

### DESIGN AND TECHNOLOGY AT DOWNSVIEW

#### Our Vision (Intent)

At Downsview, we believe that a high-quality Design and Technology education should inspire in pupils a curiosity and fascination about designing products and the reasons behind product creation. We believe that design & technology is crucial in developing analytical and practical skills. Furthermore, it allows children to develop vital problem-solving skills which can be used across the curriculum. Our society is dominated by ideas and products from technology. We believe that children should start considering the processes that lead to product creation. They should analyse and evaluate product functionality and begin to create their own products with a specific audience in mind. Additionally, there are many cross-curricular benefits to teaching Design and Technology, where children can apply what has been taught in other subjects to their own design. Not only this, but children can be exposed to real, relevant problems, which allows them to develop essential skills that they could use in their own lives.

At Downsview, we want children to realise that design & technology is achievable for everyone. We want to build on children's interests and experiences but also find ways to challenge and excite them with content that might be beyond their immediate horizon. We carefully selected units which reflect the needs of our children: units which will give them the knowledge and skills to appreciate art and design and its role in the wider world.

#### How we plan and teach Design & Technology (Implementation)

Although we make meaningful links to other curriculum areas, we believe that children should see Design & Technology as a subject in its own right. When planning our curriculum, we have thought about its distinctive character as a discipline and ensured that we have woven the concepts that are fundamental to critical thinking, with respect to design and technology into our curriculum. Skills needed to be a designer are taught progressively. Concepts are built upon, learning is revisited, and children's technical knowledge is built on year on year.

#### How we evaluate learning in Design & Technology (Impact)

The impact of our design and technology curriculum can be seen in children's art/D&T books and on displays across the school. There are overviews for each unit, which outline what children will be learning, how lessons build on previous learning and what the next steps are. Lessons are revisited regularly and reviewed. This allows for improvements to be made in future planning. When teachers start new units, they recap on prior learning and use our threads to deepen children's understanding and knowledge of art and design.

# DESIGN & TECHNOLOGY CURRICULUM

## Progression of Skills & Knowledge

Year Group	Unit 1	Unit 2	Unit 3
ONE A	<b>The Royal Family</b> <i>History</i>	<b>The Great Fire of London</b> <i>History</i>	<b>Seaside</b> <i>UK Seas and the 5 Oceans</i> <i>Compass Points</i>
One B	<b>Space</b> <i>History</i>	<b>Toys</b> <i>History</i>	<b>Food glorious food</b> <i>Food technology</i>
TWO	<b>Hot &amp; Cold</b> <i>Seasonal changes around Globe</i>	<b>School Grounds &amp; Local Area</b> <i>Photos &amp; Map Work</i>	
THREE	<b>Farming &amp; Food</b> <i>Land use and changes over time <a href="#">Link to History</a></i>	<b>Journey to Scotland</b> <i>Counties, Cities and key topographical features <a href="#">Link to History</a></i>	<b>Europe</b> <i>Overview then focus on region in Russia</i>
FOUR	<b>Vikings</b>	<b>Water Cycle</b>	<b>Egyptians</b>
FIVE	<b>Trade Links</b> <i>Economic activity and major trade routes, time zones</i>	<b>Antarctica</b>	<b>Volcanoes &amp; Earthquakes (N or S America)</b>
SIX	<b>North America</b> <b>(Climate zones &amp; biomes) <a href="#">Link to History</a></b>	<b>Global Warming / Coastline</b>	<b>Sustainable Planet</b> <i>Distribution of natural resources</i>

