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| **Year 6** | |
| **Viking Sheath** | |
| **Links made with**  **other subjects** | English, Maths |
| **The BIG Question** | Can you make a Viking sheath? |
| **The BIG Outcome** | To make a replica Viking sheath using a range of stitches (running, over, back, whip, straight, basting, hem stitch) |
| **DT objectives**  (link to NC) | Design   * 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   Make   * 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.   Evaluate   * Explore and evaluate a range of existing products. * Evaluate their ideas and products against design criteria.   Technical knowledge   * 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. |
| **Prior knowledge** What prior knowledge is needed for children to be successful in this unit? | * Prior skills have included: drawing around a template; joining sheet materials using glue, drawn products, joined fabrics in simple ways by gluing and stitching, used simple patterns/templates for measuring and marking out, evaluated products, stitched and joined textiles, written simple specifications, planned their work in a step-by-step approach   This unit builds on: Reception – Weaving materials Year 1 – Design and make a kite  Year 2 – Design and make a finger puppet Year 3 - Design and make a bookmark Year 4 – Design and make a Roman coin purse Year 5 – Design and make a Anglo Saxon drawstring bag |
| **Future learning** Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of  concepts | This unit gives prior knowledge to:   * Key Stage 3 Curriculum |

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| **DT strands** | * 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   Make   * 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   Evaluate   * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria   Technical knowledge   * 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. |
| **Vocabulary/ Glossary** | specification, flow chart, mock-up, accurate, users, fabric swatches, working, drawing, pattern/template, working properties, seam, seam allowance, insulation, sole, upper, inner, reinforce, right side/wrong side, stitch, stitching, tacking, wadding, hem |
| **Knowledge**  (see italics for knowledge to remember) | The knowledge that children will learn and remember:   * *Investigate and analyse a range of existing products.* * Introduce this unit by showcasing a range of Viking sheaths. Discuss with the children what they think they are and how they have been constructed. * Focus the children’s attention on the fabrics and materials used and how they have been designed and decorated. Ask them about the touch and appearance of fabrics and how the material suits the purpose. * Discuss with the children the suitability of the Viking sheath for different users and their purpose; including appearance, function, comfort, cost and safety. * Ask the children to choose a design and write down the most important points in a specification that the designer might have worked to. * Ask the children to investigate different materials for warmth, wear and strength * Evaluate Viking sheaths considering appearance, function, cost and safety * *Generate, develop, model and communicate their ideas through discussion and annotated sketches*. * Explain to the children that they are going to design a Viking sheath. Discuss the purpose. What could you do? What do you need to know? Where could you find the information? * Ask the children to draw up specifications. What will the Viking sheath look like? What decoration will it have? * Ask the children to sketch or model ideas using paper and tape or inexpensive material and pins/staples. * Ask the children to make a working drawing and pattern of the chosen idea, including measurements and fabric swatches. Remind the children to think about touch, feel and protective properties when they are choosing the fabric. What materials would work well? How will you decorate it? How much do you need? How will you make this? * Ask the children to write a step-by-step plan or draw a flow chart to demonstrate the order in which they will proceed. |
|  | * Check that the children’s final idea and construction is realistic before they begin. * Remind the children about economical use of fabric.  1. *Use a range of tools and equipment to perform practical tasks accurately.*  * Provide children with a range of sewing materials / resources: needles, thread, pins, scrap material, buttons, scissors, pencils. * Look at and discuss a number of sewing stitches and decorative techniques which children should attempt on their square of material. Adult to demonstrate how to do some of the stitches. * Children to practice key skills, thread a needle, tie a knot, basting stitch, whip stitch, straight stitch, hem, back stitch.  1. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card. 2. Use simple finishing techniques suitable for the product they are creating.  * At this point, children will have a template of their slippers. Children to cut around the template and begin piecing their fabric together using their chosen stitch. * Children to follow a step-by-step plan and follow a flow chart to demonstrate the order in which they will proceed. * Remind children to use the material back to front so the seam cannot be seen from the outside. * Emphasise that the Viking sheath needs to have a good quality finish.  1. *Know and explain how to create a pair of slippers*  * Children to think and talk through how their product is used and what holds it together. * To be able to discuss and explain their design process of how they created their slippers.  1. *Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.*  * Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas. * Ask children to take out their Viking sheath. Does it do the job as intended? * Tell children that today they will be evaluating their finished product. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas. * Ask children to get into partners and discuss: What did you most enjoy about making your Viking sheath? What did you find most difficult? What would you do differently if you were going to make your Viking sheath again? |

