

- DT is taught in line with the National Curriculum in blocked units 3 times a year. Where possible this is linked to the theme of the term.
- Units cover investigating ideas, practicing skills, designing, making and evaluating a final product.
- Units are varied over the year and include working with a range of materials including food.
- As pupils progress up the school they are encouraged to work as independently as possible, selecting their own resources and making their final products.
- A range of resources are used to teach lessons including PowerPoints, online videos and practical demonstrations.
- Workshops and trips are used where possible to enhance the curriculum and further engage the pupils.
- In some terms pupils can choose to attend DT curriculum clubs on a Friday afternoon to further develop their interests.
- The Aspire curriculum is a progression of skills and therefore pupils are taught according to their ability and past experiences not necessarily their year group.

	Term 1	Term 2	Term 3
2019 - 20	<p>Egypt</p> <p>KS1 - structures : freestanding structures KS2 - Structures: shell structures UKS2 - Structures: frame structures</p>	<p>Local area</p> <p>KS1 - Mechanisms: Wheels and axles LKS2 - Mechanical systems (pneumatics) UKS2 - CAMs</p>	<p>Extreme earth</p> <p>KS1 - preparing fruit and vegetables LKS2 - Healthy and varied diet UKS2 - Celebrating culture and seasonality</p>
2020 - 21	<p>Rainforest</p> <p>KS1 - Textiles Templates and joining techniques LKS2 - Textiles: 2d shape to 3D product UKS2 - Combining different fabric shapes</p>	<p>Water</p> <p>KS1 - Mechanisms: sliders and levers LKS2 - Mechanical systems: levers and linkages UKS2: Mechanical systems: Pulleys and gear</p>	<p>UK</p> <p>KS1 - preparing fruit and vegetables LKS2 - Healthy and varied diet UKS2 - Celebrating culture and seasonality</p>
2021-22	<p>Local history: Victorians</p> <p>KS1 - structures: freestanding structures KS2 - Structures: shell structures UKS2 - Structures: frame structures</p>	<p>Safari</p> <p>KS1 -Mechanism: Wheels and axles LKS2 - Mechanical systems (pneumatics) UKS2 - CAMs</p>	<p>North and South America</p> <p>KS1 - preparing fruit and vegetables LKS2 - Healthy and varied diet UKS2 - Celebrating culture and seasonality</p>
2022-23	<p>Looking after the world</p> <p>KS1 - Textiles: joining techniques LKS2 - Textiles: 2d shape to 3D product UKS2 - Combining different fabric shapes</p>	<p>Vikings</p> <p>KS1 -Mechanisms : wheels and axles LKS2 - Mechanical systems: levers and linkages UKS2: Mechanical systems: Pulleys and gear</p>	<p>Around the world</p> <p>KS1 - preparing fruit and vegetables LKS2 - Healthy and varied diet UKS2 - Celebrating culture and seasonality</p>

Design and Technology Progression Skills

		Year 1/2	Year 3/4	Year 5/6
Design		<ul style="list-style-type: none"> ● Design purposeful, functional, appealing products for themselves and other users based on design criteria. ● Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<ul style="list-style-type: none"> ● 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 ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. 	<ul style="list-style-type: none"> ● 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 ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.
	Contexts, Uses and Purposes	<p><i>For instance:</i> State the purpose of the design and the intended user Explore materials, make templates and mock ups e.g. moving picture / lighthouse</p>	<p><i>For instance:</i> Gather information about the needs and wants of particular individuals and groups Develop their own design criteria and use these to inform their ideas Research designs</p>	<p><i>For instance:</i> Carry out research, using surveys, interviews, questionnaires and web-based resources Identify the needs, wants, preferences and values of particular individuals and groups Develop a simple design specification to guide their thinking Recognise when their products have to fulfil conflicting requirements</p>

I d e a s	<i>For instance: Generate own ideas for design by drawing on own experiences or from reading</i>	<i>For instance: Share and clarify ideas through discussion Model their ideas using prototypes and pattern pieces Use annotated sketches, cross-sectional drawings and diagrams</i>	<i>For instance: Generate innovative ideas, drawing on research Make design decisions, taking account of constraints such as time, resources and cost Develop prototypes</i>
	Year 1/2	Year 3/ 4	Year 5 / 6
	Pl a n n i n g	<ul style="list-style-type: none"> ● select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic 	<ul style="list-style-type: none"> ● select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately ● 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
<i>For instance: Select from a range of tools and equipment explaining their choices Select from a range of materials and components according to their characteristics</i>		<i>For instance: Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making Produce detailed lists of tools, equipment and materials that they need</i>	<i>For instance: Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making Produce detailed lists of tools, equipment and materials that they need</i>

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	<p><i>For instance:</i> <i>Follow procedures for safety</i> <i>Use and make own templates</i> <i>Measure, mark out, cut out and shape materials and components</i> <i>Assemble, join and combine materials and components</i> <i>Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples</i> <i>Use finishing techniques, including those from art and design</i></p>	<p><i>For instance:</i> <i>Follow procedures for safety</i> <i>Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</i> <i>Measure, mark out, cut and shape materials and components with some accuracy</i> <i>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</i></p>	<p><i>For instance:</i> <i>Follow procedures for safety</i> <i>Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</i> <i>Accurately measure to nearest mm, mark out, cut and shape materials and components</i> <i>Accurately assemble, join and combine materials/components</i> <i>Accurately apply a range of finishing techniques, including those from art and design</i> <i>Use techniques that involve a number of steps</i> <i>Demonstrate resourcefulness, e.g. make refinements</i></p>