### YEAR ONE/TWO Rolling timetable.

Unit	The Royal Family	The Great Fire of London	Seaside
<b>NC</b>	<i>To explore and use mechanisms Design products based on set criteria, generate, model and communicate ideas for their design, select and use a range of tools and materials for a task, evaluate their own and existing products,</i>	<i>To build structures, exploring how they can be made stiffer, stronger and more stable. Select from a wide range of materials and components including construction materials and textiles.</i>	<i>Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from To understand where food comes from</i>
<b>Thread</b>	<b>Pulley mechanisms-drawbridges</b>	<b>Tudor houses</b>	<b>Seaside</b>
<b>Overview</b>	Linked to history, children learn about drawbridges and create their own.	Linked to history, children consider why the materials and proximity of the houses in 1666 enabled the fire to spread so quickly. They build their own houses	Children learn about seafood, the benefits of eating fish and what a balanced healthy diet is.
<b>Key questions</b>	<ul style="list-style-type: none"> <li>• What is a drawbridge?</li> <li>• Why were draw bridges used?</li> <li>• What is a pulley?</li> <li>• What is an axle?</li> <li>• How can I design a draw bridge?</li> <li>• What materials will I need to help me?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a structure?</li> <li>• What did a Tudor house look like?</li> <li>• What materials were used to make them?</li> <li>• How were they designed?</li> <li>• What materials could be used to create a Tudor house?</li> <li>• How can I make sure my house is strong and stable?</li> </ul>	<ul style="list-style-type: none"> <li>• What is seafood?</li> <li>• Where do we get fish from?</li> <li>• What seafood lives in freshwater?</li> <li>• What seafood lives in seawater?</li> <li>• How do people catch seafood?</li> <li>• Should we eat fish?</li> <li>• What is diet?</li> <li>• What is a pescatarian?</li> <li>• What meal could I design for a pescatarian?</li> <li>• What is sustainable fishing?</li> </ul>
<b>Knowledge</b>	<p><b>Prior knowledge:</b> Children may have played with toys with simple pulley mechanisms</p> <p><b>Future knowledge:</b> Children will look at more complex mechanisms, such as gears.</p>	<p><b>Prior knowledge:</b> In reception and at home, children will have built structures from Lego and blocks.</p> <p><b>Future knowledge:</b> Children will learn strategies to strengthen, reinforce and stiffen structures.</p>	<p><b>Prior knowledge:</b> Many children will have had exposure to their parents cooking and as such may have an idea of some food preparation. During reception and EYFS, they may have made, "cookies" from playdough and used play ovens and cooking utensils.</p> <p><b>Future knowledge:</b> Understand seasonality, learn about fish farming, sustainability and how the fishing industry works.</p>

# DESIGN & TECHNOLOGY CURRICULUM

## Progression of Skills & Knowledge

<b>Specific Vocabulary</b>	Pulley, rotation, direction, force	Structure, reinforce, strengthen, stable, stiff, rigid,	Fishing, farming, pescatarian, diet, sea water, fresh water, seafood, protein
<b>Yearly Vocabulary</b>	Pulley, rotation, direction, force, structure, reinforce, strengthen, stable, stiff, rigid		
<b>Skills</b>	Design	<ul style="list-style-type: none"> <li>Purposeful, functional appealing products</li> </ul> <p>Generate, model, develop and communicate their ideas through a range of ways, i.e. presentations, drawings, templates</p>	
	Make	<ul style="list-style-type: none"> <li>Select and use a range of tools to perform practical tasks-i.e. materials, scissors, glue</li> </ul> <p>Select and use a wide range of materials</p>	
	Evaluate	<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> </ul> <p>Evaluate their own products against success criteria</p>	
	Technical knowledge	<ul style="list-style-type: none"> <li>Explore and use mechanisms</li> <li>Types of structures</li> <li>Types of fishing</li> </ul>	

