



**Design and Technology Topic:** Design & Create a Piece of Clothing- Promote their Individuality.

**Year:** 6 **Term:** Autumn 2

## Key Knowledge/Content:

- To know fashion designers sketch designs of clothing, footwear, and accessories. Fashion designers create original clothing, accessories, and footwear.
- To know individuality is the quality or character of a particular person or thing that distinguishes them from others of the same kind, especially when strongly marked.

## Links to:

### Prior learning:

The children designed, made and evaluated an Andersen shelter.

### Future learning:

The children are going to design and create a moving toy.

## Key vocabulary with definition:

### Prior vocabulary:

- Footprint plan – A building footprint provides the outline of a building drawn along the exterior walls, with a description of the exact size, shape, and location of its foundation.
- Architects - A person who is qualified to design buildings and to plan and supervise their construction.
- Triangulation - The practice of using multiple sources of data or multiple approaches to analyse data.

### New vocabulary:

- Lettering - The letters written or printed on something.
- Modify - Make partial or minor changes to (something).
- Textiles - A type of cloth or woven fabric.
- CAD – Computer-aided design.

## By the end of this unit

**All children can:** **design** a product, **measure** materials and **assemble** materials confidently, **discussing** their own product and compare with others.

**Most children can:** **demonstrate** how to add details to make their product authentic.

**Some children can:** **explain** their product and who else may be a user of their product and confidently **use** data to discuss popular and unpopular products.

## Background understanding for teachers and parents:

The children are going to design, make and create a piece of clothing which promotes their individuality. The children will explore designers, materials and practise a range of joining techniques. Children will have the opportunity to evaluate and compare products.

## Curriculum Driver (one):

Communication

### Evidence outcome:

The children are going to be discussing and comparing a range of architects.