

Eastbury Primary School: Design Technology Progression Map 2020

SUBJECT: Design Technology				
	Autumn	Spring	Summer	
Year 1	<p>Topic Title: Our Fabric Faces (Who am I?)</p> <p>Key knowledge: DT1/1.1a: To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Explore a range of products • Evaluate existing products • Select a range of tools • Design • Make • Evaluate <p>Key vocabulary: Fabric faces, fabric, materials, mixed media, buttons, explore, products, plan, design, make, create, evaluate...</p>	<p>Topic Title: Toys</p> <p>Key knowledge: DT1/1.2a: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Planning for a new product (toy) • Evaluate existing products • To explore and use mechanisms (for example sliders/ levers) • Making and evaluating moving toys. • Spinning tops • Split pin puppets • Shadow puppets • Board games <p>Key vocabulary: Planning, designing, researching, toys, sliders, levers, evaluating, creating...</p>	<p>Topic Title: Healthy Eating</p> <p>Key knowledge: DT1/1.2b: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To know where food comes from. • Create own health snacks • To use the basic principles of a healthy and varied diet to prepare dishes • Create awareness of safety and hygiene when preparing food. • Fruit salad • Fruit kebabs • Ice a biscuit • Sowing <p>Key vocabulary: Cooking, healthy eating, nutrition, explore, ingredients, food, fruit, veg, safety, hygiene, prepare, snacks...</p>	
Year 2	<p>Topic Title: Ships</p> <p>Key knowledge: DT1/1.2b: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.2b: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT1/1.3b: To evaluate their ideas and products against design criteria</p> <p>Key Skills:</p>	<p>Topic Title: Animals</p> <p>Key knowledge: DT1/1.3a: To explore and evaluate a range of existing products</p> <p>DT1/1.3b: To evaluate their ideas and products against design criteria</p> <p>DT1/1.2a: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT1/1.2b: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Topic Title: London</p> <p>Key knowledge: DT1/1.4a: To build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DT1/1.4b: To explore and use mechanisms</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Discuss and explore photos of London • Discuss how buildings stay up • Explain thinking • Plan • Design • Create • Test effectiveness 	

	<ul style="list-style-type: none"> To explore and evaluate a range of existing products To choose from a variety of materials according to their characteristics Children to review previous learning and create a design for a boat choosing appropriate materials to meet its function Children to use design from previous lesson to start constructing their boat Children to test their boats and evaluate their effectiveness by answering questions <p>Key vocabulary: Boats, ship, explore, range, materials, products, choose, variety, review, plan, design, create, test, evaluate...</p>	<p>DT1/1.1a: To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Explore a range of products Design To generate, develop, model and communicate their ideas through talking, drawing Test effectiveness of design <p>Key vocabulary: Plan, design, research, explore, pet food, packaging, generate, test, discuss...</p>	<p>Key vocabulary: London, city, buildings, architecture, research, plan, design, make, create, construct, test, evaluate...</p>
Year 3	<p>Topic Title: Around the world board game</p> <p>Key knowledge: DT2/1.1a: To 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</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Design 3D map Plan material needed Design famous landmark Label Construction - Junk model creation <p>Key vocabulary: 3D, modelling, junk, landmark, plan, design, evaluate, recycled and materials</p>	<p>Topic Title: Water cycle</p> <p>Key knowledge: DT2/1.4: Technological Knowledge</p> <p>DT2/1.4a: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Design a 3d river model Plan the material needed Make the model using a variety of techniques/materials Evaluate the outcome of project Technological knowledge- create an information booklet about the water cycle <p>Key vocabulary: Water cycle, model, material, plan, design, features, river, construct and evaluate.</p>	<p>Topic Title: Mexico</p> <p>Key knowledge: DT2/2.1b: To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c: To understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Design and create Mexican Sombrero hats. Create 3D 'Day of the Dead Skull Masks' paper craft activity. Create traditional Mexican Tacos using nutritional information and a variety of ingredients. Evaluate the outcome of projects.

