

DT

All DT MUST be addressing a brief which is set.

Substantive knowledge is organised into four interrelated disciplines designing, making, evaluating and technical knowledge to ensure that pupils' knowledge, skills and understanding are built upon through successive years towards clearly identified year group learning outcomes.

Disciplinary knowledge is taught by giving children the opportunity to explore existing products evaluating these before following a design brief to design and make their own improved product.

Curriculum strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge		What can I find out & use with joining techniques: paper fasteners, treasury tags, tabs, flange. How can I make a vehicle move? Using threads to embellish	How can I make a Ferris wheel turn? How can I create a healthy ice lolly? How can I make an attractive hand/finger puppet?	How can I make a pop-up card? How can I use pneumatics to move an object? What would I choose to make a pasta salad?	How can I use electricity to make a toy move? How can I safely and hygienically cut vegetables? How can I make a good vibration?	How can I use wood to create a bridge to span a set distance? How can I embellish & mould materials to make a mask? How can I create a tasty and attractive loaf? What does yeast do? Why is it used?	What stitches can I use to decorate a stocking? How can I make a marble run? How can I create a tasty, healthy dip?
Relevant vocabulary Each year group will use the language of the previous year as well as the new vocabulary.	Design, needle, wood, sewing, attach, connect.	Product, design, mock up, Attach, Axle, Junior hacksaw, G clamp Hygiene, cut	Materials, components diagram, axle, plan, design criteria. Freeze, healthy, hygienic. Sew, stitch, needle, thread, template, decorate, embellish	Successful product, Measure, mark out, cut, score and assemble. pneumatics aesthetics, customer ACCESS FM as a means of evaluating	Balance diet,	Vice/ clamp, Junior hacksaw, prototype, span of a bridge Embellish, mould into shape. Proving, kneading,	Market research, justifying. Sew, stitch, needle, thread, decorate, embellish
Evaluate existing products		Look at methods of joining materials. Paper fasteners, treasury tags, review staples, Look at toy cars, & explore k'nex & mobile	Images of Ferris wheels & products with wheels- reviewing year 1 experience. Taste liquids & fruits.	To look at pop-ups in books and cards. Look at variety toys which use pneumatics to make them move.	Look at electrical toys. Try a variety of soups, including tinned, cartons & fresh.	Evaluate materials & strength of structures by using prototypes in paper. Look at London bridges, naming their structure. Look at	Stockings, look at Christmas stockings and pictures of designs. Look at commercial Marble runs.

Goring CE Primary School
Progression Map



DT

		Taste suitable fruit for an attractive fruit kebab.	Look at finger & hand puppets & photos.	Taste a variety of pasta salads and ingredients.	Musical instruments and how sounds are created.	WAGOLL of last year's masks. What materials look authentic for the era? Taste a variety of bread products.	To taste commercial dips.
Design	To constructs with a purpose in mind.	To think of some ideas of my own. To use pictures and words to plan. To design a product following design criteria. To use kits or mock ups to test ideas.	To look at existing products and use what I have seen to influence my designs. To design a product following a design criteria. To choose the best tools and materials and give a reason why these are best tools or materials. To describe my design by using labelled pictures.	To create a pop-up book or card for a young child. Use ACCESS FM , Aesthetic, Customer. Create a clearly labelled design which meets the design criteria. Consider the colours used to make the product attractive to the audience. Add a mock-up of how I will achieve the pop up.	To come up with at least one idea about how to create my product. Use ACCESS FM Aesthetics Customer Safety Materials To put together a step-by-step plan which shows the order and also what equipment and tools I need and to be able to explain it to others. To take account of the ideas of others when designing.	Bridges To produce prototypes to show/test my ideas. To suggest some alternative plans showing awareness of positives and negatives. Create a class design brief – considering the width to cross and the weight to take. using ACCESS FM Safety, size, Function & Materials To come up with a range of ideas after I have collected information from historical books and pictures of Tudor masks. To take a user's view into account when designing, To use ACCESS FM - Aesthetics, Size, Function & Materials. To produce a	Prior to making design- review stitches learnt in year 2 make samplers of other stitches; over stitch and a zig- zag, backstitch and French knots. Stocking- Focus on Aesthetics, customer & size of design from ACCESS FM . To draw a detailed design of the stocking with annotations to show the stitches to be used. To use exploded diagrams to show my designs. To use a range of information to inform my design. To use market research to inform plans.
Developing, planning and communicating ideas		FOOD Develop a food vocabulary using taste, smell, texture and colour. To group familiar food products e.g. fruit and vegetables. I can draw a design of my kebab, labelling the fruits, which I will use.	FOOD After tasting ingredients and talking about likes and dislikes, design a healthy ice lolly. Consider what ingredients would make a healthy lolly. With support, create a step by step	Design a simple toy that uses pneumatics to make a moving part. Eg. Tongue might stick out Consider the suitability of materials and how they can be joined.	To suggest some improvements and say what was good and not so good about my original design. FOOD To understand the need for a variety of food in a diet. To understand that all food has to be		