### YEAR ONE/TWO Rolling timetable.

Unit	Space	Toys	Food glorious food
<b>NC</b>	<i>To design and create functional products for themselves or others, to use a range of tools and equipment to make products and to evaluate completed work</i>	<i>To design and create functional products for themselves or others, to use a range of tools and equipment to make products and to evaluate completed work</i>	<i>Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</i>
<b>Thread</b>	<b>Space: Wheels and axels-moving vehicles</b>	<b>Toys: puppet making</b>	<b>Healthy dishes making</b>
<b>Overview</b>	Children create moving vehicles	Using a range of skills such as sewing, cutting and sticking, children create hand puppets,	Design an appealing dish, considering what foods complement each other, which foods are most nutritional and how it fits into a balanced diet.
<b>Key questions</b>	<ul style="list-style-type: none"> <li>• What is a wheel? Who invented it?</li> <li>• What is a fixed axle?</li> <li>• What is a fixed wheel axle?</li> <li>• How can I fix wheels to axles?</li> <li>• What vehicle can we design?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I make a hand puppet?</li> <li>• What are the different types of stitching?</li> <li>• What is the running stitch?</li> <li>• How can I make a more secure stitch?</li> <li>• What is the back stitch?</li> </ul>	<ul style="list-style-type: none"> <li>• Where does food come from?</li> <li>• What is meant by diet and a balanced diet?</li> <li>• How can I keep a healthy diet?</li> <li>• What foods should we eat to be healthy?</li> <li>• Who are we preparing our food for?</li> </ul>
<b>Knowledge</b>	<p><b>Prior knowledge:</b> Children will have played with toys that have a wheel and axle mechanism.</p> <p><b>Future knowledge:</b> Children will look at more complex mechanisms, such as gears.</p>	<p><b>Prior knowledge:</b> Children may have been given opportunities in reception to practise threading. Children will have completed exercises for fine motor control.</p> <p><b>Future knowledge:</b> Children will look at more complex stitching techniques and consider how to reinforce stitches.</p>	<p><b>Prior knowledge:</b> Children may have had lessons on food preparation in reception, they will understand some different types of food.</p> <p><b>Future knowledge:</b> To cook a range of savoury dishes and understand principles of seasonality.</p>

# DESIGN & TECHNOLOGY CURRICULUM

## Progression of Skills & Knowledge



<b>Specific Vocabulary</b>	Wheel, axle, Mesopotamian, mechanism, fixed axle, fixed wheel axle, design, evaluate	Running stitch, back stitch,	Healthy, diet, balanced diet, audience, purpose,
<b>Yearly Vocabulary</b>	Wheel, axle, Mesopotamian, mechanism, fixed axle, fixed wheel axle, design, evaluate, Running stitch, back stitch, food preparation, healthy, diet, balanced diet, audience, purpose		
<b>Skills</b>	Design	<ul style="list-style-type: none"> <li>• Purposeful, functional appealing products</li> <li>• Generate, model, develop and communicate their ideas through a range of ways, i.e. presentations, drawings, templates</li> </ul>	
	Make	<ul style="list-style-type: none"> <li>• Select and use a range of tools to perform practical tasks-i.e. materials, scissors, glue</li> <li>• Select and use a wide range of materials</li> </ul>	
	Evaluate	<ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their own products against success criteria</li> </ul>	
	Technical knowledge	<ul style="list-style-type: none"> <li>• Explore and use mechanisms</li> <li>• Types of stitching</li> <li>• Food preparation.</li> </ul>	

