Year Group: 6 Name of project: The Eighth Wonder of the World Term: Autumn 2	**Summary of current hook:** The children are visited by Mark Maffey, an architect linked to the school. He introduces the creative and design process and discusses with the children how buildings and structures are created for purpose and using materials suited to the location.	**Summary of current celebration:** Children will work with their parents on a 'build day' mid-project. The children will then present their buildings or structures to Mark again. They have to present the process they have gone through and explain the design elements linking this to the location and sustainability.

Learning Journey

Design and Technology:

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Understand how key events and individuals in design and technology have helped shape the world (through our Engliosh writing into Zaha Hadid)

Geography:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, using this in the consideration of their location and design choices.
- Considering the locations of countries in the world, using knowledge of hemispheres and climate to make decisions in the design process.
- Using understanding of biomes and landscapes to support their consideration of how they will make their building fit into the local environment.

What are the current curriculum links to maths and English?	**Curriculum Facilities**
• Children research the life and works of Zaha Hadid, writing an informative biography. (Autumn 2, Unit 1) • They also write persuasion letters (stemming from a Let's Think text) applying for a grant and funding for their idea. (Autumn 2, Unit 2) • The narrative work based on the book 'Window' requires the children to identify how environments change over time due to human impact and the implications of this. They write circular narratives based on this. (Autumn 2, Unit 3) • Children applying their measuring skills when cutting lengths of wood and materials. They are required to produce a scale drawing of their final design, applying their skills of ratio and proportion and having the opportunity to recognise how maths is applied outside the classroom.	• Art room used during celebration event • Drama room used for presentations to the architect

Integrity	**Ambition**	**Respect**
• When settling on a final design idea, respect and value of every group member's ideas will be shown • Children are expected to work effectively within a group, drawing upon the strengths of each team member • Group work is fully inclusive and groups made up of children with varying levels of confidence • Children are expected to offer support to develop specific skills within the design and construction process	• Each team member is required to make a positive contribution to the design and construction process • Specific skills taught with specialist DT tools and trust and responsibility given to children to use these safely • Collaboration in the presentations given with every group member • Overcoming challenges faced throughout the design process and problem solving to find alternative solutions whilst not losing the initial concept and idea agreed upon	• Children are given ownership of the location from around the world; their design should suit this • Understanding of the difference in resources available in different countries • Building or structure designs are to include aspects that show sustainability for the environment and the preservation of the Earth • Respect and inclusion of each group member and their ideas
Growth Mindset	**Critical Thinking**	**A school within a garden**
Children are required to overcome difficulties and work together to problem solve and find creative solutions in the design process • Children are to work within a given time schedule and have to prioritise and work efficiently and effectively together • The element of competition provides an opportunity to share other children's successes and recognise this as a positive aspect of learning and life • Specific and tailored verbal feedback from experts provides thoughts for future and recognises and celebrates effort and the thought behind the design	Four/five children per group to provide the best opportunity for positive contributions being made by each group member as per the LTE programme principles Children are required to problem solve as the project progresses to overcome issues that arise Children are required to think critically and creatively as to how their building or structure is designed and built to make a contribution towards a more sustainable future for the planet as well as how it suits the chosen setting. Consideration of how to communicate ideas to an audience effectively	• Children should research ways into creating a more sustainable future in terms of the building materials used and how the building can run in a more environmentally friendly way • Children should research their chosen environment and setting, ensuring that their idea fits in and is benficial to the surroundings. • The school building is a talked through example of a structure built to suit and improve its surroundings