Goring CE Primary School
Progression Map



DT

		To know that fruit comes from all over the world.	guide of how to make my ice lolly. Design a puppet using labelled, coloured pictures. To specify the size by labelling finger puppet or hand puppet- so that adults can prepare felt according to the size and colour.	Label the design and annotate how the parts will move. FOOD Talk about a balanced healthy diet. Design a healthy, attractive pasta salad, considering, aesthetics, customer & size from ACCESS FM Make a list of ingredients. To put together a plan which shows the order and also what equipment and tools I need.	farmed, grown or caught. To use ACCESS FM Cost, Customer & safety as part of the design & making & evaluation process. Percussion instrument using Discuss ACCESS FM elements. Environment, size, function & materials To consider the environmental impact of using new materials for DT projects and how using reclaimed materials would have less impact. To consider where this product goes after its use.	detailed step-by-step plan. FOOD To design a bread product based on likes and dislikes of extra ingredients, using ACCESS FM Use Aesthetics Customer Function Materials/ ingredients	Use ACCESS FM Aesthetics Environment- when creating designs for a marble run. To follow and refine my plan if necessary. To justify my plan to someone else. Use ACCESS FM Aesthetics, customer (myself- & any dietary requirements) and Function, when designing food products.
Make Working with tools, equipment, materials and components to make high quality products (including food)	To know that tools can be used for a purpose to join materials together: Scissors, staplers, sellotape dispenser, hole punch, glue; PVA & Pritt To shape and model malleable materials.	To explain what I am making. To select tools and equipment to cut, shape, join and finish. To choose the right materials from a small range. To assemble materials using appropriate resources like, glue, masking tape.	To explain what I am making and why my audience will like it. To begin to use a supported step-by-step plan for making. To choose materials and explain why they are suitable for the task. To join things (materials/ components) together in different	To begin to use equipment and tools with some accuracy, scoring paper where needed. To measure, cut & score with some accuracy. Make the toy, checking the pneumatics component works efficiently.	To show a developing level of expertise when using a range of tools and equipment. Food Demonstrate hygienic food preparation and storage. To use equipment to peel, cut, and slice food with care.	Make bridge using G clamp & junior hacksaw to saw wood. Use names of spar wood. Use a cool glue gun with care. To use a range of tools and equipment accurately. To use tools safely and accurately when cutting and moulding materials.	To create a paper template. To cut around the template in fabric. To use sew using 2 embroidery stitches and over stitches or blanket stitches to join. To pin, sew and stitch materials together create a product. To achieve a quality product. Stocking-

DT

		<p>Food Cut, and prepare a range of ingredients.</p> <p>To work safely and hygienically. Understand the need for a variety of foods in a diet.</p> <p>To begin to think about the presentation of the food, considering colour.</p>	<p>ways, drawing on previous knowledge.</p> <p>To explain how the axle allows the product to move freely.</p> <p>To name the tools used.</p> <p>Food Follow safe procedures for food safety and hygiene</p> <p>To use a knife and chopping safely when cutting fruit for ice-lollies.</p> <p>To understand why the liquid lolly has to be put in the freezer to change its state.</p> <p>To follow a step by step guide to make the lolly.</p> <p>Learn to tie a knot in threads prior to sewing on a button. Join two pieces on felt together with a running stitch.</p>	<p>Use finishing techniques to improve the appearance of their product. Review how boxes can be turned inside out to allow for easy painting & decorating.</p> <p>Food Review previous learning about food hygiene- handwashing and storage</p> <p>Weigh out ingredients for the salad, making sure there is not too much/ little for the customer (self)</p>	<p>To safely use a sharp knife & chopping board.</p> <p>To use a blender, either a hand blender or glass pot blender.</p> <p>To demonstrate safely when working near the hob and with hot substances.</p> <p>To join and combine materials and components accurately in temporary and permanent ways.</p>	<p>To cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Food To weigh and measure accurately -time, dry ingredients,</p> <p>To apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p> <p>To knead and prove and understand why. To safely take bread out of oven. Utilising sense of smell- delicious/ burnt!</p>	<p>Focus on Aesthetics, customer & size of design from ACCESS FM.</p> <p>To use tools and materials precisely.</p> <p>To assemble components for the marble run.</p> <p>To make changes to the way I am working if needed.</p> <p>Use ACCESS FM Aesthetics Environment Function Materials</p> <p>While making to consider environmental impact of using reclaimed materials & recycle after use.</p> <p>Food Review previous learning about food hygiene- handwashing and storage</p> <p>Weigh out ingredients for the</p>
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DT