### YEAR THREE

Unit	Food and farming	Journey to Scotland	Anglo Saxons and Scots
NC	<i>Understand and apply principles of a healthy diet, prepare and cook a range of dishes, understand seasonality and how a range of ingredients are grown, caught, reared and processed.</i>	<i>To apply technical understanding of how to strengthen, build, stiffen and reinforce structures to build more complex structures.</i>	To understand and use mechanical systems in a product. To be taught skills to engage in an iterative process of designing and making.
Thread	Land use for farming and healthy diet.	Strengthening and reinforcing structures	<b>Mechansisms and levers</b>
Overview	Children learn about farming in the United Kingdom and how farming has changed over time.	Linked to Scotland, children learn about famous bridges in Scotland. They then use a range of materials to create their own bridge inspired by one of the bridges found in Scotland.	Linked to learning about Anglo Saxons and Scotts, children learn about Saxon Burghs and design a burh gate with a lever to open it.
Key questions	<ul style="list-style-type: none"> <li>• What are the different types of farming?</li> <li>• What are the main crops grown in the U.K.?</li> <li>• When are they in season?</li> <li>• How has farming improved through history?</li> <li>• What should a balanced diet include?</li> <li>• What healthy, savoury snack could I create?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a structure?</li> <li>• What materials are used to make different structures?</li> <li>• What famous bridges are in Scotland?</li> <li>• How can I make a bridge?</li> <li>• How can I adapt my design to strengthen and reinforce it?</li> <li>• How can I test my bridge?</li> </ul>	<ul style="list-style-type: none"> <li>• How did Anglo Saxons live?</li> <li>• What is a burh?</li> <li>• Why were burhs built?</li> <li>• How were burhs designed?</li> <li>• How were the gates operated?</li> <li>• How can I design a lever to open a burh gate?</li> <li>• What materials could I use for my design?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> Children will have an understanding that food in supermarkets will have been taken (imported/transported) from somewhere else. They will understand that certain foods are considered healthy and others are considered unhealthy.</p> <p><b>Future knowledge:</b> A greater understanding of crops grown in the U.K., seasonality and how technological improvements have changed farming.</p>	<p><b>Prior knowledge:</b> Children may have built houses in KS1 for GF of L topic, additionally, they will have built simple structures at home or at reception using kits such as lego. They will have an understanding from year 2 science of different types of materials and their properties and may have an understanding of further properties of materials from year 3 science.</p> <p><b>Future knowledge:</b> Children apply this knowledge to build more complex structures in the future.</p>	<p><b>Prior knowledge:</b> Through play and science, children will have understanding that some forces lead to a reaction. They may realise that levers may allow them to lift heavier oibjectes.</p> <p><b>Future knowledge:</b> Children could use their understanding to build more complex designs with levers, such as catapults.</p>

# DESIGN & TECHNOLOGY CURRICULUM

## Progression of Skills & Knowledge



<b>Specific Vocabulary</b>	Farming, livestock, arable, mixed, horticultural farming and market gardening Crop, produce,	Structure, reinforce, strengthen, rigid, stable attractive, appealing, purpose, need	Lever, burgh, gate, force, linkage, fastener, slider
<b>Yearly Vocabulary</b>	Farming, livestock, arable, mixed, horticultural farming and market gardening, crop, produce, Structure, reinforce, strengthen, rigid, stable attractive, lever, burgh, gate, force, linkage, fastener, slider appealing, purpose, need		
<b>Skills</b>	Design	<ul style="list-style-type: none"> <li>• Consider what makes products appealing and create products to fit own set criteria.</li> <li>• Generate, model, develop and communicate their ideas through a range of ways, i.e. presentations, drawings, templates</li> <li>• Research and develop design criteria to inform their own design process.</li> <li>• Create prototypes</li> </ul>	
	Make	<ul style="list-style-type: none"> <li>• A seasonal savoury, healthy snack</li> <li>• Select and use a range of tools to perform practical tasks-i.e. materials, scissors, glue</li> <li>• Select and use a wider range of materials and components</li> </ul>	
	Evaluate	<ul style="list-style-type: none"> <li>• Self-evaluate products created against their own success criteria.</li> <li>• Understand how improvements in design have shaped the world.</li> </ul>	
	Technical knowledge	<ul style="list-style-type: none"> <li>• Food seasonality</li> <li>• Types of farming</li> <li>• Crops specifically grown in the U.K.</li> <li>• Technological advancements in farming</li> <li>• Types of farming</li> <li>• Strengthening and reinforcing structures</li> <li>• Materials used to strengthen and reinforce structures</li> <li>• Levers and mechanisms.</li> </ul>	