O w n i d e a s a n d p r o d u c t s	Year 1 / 2	Year 3 / 4	Year 5 / 6
	<ul style="list-style-type: none"> ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> ● investigate and analyse a range of existing products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> ● investigate and analyse a range of existing products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● understand how key events and individuals in design and technology have helped shape the world
	<p><i>For instance:</i> <i>State the purpose of the design and the intended user</i> <i>Explore materials, make templates and mock ups</i></p>	<p><i>For instance:</i> <i>Identify the strengths and weaknesses of their ideas and products</i> <i>Consider the views of others, including intended users, to improve their work</i> <i>Refer back to their design criteria as they design and make</i> <i>Use their design criteria to evaluate their completed products</i> <i>Identify the strengths and weaknesses of their ideas and products</i> <i>Consider the views of others, including intended users, to improve their work</i></p>	<p><i>For instance:</i> <i>Identify the strengths and weaknesses of their ideas and products</i> <i>Consider the views of others, including intended users, to improve their work</i> <i>Refer back to their design criteria as they design and make</i> <i>Use their design criteria to evaluate their completed products</i> <i>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</i> <i>Compare their ideas and products to their original design specification</i></p>

<p>E x i s t i n g p r o d u c t s</p>	<p><i>For instance:</i> <i>Investigate - what products are, who they are for, how they are made and what materials are used</i></p>	<p><i>For instance:</i> <i>Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants</i> <i>Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused</i></p>	<p><i>For instance:</i> <i>Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants</i> <i>Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are</i></p>
<p>T e c h n i c a l k n o w l e d g e</p>	<ul style="list-style-type: none"> ● build structures, exploring how they can be made stronger, stiffer and more stable ● explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products 	<ul style="list-style-type: none"> ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ● understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] 	<ul style="list-style-type: none"> ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ● understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]

<p style="text-align: center;">M a k i n g p r o d u c t s w o r k</p>	<p><i>For instance:</i> <i>Understand about the simple working characteristics of materials and components</i> <i>Understand about the movement of simple mechanisms including levers, sliders wheels and axles.</i> <i>Understand that food ingredients should be combined according to their sensory characteristics</i> <i>Know the correct technical vocabulary for the projects they are undertaking</i> <i>Understand how freestanding structures can be made stronger, stiffer and more stable</i></p>	<p><i>For instance:</i> <i>Understand how to use learning from science and maths to help design and make products that work</i> <i>Know that materials have both functional properties and aesthetic qualities</i> <i>Know that materials can be combined and mixed to create more useful characteristics</i> <i>Know that mechanical and electrical systems have an input, process and output</i> <i>Use the correct technical vocabulary for the projects they are undertaking</i> <i>Understand how levers and linkages or pneumatic systems create movement</i> <i>Understand how simple electrical circuits and components can be used to create functional products</i> <i>Know how to make strong, stiff shell structures</i> <i>Know that a single fabric shape can be used to make a 3D textiles product</i> <i>Know that food ingredients can be fresh, pre-cooked and processed</i></p>	<p><i>For instance:</i> <i>Understand how to use learning from science and maths to help design and make products that work</i> <i>Know that materials have both functional properties and aesthetic qualities</i> <i>Know that materials can be combined and mixed to create more useful characteristics</i> <i>Know that mechanical and electrical systems have an input, process and output</i> <i>Use the correct technical vocabulary for the projects they are undertaking</i> <i>Understand how cams, pulleys and gears create movement</i> <i>Understand how more complex electrical circuits and components can be used to create functional products</i> <i>Know how to reinforce/strengthen a 3D framework</i> <i>Know that a 3D textiles product can be made from a combination of fabric shapes</i> <i>Know that a recipe can be adapted a by adding or substituting one or more ingredients</i></p>
<p style="text-align: center;">C o o k i n g a n d n u t</p>	<ul style="list-style-type: none"> ● use the basic principles of a healthy and varied diet to prepare dishes ● understand where food comes from 	<ul style="list-style-type: none"> ● understand and apply the principles of a healthy and varied diet ● prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ● understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<ul style="list-style-type: none"> ● understand and apply the principles of a healthy and varied diet ● prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ● understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

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	W h e r e f o o d c o m e s f r o m	<p><i>For instance: Know where food comes from</i></p>	<p><i>For instance: Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world Know that seasons may affect the food available Understand how food is processed into ingredients that can be eaten or used in cooking</i></p>	<p><i>For instance: Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world Know that seasons may affect the food available Understand how food is processed into ingredients that can be eaten or used in cooking</i></p>
	F o o d p r e p a r a t i o n	<p><i>For instance: Use appropriate equipment to weigh and measure ingredients Prepare simple dishes safely and hygienically, without using a heat sources Use techniques such as cutting Name and sort foods into the five groups of the 'eat well' plate Know that everyone should eat at least five portions of fruit and vegetables every day</i></p>	<p><i>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate Know that to be active and healthy, food is needed to provide energy for the body Measure using grams Follow a recipe</i></p>	<p><i>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Know that recipes can be adapted to change the appearance, taste, texture and aroma Know that different foods contain different substances - nutrients, water and fibre - that are needed for health Understand the need for correct storage</i></p>

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Measure accurately
Work out ratios in recipes