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| **SEND expectations** Adult support where possible.  Success to be determined by outcome. | The knowledge that children will learn and remember:   1. *Investigate and analyse a range of existing products.*  * Introduce this unit by showcasing a range of Viking sheaths. Discuss with the children what they think they are and how they have been constructed. * Focus the children’s attention on the fabrics and materials used and how they have been designed and decorated. Ask them about the touch and appearance of fabrics and how the material suits the purpose. * Discuss with the children the suitability of the Viking sheath for different users and their purpose; including appearance, function, comfort, cost and safety. * Ask the children to choose a design and write down the most important points in a specification that the designer might have worked to. * Ask the children to investigate different materials for warmth, wear and strength*.*  1. *Generate, develop, model and communicate their ideas through discussion and annotated sketches*.  * Explain to the children that they are going to design a Viking sheath. Discuss the purpose. What could you do? What do you need to know? Where could you find the information? * Ask the children to draw up specifications. What will the Viking sheath look like? What decoration will it have? * Ask the children to sketch or model ideas using paper and tape or inexpensive material and pins/staples. * Ask the children to make a working drawing and pattern of the chosen idea, including measurements and fabric swatches. Remind the children to think about touch, feel and protective properties when they are choosing the fabric. What materials would work well? How will you decorate it? How much do you need? How will you make this? * With support, the children to write a step-by-step plan or draw a flow chart to demonstrate the order in which they will proceed. * Check that the children’s final idea and construction is realistic before they begin. * Remind the children about economical use of fabric.  1. *Use a range of tools and equipment to perform practical tasks accurately.*  * Provide children with a range of sewing materials / resources: needles, thread, pins, scrap material, buttons, scissors, pencils. * Look at and discuss a number of sewing stitches and decorative techniques which children should attempt on their square of material. Adult to demonstrate how to do some of the stitches. * Children to practice key skills, thread a needle, tie a knot, basting stitch, whip stitch, straight stitch, hem, back stitch.  1. *Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card.* 2. *Use simple finishing techniques suitable for the product they are creating.*  * At this point, children will have a template of their slippers. Children to cut around the template and begin piecing their fabric together using their chosen stitch. * Children to follow a step-by-step plan and follow a flow chart to demonstrate the order in which they will proceed. * Remind children to use the material back to front so the seam cannot be seen from the outside. * Emphasise that the Viking sheath needs to have a good quality finish.  1. *Know and explain how to create a pair of slippers*  * Children to think and talk through how their product is used and what holds it together. * To be able to discuss and explain their design process of how they created their slippers.  1. *Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.*  * Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas. * Ask children to take out their Viking sheath. Does it do the job as intended? * Tell children that today they will be evaluating their finished product. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas. * Ask children to get into partners and discuss: What did you most enjoy about making your Viking sheath? What did you find most difficult? What would you do differently if you were going to make your Viking sheath again? |

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| **Resources** | * A collection of Viking sheaths. * Selection of fabrics and materials e.g. felt, dipryl (used for making disposable clothes), baize, hessian, calico, corduroy, wadding, bubble wrap, foam * Fabric paints, sequins, embroidery threads * Needles, pins, threads, fabric scissors, paper/grid paper |
| **Lesson resources** | * Viking purse scheme of work which can be adapted: <https://www.tes.com/teaching-resource/viking-purse-12526624> * Viking pouch (similar to Year 5 scheme of work) which can be adapted:   <https://www.twinkl.co.uk/resource/viking-drawstring-pouch-ks2-craft-t-tc-1638976352>   * Viking sword scabbards: <http://www.vikingage.org/wiki/wiki/Sword_Scabbards> |