### YEAR FOUR

Unit	Vikings	Water Cycle	Egypt
<b>NC</b>	<i>To research and develop design criteria Generate, develop and communicate ideas in a range of different ways, research and develop design criteria</i>	<i>To research and develop design criteria Generate, develop and communicate ideas in a range of different ways, research and develop design criteria</i>	<i>To research and develop design criteria Generate, develop and communicate ideas in a range of different ways, research and develop design criteria Design and use mechanics in a product</i>
<b>Thread</b>	<b>Structures</b>	<b>Wheel and axle mechanisms</b>	<b>Structures and reinforcing Levers and mechanisms</b>
<b>Overview</b>	Children create a boat, considering materials to use that will float and how to make it float.	Children create spinners to explain the water cycle to a younger year group.	Th Egyptians, like the Romans used catapults, an invention that was forgotten or not discovered by the Anglo Saxons. Children learn about the history of the catapult and create their own.
<b>Key questions</b>	<ul style="list-style-type: none"> <li>• What were Viking boats used for?</li> <li>• How were they designed?</li> <li>• Where did they travel to?</li> <li>• What materials were used to make them?</li> <li>• How were they made?</li> <li>• What materials could I use for my model?</li> <li>• How can I adapt the shape of an object, so it floats?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a spinning mechanism?</li> <li>• What is a paper plate spinner?</li> <li>• How can I design my paper plate spinner?</li> <li>• Was my spinner fit for purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Who was Archimedes?</li> <li>• What is a lever mechanism?</li> <li>• What is a catapult?</li> <li>• What was its uses?</li> <li>• Why did The Egyptians use them?</li> <li>• How can I create a catapult?</li> <li>• What materials can I use?</li> <li>• How can I exert a greater force using a catapult?</li> </ul>
<b>Knowledge</b>	<p><b>Prior knowledge:</b> Children will have learnt in year 2 the properties of materials in science and will have investigated which materials float and sink. They will have made simple structures before, such as Tudor houses in year 2.</p> <p><b>Future Knowledge:</b> Children in KS 3 will learn about density and water displacement.</p>	<p><b>Prior knowledge:</b> Children have knowledge of wheel and axles from year 2. They know different types of wheel and axles and the history of the wheel.</p> <p><b>Future Knowledge:</b> Children could use gears and pulleys for design projects.</p>	<p><b>Prior knowledge:</b> Children will have some knowledge from year 3 learning about levers, their function and some of their practical uses.</p> <p><b>Future Knowledge:</b> Year 5 Science: recognise that through mechanism, a smaller force can have a greater effect</p>

# DESIGN & TECHNOLOGY CURRICULUM

## Progression of Skills & Knowledge



<b>Specific Vocabulary</b>	Buoyancy, density, material, absorb, float, sink,	Spinner, mechanism, wheel, Mesopotamia, water cycle, diagram,	Lever, mechanism, catapult, force, potential energy, exerted energy, force
<b>Yearly Vocabulary</b>	buoyancy, density, material, absorb, float, sink, Spinner, mechanism, wheel, Mesopotamia, water cycle, diagram, lever, mechanism, catapult, force, potential energy, exerted energy, force		
<b>Skills</b>	Design	<ul style="list-style-type: none"> <li>• Consider what makes products appealing and create products to fit own set criteria.</li> <li>• Generate, model, develop and communicate their ideas through a range of ways, i.e. presentations, drawings, templates</li> <li>• Research and develop design criteria to inform their own design process.</li> <li>• Create prototypes</li> </ul>	
	Make	<ul style="list-style-type: none"> <li>• Functional Viking boats</li> <li>• Paper plate spinners</li> <li>• catapults</li> </ul>	
	Evaluate	<ul style="list-style-type: none"> <li>• Self-evaluate products created against their own success criteria.</li> <li>• Generate, model and communicate ideas through discussion and annotated sketches</li> <li>• Understand how improvements in design have shaped the world.</li> </ul>	
	Technical knowledge	<ul style="list-style-type: none"> <li>• Junk modelling</li> <li>• Lever mechanisms</li> <li>• Wheel and axle mechanisms</li> <li>• Different uses for wheel and axles and lever mechanisms to be applied to</li> </ul>	

