

Pioneer Federation
Medium term plan
UKS2 Cycle 1, Term 4
D.T



Subject: D.T			
Key Concept/Theme: The Victorians – Golden Age or Dark Age?			
Prior Learning links: KS1 - Why should we look after the oceans? Making badges LKS2 Dreams and Goals What Makes a Dream? Sewing Tie-dye			
Vocabulary: , embroidery, running stitch, cross stitch ,needlework , Mary Linwood,			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
1.	<p>Prior learning reconnection (year group, cycle & term): KS1 -Why should we look after the oceans? -Making badges and LKS2 What Makes a Dream? (previously Awesome Authors Fantastic Mr Fox sewing project) Sewing and Tie-dye. Gauge what the children remember about sewing and textiles. Do the children recall any specific stitches? LO: Let’s learn Mary Linwood and the significance of needlework in Victorian life. Activity: Introduce the work of Mary Linwood. Is anyone familiar with her work? Show examples. Discuss how she used sewing to create lifelike pieces (needle painting) What do the children like about her work? Are there any techniques they notice within her pieces? Gauge any gaps in knowledge and vocabulary. Touch on the importance of needlework in Victorian times. It was seen as an essential skill –plain sewing to make and mend clothing and household items and embroidery to decorate them. Children to explore Mary Linwood’s work further as well as other examples of embroidery and sewing from the era. Children could create a double page spread in their books documenting what they found out as well as sketches of art pieces or patterns they like especially like. This will form the basis of their design research. Plenary discussion, see if any volunteers wish to share some of their thoughts.</p>		
2	<p>Reconnection: What can you remember about Mary Linwood? LO: Let’s plan and design our Victorian Bookmarker Activity: Explain to the children that during they will be designing their own bookmark which in Victorian times were referred to as ‘bookmarkers’. Show examples of how Victorian stitched bookmarks were made- by drawing or printing a pattern onto a piece of stiff cloth and then sewing over the top. Explain how this is the same way people create embroidered bookmarks today. The children will use either squared paper or computers (if technology allows) to plot out their design. The children can reference their research from lesson one and the Victorian ‘bookmarker’ examples to inspire their designs.</p>		
3	<p>Reconnection: Chance for children to share designs form last lesson. LO: Let’s learn some how to cross stitch. Activity: Today, the children will be revisiting past skills e.g. threading a needle to enable them to complete a cross stitch. Ensure all the children a piece of binca, a needle and some thread so they can practise as you model the stitches step by step. Once the children are secure with threading a needle and knotting the end of the thread, revisit</p>		

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	<p>a running stitch. At this point, you will be able to gauge which children will need further support. Next, move onto practising the cross stitch which will enable the children to complete their 'Bookmarker' in the next lesson.</p> <p>These lessons could be done as a D.T day so the children can be fully immersed in the process. It could be an ongoing project for the class for the remainder of the term or perhaps there is a known adult with a background in needlework who would be happy to sew with small groups?</p>
4	<p>Reconnection: What can you remember about the cross stitch? Which technique did you find easiest?</p> <p>LO: Let's make our 'Bookmarkers'</p> <p>Activity: Explain to the children that today they will be making their 'Bookmarker'. The children should now know which cross stitch technique they wish to follow and will have their binca swatches to reference. Ensure the children have their D.T books on their tables so they can refer to their designs throughout the process. It would be beneficial to evaluate throughout so the children think about any design decisions they have made.</p>
5	<p>Reconnection: Give time at the start of the lesson for the children to look at each other's work. What do they notice is successful about a peer's work? Why? This could be an observation of a technique or a colour choice. The children could fill out complement slips, the feedback will support with their evaluations.</p> <p>LO: Let's review our 'Bookmarkers'</p> <p>Activity: Today the children will evaluate their 'Bookmarkers'. What skills have they learnt? What might they do differently next time? Are there further stitches they would like to learn in the future to enhance their designs? The children could complete a design star to support them with reviewing what worked well and what could be improved on.</p>
<p>End points:</p> <ul style="list-style-type: none"> • To know the work of embroidery artists with a focus on Mary Linwood's work • To know how to do several different stitches to create texture and more complex patterns. • To know about effective techniques for creating designs. To know how the Victorians used embroidery in their everyday lives. • To know ways of securing stitching to ensure it remains in place. To know how to effectively evaluate work against a design brief using appropriate vocabulary. 	