



## ADVENTURERS

### COME FLY WITH ME! AFRICA

Year 4

#### COOKING AND NUTRITION

- To understand and apply the principles of a healthy and varied diet.
- To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- To understand how climate affects and impacts on the food we grow.
- To learn about the history of African food and how immigration has influenced what we eat.
- To learn about Fairtrade and the ways in which it can be supported.
- To cook various dishes of African origin.

#### DESIGN, MAKE, EVALUATE

- To 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.
- To 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.
- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- To learn about the Oba plaque, understand its significance and trace its origins to the Benin Empire.
- To design and create a class plaque.

### LIGHTNING SPEED

Year 4

#### DESIGN, MAKE, EVALUATE

- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- To 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.
- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- To understand the life of a genius inventor and design a communication device that is suited to his needs.
- To create a prototype and evaluate its effectiveness.



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<b>ATHENS v SPARTA</b> Year 3	<b>PICTURE OUR PLANET</b> Year 3		<b>UNDER THE CANOPY</b> Year 4
<p><b>DESIGN, MAKE, EVALUATE</b></p> <ul style="list-style-type: none"> <li>To understand how key events and individuals in design and technology have helped shape the world.</li> <li>To 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.</li> <li>To 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.</li> <li>To study ancient Greek architecture and learn about the three main columns used in Greek buildings: Doric, Ionic and Corinthian.</li> <li>To learn how to design and make a model Pantheon or theatre with pillars and plinths.</li> </ul>	<p><b>COOKING AND NUTRITION</b></p> <ul style="list-style-type: none"> <li>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>To learn about the Scottish Tablet and prepare it using various cooking techniques.</li> </ul>	<p><b>DESIGN, MAKE, EVALUATE</b></p> <ul style="list-style-type: none"> <li>To 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.</li> <li>To 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.</li> <li>To know that the leaves of the pandanus tree are dried and used for weaving by Fijians.</li> <li>To learn to weave placemats using a range of materials such as paper, rafia or wool.</li> </ul>	<p><b>DESIGN, MAKE, EVALUATE</b></p> <ul style="list-style-type: none"> <li>To 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.</li> <li>To 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.</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>To understand the life of a child from an undiscovered tribe and design a suitable toy for her.</li> <li>To create a prototype and evaluate its effectiveness by linking it to the child's environment and traditions.</li> </ul>



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### FOCUSED TASKS

<b>Structures</b>	Design, make and evaluate a siege weapon	Year 3
<b>Mechanisms –Levers and Linkages 1</b>	Design, make and evaluate a celebration card that includes a mechanical system	Year 4
<b>Mechanisms –Levers and Linkages 2</b>	Design, make and evaluate a 'picker-upper' to be sold in the gift shop at the Natural History Museum	Year 3
<b>Mechanisms –Levers and Linkages 3</b>	Construct more complex mechanical systems	Year 4
<b>Textiles</b>	Design and make a soft toy to sell in a zoo's souvenir shop	Year 4
<b>Food Technology</b>		Year 3