### YEAR FIVE

Unit	The Victorians	Brazil	Ancient Greece
<b>NC</b>	<i>To research and develop design criteria Generate, develop and communicate ideas in a range of different ways, research and develop design criteria</i>	<i>To research and develop design criteria Generate, develop and communicate ideas in a range of different ways, research and develop design criteria To select from a wide range of tools and equipment to perform practical tasks</i>	<i>To research and develop design criteria Generate, develop and communicate ideas in a range of different ways, research and develop design criteria To select from a wide range of tools and equipment to perform practical tasks</i>
<b>Thread</b>	Victorians-Cams	Clean water	Greeks: Archimedes screw
<b>Overview</b>	Linked to their learning about Victorians, children create moving toys using cam mechanisms.	14 % of Brazil's population lack access to clean, reliable and safe water to drink. Children design a water filtration system.	Children create a device to transport an object-water/small ball bearing from an area of low ground to an area of high ground.
<b>Key questions</b>	<ul style="list-style-type: none"> <li>• What toys did Victorians play with?</li> <li>• What are cams?</li> <li>• How do they work?</li> <li>• What toy could I make?</li> <li>• What materials can I use to make a moving toy?</li> <li>• How well did my design work?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to access clean water?</li> <li>• What may be the reason that not everyone can access clean water?</li> <li>• What inventors have created water filtration systems?</li> <li>• How can we design and create a water filter?</li> </ul>	<ul style="list-style-type: none"> <li>• Who was Archimedes?</li> <li>• What did he invent?</li> <li>• What is an Archimedes screw?</li> <li>• How can we create an Archimedes screw?</li> <li>• What innovations have made life easier for humanity?</li> </ul>
<b>Knowledge</b>	<p><b>Prior knowledge:</b> children have an awareness of lever and pulley systems.</p> <p><b>Future knowledge:</b> Children apply this knowledge to create a more complex moving models that use cams, levers, and gears.</p>	<p><b>Prior knowledge:</b> Science year 5: demonstrate dissolving, mixing and changes of state are reversible.</p> <p><b>Future knowledge:</b> Children could look at a wider range of materials to dissolve substances.</p>	<p><b>Prior knowledge:</b> Through previous lessons on mechanisms, children may have an idea for mechanisms that transport things, such as pulley systems used on wells.</p> <p><b>Future knowledge:</b> Children expand their understanding of other inventions that have helped humans transport materials more easily.</p>

# DESIGN & TECHNOLOGY CURRICULUM

## Progression of Skills & Knowledge

<b>Specific Vocabulary</b>	Cam, mechanism, eccentric, pear-shaped	Filter, dissolve, reversible changes, clean, purify	Gravity, transport, liquid, solid,
<b>Yearly Vocabulary</b>	Cam, mechanism, eccentric, pear-shaped, Filter, dissolve, reversible changes, clean, purify, Gravity, transport, liquid, solid,		
<b>Skills</b>	Design	<ul style="list-style-type: none"> <li>• Consider what makes products appealing and create products to fit own set criteria.</li> <li>• Generate, model, develop and communicate their ideas through a range of ways, i.e. presentations, drawings, templates</li> <li>• Research and develop design criteria to inform their own design process.</li> <li>• Create prototypes</li> </ul>	
	Make	<ul style="list-style-type: none"> <li>• Prototypes of each</li> <li>• Filters, toys and water transportation devices</li> </ul>	
	Evaluate	<ul style="list-style-type: none"> <li>• Investigate and analyse existing products</li> <li>• Their own design against their own success criteria</li> </ul>	
	Technical knowledge	<ul style="list-style-type: none"> <li>• Cams</li> <li>• Solutions and substances which dissolve</li> <li>• Fixing, gluing and strengthening</li> </ul>	

