

Severbanks Primary School Progression Map

Subject: Design and Technology

Intent

Our DT curriculum will develop imaginative thinking in children to enable them to talk about what they like and dislike when designing and making. It will enable children to talk about how things work, and to draw and model their ideas. Throughout this curriculum children will be encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures.

	EYFS	Key Stage 1		Key Stage 2			
	Year R Autumn	Year 1 Autumn 1 & 2	Year 2 Autumn 2	Year 3 Autumn 2	Year 4 Autumn 1	Year 5	Year 6 Autumn 1
Autumn							
Knowledge	All About Me/ Autumn and Around the World Food tasting Junk modelling Construction blocks	Building Great Fire of London – Tudor-style houses Moon Zoom: Moon buggy Build Structures Junk materials Space buggy To plan and follow a plan step-by-step To adapt a plan as you go	Art Units covered	Structures: Design an earthquake proof building How shapes and structures can be used to make an effective earthquake proof building. Knowledge of materials. Build frame structures Making structures stronger Selecting and working with different materials.	Catapults?? European Sandwich Knowledge of what makes a sandwich. Knowledge of food hygiene and safe preparation. Knowledge of where different foods come from.	Art Units Covered	Features of a poor and wealthy Victorian household. Life work of William Morris. Victorian wallpaper/ Features of a Victorian living room. Style and design of Victorian furniture. Furniture required in a Victorian household. Features of a wealthy Victorian living room. Knowledge of how to make model furniture.
Skills	Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.	Use your own ideas to make something. Make a product which moves. Use scissors correctly cutting, shaping, joining and finishing Follow how to make a mechanism Evaluate my final product		Build frame structures Making structures stronger Selecting and working with different materials. Cutting Joining Designing Evaluating Prove that a design meets a set of criteria. Know how to strengthen a product by stiffening a given part or reinforce part of the structure.	Evaluate a range of ingredients from around European. Use research to design different sandwiches. Write instructions for how to make it. Make a sandwich -using knives and paying attention to food hygiene. Evaluation/ peer evaluation.		Observing, Copying, Note-taking, Recounting information. Copying work, Creating. Planning (notes, measurements and diagrams), recall, designing, building, creating. Cutting, folding, sticking, creating, designing, arranging, trouble shooting. evaluating. Show that culture and society is considered in plans and designs.

Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1 Spring 1	Year 2	Year 3 Spring 2	Year 4	Year 5 Spring 1	Year 6
Knowledge	Transport and My Imagination Junk modelling Construction blocks	Memory Box Creating a creative memory box that is special to each child	1.Food Technology Making Fruit Kebabs Use the principles of a healthy and varied diet prepare a fruit kebab. Looking at where fruit is grown and tasting a variety of fruits. 2.Designing a drawbridge Knowledge of pulleys, mechanisms and how to distribute weight.	Making Cornish Pasties Learning about healthy and seasonal foods.	Money Bags Knowledge of different types of money containers. Knowledge of different materials and ways to join them.	Fairground Rides Knowledge of how pulleys change speed, direction and rotation. Knowledge of how pulleys, mechanisms, movement, gears, levers, pivot, motor operate. Spring 2 - Moving pictures- Easter Cards? How to make movement using different mechanisms to achieve a desired outcome How to identify a lever. Explain how a mechanism works and identify different types of mechanisms.	<u>Anderson Shelters?</u>

