



St Chad's CE School – Design and Technology overview and Progression

'A Future with Hope' Jeremiah 29:11

 Structures	 Mechanisms	 Textiles	 Food	 Electrical systems
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Victorian Street	Pop up or moving pictures			Fruit and vegetable recipes
Year 2		Tudor Houses	Weather instruments			Boats

Victorian Street	Moving pictures	Fruit and vegetable Recipe
<ul style="list-style-type: none"> Children can make a simple design and talk about it. Children can develop design criteria as a class. Children can cut and join materials. Children can build structures and explore how they can be made stronger and more stable. Children can add finish to a product based on their historical knowledge 	<ul style="list-style-type: none"> Children can draw a simple design and add annotations Children can make a picture which aims to have two moving mechanisms Children can create whole class design criteria Children can evaluate what went well with their product 	<ul style="list-style-type: none"> Children can explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet Children can use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy. Children can follow a simple recipe Children work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes. Children understand that fruit and vegetables are grown in different places
Tudor House	Weather Instruments	Boats and sails
<ul style="list-style-type: none"> Children can evaluate Tudor houses and identify their features 	<ul style="list-style-type: none"> Children can explain how a weather instrument works 	<ul style="list-style-type: none"> Children can say what they like and dislike about the design of existing product.



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Thankfulness

Forgiveness

Courage

Justice





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<ul style="list-style-type: none">• Children can follow design criteria based on historical research• Children can draw and label their own design for a Tudor house• Children can cut materials and join accurately• Children can evaluate and plan during the making process• Children can evaluate their final product and design	<ul style="list-style-type: none">• Children can explore the purpose of different weather instruments to inform their own designs• Children can create their own design with a purpose• Children can cut and join different materials accurately• Children can use their own weather instrument to collect data	<ul style="list-style-type: none">• Children can design a pattern• Children can demonstrate some accuracy when cutting around a fabric shape• Children can create a seam using a running stitch.• Children can add decoration to fabric
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		Paleolithic, Mesolithic or Neolithic home	Sock Shadow puppets	Iron age Bread		
Year 4	Lanterns	Ancient Greek Buildings	Musical instruments			

Stone Age Homes	Sock Shadow puppets	Iron Age Bread
<ul style="list-style-type: none"> Children can identify the features of Stone Age houses following research Children can create an annotated design and cross section Children can select suitable materials for their model according to their function and appearance Children can strengthen and reinforce their structure Children can use design criteria to evaluate their model 	<ul style="list-style-type: none"> Children can evaluate models Children can develop a design aimed at particular individuals or groups. Children can explain why different fabric decoration techniques have been chosen Children select and cut materials to make an effect With some independence children can use a running stitch and one other stitch explaining why these methods are suitable for the task. 	<ul style="list-style-type: none"> Children can research Iron Age food Children can generate ideas for design criteria based on research Children can select ingredients and kitchen equipment to help them follow a bread making recipe. Children can measure and mix ingredients Children can shape dough Children evaluate their product
Lanterns	Ancient Greek Buildings	Musical Instruments
<ul style="list-style-type: none"> Children can make different types of circuits Children can develop design criteria for a lantern for a special event 	<ul style="list-style-type: none"> Children can use historical research to create design criteria Children can generate ideas through annotated sketches and diagrams 	<ul style="list-style-type: none"> Children can investigate and analyse musical instruments. Children can select suitable tools and materials to create an instrument



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<ul style="list-style-type: none">• Children can cut and join materials accurately• Children can build and strengthen a structure choosing materials carefully• Children can work in teams and collaborate on a design• Children can make a well finished product	<ul style="list-style-type: none">• Children can select materials to cut, join, shape and finish.• Children can use techniques to strengthen structures• Children can create an appealing model which is well finished• Children can evaluate their model against their research and design criteria	<ul style="list-style-type: none">• Children have investigated and designed a strengthened body of a percussion instrument.• Children can make a functional instrument• Children can use their products in a performance and evaluate their effectiveness.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5		Cities and bridges	Water filters	Viking Recipes		
Year 6	Rationing and seasonal food	Air Raid Shelters	Steady Hand Game			

Cities and Bridges	Water Filters	Viking Recipes
<ul style="list-style-type: none"> Children can explore ways in which pillars and beams are used to span gaps. Children can analyse and evaluate products according to design criteria Children can explore ways in which trusses can be used to strengthen bridges. Children can explore ways in which arches are used to strengthen bridges. Children explore ways in which arches are used to strengthen bridges. 	<ul style="list-style-type: none"> Children can draw a simple design and add annotations Children can make a picture which aims to have two moving mechanisms Children can create whole class design criteria Children can evaluate what went well with their product 	<ul style="list-style-type: none"> Children can explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet Children can use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy. Children can follow a simple recipe Children work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes. Children understand that fruit and vegetables are grown in different places
Rationing and seasonal food	Air Raid Shelters	Steady hand games
<ul style="list-style-type: none"> Children know when different fruit and vegetables are in season in the United Kingdom. Children can explain where and how a variety of ingredients are grown, reared, caught and processed. Children can follow a recipe including 	<ul style="list-style-type: none"> Children can research different types of Air Raid Shelters Children can design a model to fit criteria Children can select which materials to use Children can join and combine materials to make a model Children can consider the finish of their 	<ul style="list-style-type: none"> Children can make a variety of electric circuits with buzzers and lights Children can develop design criteria to inform the design of innovative products considering the purpose and target group/individual. Children can draw a design which uses



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<p>measuring using imperial units</p> <ul style="list-style-type: none"> • Children can peel, chop, cut, mix and roll out ingredients • Children can evaluate a recipe based on their knowledge of a historical period 	<p>model based on practical and historical criteria</p> <ul style="list-style-type: none"> • Children can evaluate their model and the models of their peers suggesting improvements • 	<p>annotations to add some detail.</p> <ul style="list-style-type: none"> • Children can design and make their own switch. • Children can draw a cross sectional diagram to show the working electrical components of a product. <p>Children can evaluate their product in detail against the design criteria.</p>
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