YEAR SIX			
Unit	The Maya	Social history	Sustainable planet
NC	<i>Design, make and evaluate products Select from and use a range of materials</i>	<i>Understand and apply the principles of a healthy and varied diet, prepare and cook a variety of savoury dishes, understand seasonality and know how a variety of ingredients are grown, reared and caught.</i>	<i>Design, make and evaluate products Select from and use a range of materials</i>
Thread	Mayan totem poles	Food from around the world (Linked to social history)	Textiles
Overview	Linked to art and design, children create a Totem pole with their own sculptures on.	Children learn about history from around the world, and foods from around the world. They look at the history of pretzel making	Linked to their geography which is about environmental and social issues and sustainability, children create a t-shirt design using textiles.
Key questions	<ul style="list-style-type: none"> <li>• What is a structure?</li> <li>• What were the uses of Totem poles in Mayan culture?</li> <li>• How can we design a stable Totem pole?</li> <li>• How can we reinforce and strengthen the structure of a Totem pole?</li> </ul>	<ul style="list-style-type: none"> <li>• Who invented the pretzel?</li> <li>• What ingredients are used to make pretzels?</li> <li>• What produce can we obtain from livestock?</li> <li>• How can we make a pretzel?</li> </ul>	<ul style="list-style-type: none"> <li>• How can a message be delivered through a design?</li> <li>• What is symbolism and how can I use it in my design?</li> <li>• What materials can I use for textiles?</li> <li>• What are the different types of stitching techniques?</li> <li>• How can I decorate my textiles?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> Children understand structures, reinforcing and strengthening from previous years.</p> <p><b>Future knowledge:</b> Using a wider range of materials for structures, creating more complex structures and researching useful materials and their inventors.</p>	<p><b>Prior knowledge:</b> Children have cooked in previous years-bread, cookies and other savoury dishes.</p> <p><b>Future knowledge:</b> Children will cook a wider range of dishes and use a wider range of utensils and cooking equipment.</p>	<p><b>Prior knowledge:</b> Children will have had experience in some stitching techniques previously, such as Christmas craft activities.</p> <p><b>Future knowledge:</b> Children learn about a wider range of textile techniques, such as felting, sewing, weaving, crocheting, knitting and macrame.</p>

# DESIGN & TECHNOLOGY CURRICULUM

## Progression of Skills & Knowledge



<b>Specific Vocabulary</b>	Structure, reinforce, strengthen, rigid, stable, framework,		Running stitch, back stitch, whip stitch, blanket stitch, chain stitch, cross stitch, dyeing
<b>Yearly Vocabulary</b>	Structure, reinforce, strengthen, rigid, stable, framework, Running stitch, back stitch, whip stitch, blanket stitch, chain stitch, cross stitch, dyeing		
<b>Skills</b>	Design	<ul style="list-style-type: none"> <li>• Consider what makes products appealing and create products to fit own set criteria.</li> <li>• Generate, model, develop and communicate their ideas through a range of ways, i.e. presentations, drawings, templates</li> <li>• Research and develop design criteria to inform their own design process.</li> <li>• Create prototypes</li> </ul>	
	Make	<ul style="list-style-type: none"> <li>• Totem poles</li> <li>• Savoury dishes</li> <li>• Textile designs</li> </ul>	
	Evaluate	<ul style="list-style-type: none"> <li>• Investigate and analyse existing products</li> <li>• Their own design against their own success criteria</li> </ul>	
	Technical knowledge	<ul style="list-style-type: none"> <li>• Stitching techniques</li> <li>• Cookery skills</li> <li>• Structural engineering</li> </ul>	