ideas, templates, tools, practical, materials, components, construction</p>
<p>Sticky Knowledge</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • To follow a process to develop and make a product. First in the design process is thinking; this is where designers develop a product outline. They will think about the product, its purpose, the intended users, ideas and inspiration from existing products, the product's features and the materials and techniques they will use • How to cut a range of materials accurately and safely by selecting appropriate tools. • How to measure materials and mark out where to cut to the nearest millimetre. • How to apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut-outs) and select appropriate joining techniques. • About some of the great designers in history and improve upon any existing designs - for example, the Duke of Wellington's Wellington boot idea to C & J Clark and their designs (Clarks) founded in 1875. Also, how shoes weren't specifically made for the left and right feet until the 1830s in France. • How a range of materials were used in different ages of time e.g. straw (Stone Age), reeds (Egyptians), hemp (Xi'an) and leather (Romans) https://www.vam.ac.uk/shoestimeline/ • That it is important to disassemble products to see how they work or have been made. <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>
<p>New Vocabulary</p>	<p>product – a product is something that is made purpose – this is what something is used for inspiration – where you get ideas from features – something that makes an object recognisable materials – what a product is made out of technique – the skills and methods used to make something existing – something that already exists shaping – to manipulate material joining – bringing two or more things together disassemble – to pull something apart</p>

Post Learning

During the Spring Term of year 4, pupils will look at materials again by making Egyptian inspired cushions.
Pupils will also look at materials in the Autumn term of year 6 when they make constellation frames whilst studying Ancient Greeks.