Design Technology

Design Technology is taught throughout the school. This involves the design and then the making of items and objects related to the termly theme, utilising a wide variety of skills and materials. Children have the opportunity to evaluate and then make improvements to projects undertaken. This type of work is carried out in a block of lessons each term.

There is also Food Technology. Every year group undertakes a block of cookery sessions at some point throughout the year, beginning with the preparation of healthy snacks in the early years, culminating in the creation of a healthy meal at the upper end of the school. A focus on food hygiene is always present.

Year Group	Autumn	Spring	Summer
1	**My History** Access to wide variety of construction toys (indoors and outside) Large creative area where cutting, stapling, folding and joining techniques are used. Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research Use simple finishing techniques to improve the appearance of their product. Evaluate their product by discussing how well it works in relation to the	**Neil Armstrong** Construct rockets **Great Fire of London** Construct card cuboid buildings. Create folded paper roofs. Decorate with timber strips(lolly sticks) and add fire/flames. Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research Use simple finishing techniques to improve the appearance of their product. Make their design using appropriate	**Going to the Beach long ago** Preparation of healthy snacks: use of different food techniques, cutting, slicing chopping etc. Prepare fruit salad. Select and use appropriate fruit and vegetables, processes and tools Use basic food handling, hygienic practices Use simple finishing techniques to improve the appearance of their product Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about

	purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it	techniques With help measure, mark out, cut and shape a range of materials Use tools *eg scissors and a hole punch* safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Use simple finishing techniques to improve the appearance of their product. Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it	it
2	**Ancient Greeks** Greek Salad - Food preparation – peeling, cutting, production of fruit salad. Food safety and hygiene. Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation , drawing	**Great Journeys** Moving vehicle models of- cars, boats and planes. Made from recyclable materials. Must be a working model. Eg first car/ stem rain including axles. Generate ideas by drawing on their own and other people's experiences	**Famous Naturalists and their Impact** Clay models of animals. Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation , drawing and modelling

	and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Choose and use appropriate finishing techniques Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them Follow safe procedures for food safety and hygiene	Develop their design ideas through discussion, observation , drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Choose and use appropriate finishing techniques Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them	Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Choose and use appropriate finishing techniques Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them
3	**Stone Age and Celts** Food technology – Bread sampling and cooking. Making butter and cream. Plan the order of their work before starting Demonstrate hygienic food preparation and storage Weigh and measure accurately (time,	**Romans** Design and make a Roman Sandal Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting	**Vikings** Viking helmets -made from papermache and card Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before

	dry ingredients, liquids)	Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy Use finishing techniques strengthen and improve the appearance of their product using a range of equipment Evaluate their product against original design criteria *e.g. how well it meets its intended purpose* Disassemble and evaluate familiar products	starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy Use finishing techniques strengthen and improve the appearance of their product using a range of equipment Evaluate their product against original design criteria *e.g. how well it meets its intended purpose* Disassemble and evaluate familiar products
4	**Normans** Weaving material from wool. Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features Develop a clear idea of what has to	**How the Greeks influenced us!** Food Technology- Bake spanakopita Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features Develop a clear idea of what has to	**Shoebury in WWII** Construct boats and film the evacuation of Dunkirk. Food Technology- bake shortbread/rock cakes lnk with Dunkirk, welcoming the soldiers home. Generate ideas, considering the

	be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own designs Select appropriate tools and techniques for making their product Join and combine materials and components accurately in temporary and permanent ways Sew by weaving Use simple graphical communication techniques Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests	be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own designs Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests Weigh and measure accurately (time, dry ingredients, liquids) Demonstrate hygienic food preparation and storage	purposes for which they are designing Make labelled drawings from different views showing specific features Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own designs Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Use simple graphical communication techniques Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests
5	**14th Century** Tudor plague masks – Modroc Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their	**Tudors** Food Technology –vegetable broth Tudor Clay Goblets Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food	**Egyptian Life** Textiles – Egyptian Applique Generate ideas through brainstorming and identify a purpose for their product

	design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others	hygiene and other safe practices *e.g. hazards relating to the use of ovens* Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others	Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others
6	**Elizabethans** Cross stitch Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by	**Victorians** Victorian masks Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by	**Mayans** Food Technology: healthy diets- (link with healthy schools packed lunches). Communicate their ideas through detailed labelled drawings Develop a design specification

	modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques Select appropriate tools, materials, components and techniques Use equipment and tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Sew and stitch to create a product Achieve a quality product Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved	modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Achieve a quality product Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved	Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved Follow safe procedures for food safety and hygiene Select and use appropriate fruit and vegetables