			Key vocabulary: Mexico, nutritional, design, plan, evaluate, craft, investigate and recipe.	
Year 4	<p>Topic Title: Anglo Saxons and Scots</p> <p>Key knowledge: DT2/1.1a: To 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</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design • Plan material needed • Design • Label • Construction – Anglo Saxon money carrier • Evaluate the outcome of project <p>Key vocabulary: Anglo Saxon, design, money carrier, plan, construct, fabric, material, evaluate.</p>	<p>Topic Title: Boats</p> <p>Key knowledge: DT2/1.1a: To 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</p> <p>DT1/1.2b: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.1a: To 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.</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design • Plan material needed • Design - boat • Label • Construction – boat • Evaluate the outcome of project <p>Key vocabulary: Boat, float, construction, material, Viking longship, prototype, stable, design, evaluate, model, structure, reinforce.</p>	<p>Topic Title: Super seasonal cooking (twinkl)</p> <p>Key knowledge: DT2/2.1a: To understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b: To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c: To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients;</p> <p>DT2/2.1c: To understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>DT1/1.3b: To evaluate their ideas and products against design criteria</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Research- seasonal foods • Annotate • Plan • Design- seasonal meal • Make • Evaluate • Cooking and nutrition <p>Key vocabulary: Nutrition, protein, carbohydrate, dairy, design, evaluate, sustainable, reared, caught, ripe, seasonal, winter, autumn, summer, spring.</p>	
Year 5	<p>Topic Title: Creative Cam</p> <p>Key knowledge:</p>	<p>Topic Title: Great Bread Bake Off (twinkl)</p> <p>Key knowledge:</p>	<p>Topic Title: Marvellous Structures (twinkl)</p> <p>Key knowledge:</p>	

	<p>DT1/1.2b: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.2b: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.1a: To 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.</p> <p>DT2/1.2b: To 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</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design a cam toy • Label the features. • Plan materials needed • Construction – Moving toy creation • Evaluate outcomes <p>Key vocabulary: Cam toy, materials, features, construct, measure, mechanism, object</p>	<p>DT2/2.1a: To understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b: To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c: To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients;</p> <p>DT2/2.1c: To understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>DT1/1.3b: To evaluate their ideas and products against design criteria</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Research bread • Annotate • Plan • Design • Make • Evaluate • Cooking and nutrition <p>Key vocabulary: Influence, Warburton, technology, product analysis, Shape, design, product, taste/smell, flavouring.</p>	<p>DT2/1.4a: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b: To understand and use mechanical systems in their products</p> <p>DT2/1.4c: To understand and use electrical systems in their products</p> <p>DT2/1.4d: To apply their understanding of computing to programme, monitor and control their products.</p> <p>DT2/1.1b To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.1a: To 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</p> <p>DT2/1.2b: To 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</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design • Make • Evaluate • Technological knowledge <p>Key vocabulary: Freestanding, structure, reinforce, equipment, design, plan, evaluate, materials, product, components.</p>
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<p>Year 6</p>	<p>Topic Title: Anderson Shelters</p> <p>Key knowledge: DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b: To 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 DT2/1.3</p> <p>Evaluate DT2/1.3a: To investigate and analyse a range of existing products DT2/1.3b</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c: To understand how key events and individuals in design and technology have helped shape the world</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Researching • Planning • Designing • Building • Evaluating <p>Key vocabulary: WW1, Anderson shelters, Great Britain, research, plan, design, build, construct, evaluate, comment...</p>	<p>Topic Title: Chinese Technology</p> <p>Key knowledge: DT2/1.4a: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b: To understand and use mechanical systems in their products</p> <p>DT2/1.4c: To understand and use electrical systems in their products</p> <p>DT2/1.4d: To apply their understanding of computing to programme, monitor and control their products.</p> <p>DT2/1.1b To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.1a: To 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</p> <p>DT2/1.2b: To 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</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design • Make • Evaluate • Technological knowledge <p>Key vocabulary:</p>	<p>Topic Title: Food from the Middle East. Cooking & Nutrition</p> <p>Key knowledge: DT2/2.1a: To understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b: To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c: To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients;</p> <p>DT2/2.1c: To understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Research middle eastern food • Annotate • Plan • Design • Make • Evaluate • Cooking and nutrition <p>Key vocabulary: Middle East, countries, food, culture, nutrition, research, annotate, plan, design, food, ingredients, healthy, eating, cooking, baking, balanced diet...</p>
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