

Topic	Thrones for a King	Key Subject focus	DT	Phase	3/4	Cycle no.	1
						Term	Spr 1
Previous learning: Year 1/2 – Portraits of a Queen Year 1/2 – The Solar System (DT)				Future learning: Year 5/6 – Tudor Exploration Year 5/6 – The Blitz (DT)			
National Curriculum objectives				School KPI's			
DT	<ul style="list-style-type: none"> Investigate and analyse a range of existing products Use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 			<ul style="list-style-type: none"> To learn that design is a process of trial and error and that often break throughs come through failure To learn that design is a purposeful process and that well designed items are attractive, easy to use and fulfill their function effectively To learn that design can project personality. You can express someone's wealth and power through design. To learn that Henry VIII was a significant British monarch and ruled for a period of time, in which the nation changed considerably To recognize that Henry VIII changed significantly over his reign and that his needs would have changed over the course of his life 			
History	<ul style="list-style-type: none"> To learn about significant historical people – Henry VIII 						
Art	<ul style="list-style-type: none"> To produce creative work, exploring their ideas and recording their experiences. 						
Statement of intent: During this topic pupils will learn: <ul style="list-style-type: none"> Conduct an investigation into the design and manufacture of chairs, identifying design and material choices that are influenced by its use. Find out about the life of Henry VIII and how his importance and majesty was portrayed in contemporary art and design. Evolve a design of a throne and dais for Henry VIII focusing on the materials and structure to reflect his position in society Make and refine a throne and dais for Henry VIII using a dowel wood construction with reinforced card joints. Evaluate the effectiveness of their throne and dais focusing on its aesthetic qualities, strength and conveying its function. 							
Activities: <ul style="list-style-type: none"> Chair workshop Visit Hampton Court to identify icons linked to the Tudor period 							

Learning intentions	Tasks
<p><u>Week 1</u></p> <ul style="list-style-type: none"> To investigate and analyse a range of existing products To conduct an investigation into the design of different chairs, identifying how material choices are influenced by its use 	<p>Investigating Chairs:</p> <ul style="list-style-type: none"> Children to identify the purpose of different chairs and how their style/ design reflects this (practical investigation in school) Children to design a new chair for the school Children to complete homework task looking at chairs they have at home (google classroom)
<p><u>Week 2</u></p> <ul style="list-style-type: none"> To learn that Henry VIII was a significant British monarch and ruled for a period of time, in which the nation changed considerably 	<p>Who was Henry VIII:</p> <ul style="list-style-type: none"> Review of the homework – children to share their photos/ information from home (class display) Study of Henry VIII – who he was and what he did Children to look at portraits of Henry on the throne, what is the message it is sending? What does he want people to think about him?
<p><u>Week 3</u></p> <ul style="list-style-type: none"> To use research to inform the design of functional, appealing product (throne) that is fit for a purpose To learn that design can project personality and express someone’s wealth and power. To develop and communicate their ideas through discussion, annotated sketches and prototypes 	<p>Design process:</p> <ul style="list-style-type: none"> Children to receive a letter from Henry VIII inviting them to design a throne for a purpose Children to look at thrones from around the world and in pictures of Henry VIII and identify what their throne needs to look like Children to create a representation of their throne identifying the materials to be used and the purpose/ message
<p><u>Week 4</u></p> <ul style="list-style-type: none"> To select and use a wide range of materials and components, including construction materials, according to their functional properties and aesthetic qualities To learn how to measure, cut and join pieces of wood accurately. To learn how to use a triangle join. 	<p>Making Process:</p> <ul style="list-style-type: none"> Teach the steps for making the throne- using the tools, measuring accurately, creating the joints Children to be shown how to cut the wood accurately to make the frame of their throne Children to be shown how to use triangle joints to secure the wood
<p><u>Week 5</u></p> <ul style="list-style-type: none"> To review their models; applying their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Make, evaluate, refine and improve:</p> <ul style="list-style-type: none"> Children to continue to make their thrones, adding decorative details Children to make a background/ throne room for their throne reflecting the importance of Henry VIII
<p><u>Week 6</u></p> <ul style="list-style-type: none"> To learn that design is a process of trial and error and that often break throughs come through failure 	<p>The judging of the thrones:</p> <ul style="list-style-type: none"> Children to continue making their throne room focusing on the aesthetic qualities. Children to be invited to showcase their thrones to a judging panel (staff members)

<ul style="list-style-type: none"> To evaluate the effectiveness of their throne and dais focusing on its aesthetic qualities, strength and conveying its function. 	<ul style="list-style-type: none"> Children to evaluate their design and the effects they have achieved.
--	---

<p>Key vocabulary: Throne, chair, back, base, legs, fabric, padding, Henry VIII, King, England, Tudors, wives, church, conflict, power, dominance, join, measure, dowel, triangle join, saw, cut, bench hook, design, evaluate, reflect, improves</p>	<p>Cross curricular links (may link to year before / after within other subjects) History Art</p>
<p>Resources: (already in school) Selection of chairs found around school Hacksaws, bench hooks, dowel, PVA glue, strong card, fabric, cardboard boxes, tape, portraits of Henry VIII</p>	<p>Resources: (may need) Dowel</p>