			To follow their puppet design to embellish one side of a puppet with features then to join two pieces together to make the puppet.				dip, making sure there is not too much/ little for the customer (self) Chop with care. Mix, or blend depending on design choices using equipment. Wash & dry up all equipment.
Evaluate Evaluating processes and products	<p>Within continuous provision, children are encouraged to talk about their constructions and how they might improve them.</p> <p>EG. -I like/ am proud of my ...because I would make it better by...</p>	<p>To talk about existing products and say what is good and not so good about them.</p> <p>To talk about my own work, what things I am pleased with and what I would change.</p>	<p>To describe how existing products work.</p> <p>To evaluate what I would do differently if I did it again and why by annotating original design.</p> <p>To judge my work against the design criteria.</p> <p>To evaluate whether they have followed their design to make their puppet. To discuss the problems they had to solve along the way.</p>	<p>Focus on Aesthetics & customer & size from ACCESS FM.- for pop up.</p> <p>Has my product addressed the design brief?</p> <p>What things might I do to improve the product?</p> <p>Focus on Function, and Materials from ACCESS FM.- for Pneumatic toy.</p> <p>Did I make a tasty, healthy attractive salad?</p> <p>Focus on Aesthetics, customer & size of design from ACCESS FM.- for pasta salad.</p>	<p>Focus on Aesthetics Customer, Safety, Materials ACCESS FM during the design and evaluation process of the toy.</p> <p>Soup- use elements of ACCESS FM Aesthetics, Cost, Customer & safety</p> <p>Discuss ACCESS FM elements. Environment, size, function & materials for the instruments.</p>	<p>Bridge – evaluate against design brief is it the required width and did it take the weight? Apply ACCESS FM Safety, size- not over engineered Function & Materials.</p> <p>Tudor Mask- To use ACCESS FM- Aesthetics, Size, Function & Materials. To consider the ideas and opinions of my peers.</p> <p>ACCESS FM Use Aesthetics Customer Function Materials/ ingredients When evaluating the bread. To explain how I would improve my original design.</p>	<p>Stocking- Focus on Aesthetics, customer & size of design from ACCESS FM.</p> <p>Use ACCESS FM Aesthetics Customer Safety Materials- for marble run To explain how I would improve my original design, justifying my decisions.</p> <p>Use ACCESS FM Aesthetics, customer (myself- & any dietary requirements) and Function, when to evaluate food products.</p>

Goring CE Primary School
Progression Map









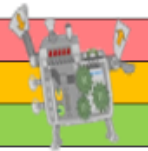

DT

<p>Product</p>	<p>Continuous provision (own making)</p>	<p>Cards or Christmas scene using knowledge of joining techniques. Continuous provision (own making) Vehicles Fruit kebab</p>	<p>Ferris wheel. Healthy ice lollies Felt puppets</p>	<p>Moving pictures/pop ups Pneumatic moving parts Pasta salads</p>	<p>Musical instruments soup Lighting up toys</p>	<p>Bridges Tutor masks Bread making</p>	<p>Sewn stocking Marble runs Healthy Dips</p>
<p>Skill- focus</p>	<p>Joining with glues, Staples, tapes. Hole punches</p>	<p>Joining techniques: paper fasteners, treasury tags, tabs, flange. Measuring wood, Sawing, connecting doweling to wheels to form axles. Hygienic food preparation. Appearance with food.</p>	<p>Measuring wood, Sawing, connecting doweling to wheels to form axles. Attaching pods. Joining 2 layers of felt together by sewing a running stitch. Sewing on a button with a knotted thread.</p>	<p>Scoring, Using pneumatics Weighing, measuring, cutting.</p>		<p>Safe clamping & sawing Moulding materials Kneading, proving.</p>	<p>Sewing- Practise new stitches. Learn how to make an over stitch and a zig- zag, backstitch and French knots.</p>

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DT

A	Aesthetics	Where did the designer get their inspiration? Could the product look better?	
		Do you think it looks attractive or ugly, Why?	
		What does the product look like? <i>THINK</i> shape, form, materials, size, beauty, ugliness	
C	Cost	Is it affordable to your customer? Will it make a profit?	
		Is it value for money?	
		How much does it cost £ £	
C	Customer	What impact would it have on a customers life?	
		Why would a customer buy it? What makes it suitable for them?	
		Who would buy it? Who would use it?	
E	Environment	What is the products impact on the environment? <i>THINK</i> batteries, rethink, refuse, reduce, reuse, recycle, lifecycle	
		How would the product be disposed of?	
		Is the product needed or wanted? How long will it last?	
S	Safety	Is the product high quality? Does it meet safety standards?	
		How has the designer considered safety?	
		Could the product hurt anyone? Are there any sharp edges?	
S	Size	Is it an appropriate size? Would it work better if it was bigger or smaller?	
		Does it come in different sizes ?	
		How big is it?	
F	Function	Does the product work? Could the product work better?	
		How does the product work? Why is the product needed?	
		What does the product do? Is it easy to use?	
M	Materials	What impact could the designer's choice of material have on the environment?	
		Would a different material make it better?	
		What material has it been made from?	