Skills	<p>Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Uses simple tools and</p>	<p>Joining, cutting, sticking. Designing Adapting as we build Using resources appropriately and creatively for different purposes</p>	<p>1. Cutting, tasting evaluating Grating, Dicing Slicing Describe the ingredients used. Designing and planning based on healthy choices.</p> <p>2. Planning Designing Measure materials to use in a model or structure.</p>	<p>Designing a pasty using a balanced variety of ingredients, cutting skills, designing an instructive recipe, creating a pasty that meets the set criteria and evaluating a pasty. Understand how ingredients come together. Weigh out the ingredients.</p>	<p>Evaluate existing money containers. Learn how to do backstitch, running stitch and overstitch. Design and make own money bag – selecting appropriate material and ways to construct suited to its purpose. Evaluate finished product and suggest improvements.</p>	<p>Making a circuit that powers a motor How to create a sturdy structure</p> <p>Produce a detailed step by step plan. Explain how a product will appeal to a specific audience. Designing Measuring Safe use of tools (saw, glue gun) Create a fair ground using pulley wheels</p>	
	<p>techniques competently.</p>		<p>Consider how to make a model stronger and more stable. Choose appropriate tools. Join materials.</p>			<p>which change speed and direction of rotation.</p> <p>Spring 2:</p> <p>Folding Cutting Angles and how they affect movement Design and evaluate existing products Design and evaluate own product. suggesting improvements. Make a prototype before making a final version.</p>	

Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1 Summer 2	Year 2 Summer 2	Year 3 Summer 2	Year 4 Summer 1	Year 5 Summer 2	Year 6
Knowledge	Animals and Traditional Tales Cooking Junk modelling Construction blocks	Sewing Creating bunting	Making and Evaluating Making a scarecrow prototype.	Moving mechanical posters - levers Magnetic board games/Kites How shapes and structures can be used to make an effective kite that will fly. Knowledge of materials.	Game with an electric component Knowledge of a variety of board games.	Food technology Knowledge food preparation equipment safely Trying different foods	Re-purpose clothing Knowing why it is important to recycle clothing

Skills	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Design purposeful, functional, appealing products for themselves. Using a needle and thread safely Evaluate their ideas and products against design criteria	Design and make a scarecrow prototype. Use mechanisms to make the scarecrow move. Selecting appropriate material for your scarecrow. Evaluating their own product and explaining what went well.	Build frame structures Making structures stronger Selecting and working with different materials. Cutting Joining Designing Evaluating Design a product and make sure that it looks attractive. Choose material for both its suitability and its appearance.	Group project – teamwork Make a simple electrical circuit. Create a board game – with rules which includes an electrical component. Construct game – use of cutting skills Evaluate and suggest improvements.	Cutting, evaluating Grating, Dicing Slicing, Designing and planning based on previous experience. Understand how to be safe and hygienic in the kitchen. Know which seasons various foods are available.	Paired and class discussion. Using iPads for research. Practicing a range of stitching techniques. Selecting the appropriate or most effective stitching for clothing project. To evaluate the stitching practiced in the lesson. Creating an effective and relevant design criteria. Cutting and stitching different types of materials. Know how to use any tool correctly and safely. Using different types of stitching in their product. Know how to test and evaluate designed product. Evaluating your own project. Evaluating a peer's project.
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Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children junk model confidently, evaluating and changing their models. Children handle equipment and tools effectively.</p>	<p>Children should be confident using different types of media to create moving pictures. They should be able to design their ideas and think about the materials used before making them. They are able to use different tools safely and competently.</p>	<p>Children will be able to use a range of cutting and joining techniques. Children will be able to make simple plans, and design according to a criteria.</p>	<p>Children should know how shapes and structures can be used to make effective products. They should be able to select appropriate materials for their final pieces of work. Children should have a clear understanding of characteristics and properties of food ingredients. Children can evaluate their final product and suggest improvements to their designs.</p>	<p>Children would know a variety of techniques to join different materials. They would be able to select appropriate material fit for the purpose. Children will be able to investigate and evaluate a range of existing products. They can evaluate their final product and suggest improvements to their designs.</p>	<p>Children would have consolidated their knowledge of different materials and how to strengthen where appropriate. They will have learnt how to create simple circuits to power motors and solve problems when they arrive. Children can plan then evaluate, identifying areas for improvement.</p>	<p>Children have a very good understanding of the purpose and target market of a product. They will be able to use refined skills to create a range of projects that link to their foundation topics and wider world issues.</p>
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