** DT – Progression of Key Concepts and National Curriculum Theme coverage** 

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| **Over-arching Aims of the Design Technology Curriculum** |
| Our curriculum for DT aims to ensure that all pupils: * develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
* build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
* critique, evaluate and test their ideas and products and the work of others
* understand and apply the principles of nutrition and learn how to cook.
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| **Year** | **1** | **2** | **3** | **4** | **5** | **6** |
| **NC Knowledge** | **Textiles**Evaluate existing products and own ideas Generate, model and communicate ideasUse a range of tools and materials to complete practical tasks | **Textiles**Evaluate existing products and own ideas Generate, model and communicate ideasUse a range of tools and materials to complete practical tasks | **Textiles**Use research and criteria to develop products which are fir for purpose Use annotated sketches and prototypes to explain ideasEvaluate existing products and improve own work | **Textiles**Use research and criteria to develop products which are fir for purpose Use annotated sketches and prototypes to explain ideasEvaluate existing products and improve own work | **Textiles**Use research and criteria to develop products which are fit for purpose and aimed at specific groups. Use annotated sketches, cross-section diagrams and computer aided design.Analyse and evaluate existing products and improve own work | **Textiles**Use research and criteria to develop products which are fit for purpose and aimed at specific groups. Use annotated sketches, cross-section diagrams and computer aided design.Analyse and evaluate existing products and improve own work |
| **Construction**Evaluate existing products and own ideas Generate, model and communicate ideasUse a range of tools and materials to complete practical tasksDesign purposeful, functional and appealing productsBuild and improve structure and mechanisms | **Construction**Evaluate existing products and own ideas Generate, model and communicate ideasUse a range of tools and materials to complete practical tasksDesign purposeful, functional and appealing productsBuild and improve structure and mechanisms | **Construction**Use research and criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideasEvaluate existing products and improve own work Use mechanical system sin own work | **Construction**Use research and criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideasEvaluate existing products and improve own work Use mechanical system sin own work | **Construction**Use research and criteria to develop products which are fit for purpose and aimed at specific groups. Use annotated sketches, cross-section diagrams and computer aided design.Analyse and evaluate existing products and improve own workUse mechanical and electrical systems in own product, including programming | **Construction**Use research and criteria to develop products which are fit for purpose and aimed at specific groups. Use annotated sketches, cross-section diagrams and computer aided design.Analyse and evaluate existing products and improve own workUse mechanical and electrical systems in own product, including programming |
| **Food**Evaluate existing products and own ideas Generate, model and communicate ideasUse a range of tools and materials to complete practical tasksUnderstand where food comes from | **Food**Evaluate existing products and own ideas Generate, model and communicate ideasUse a range of tools and materials to complete practical tasksUnderstand where food comes from | **Food**Use research and criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideasEvaluate existing products and improve own work Understand seasonality; prepare and cook mainly savoury dishes. | **Food**Use research and criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideasEvaluate existing products and improve own work Understand seasonality; prepare and cook mainly savoury dishes. | **Food**Use research and criteria to develop products which are fit for purpose and aimed at specific groups. Use annotated sketches, cross-section diagrams and computer aided design.Analyse and evaluate existing products and improve own workCook savoury dishes for a healthy and varied diet | **Food**Use research and criteria to develop products which are fit for purpose and aimed at specific groups. Use annotated sketches, cross-section diagrams and computer aided design.Analyse and evaluate existing products and improve own workCook savoury dishes for a healthy and varied diet |
| **All encompassing Concepts** | ChallengeResearchTechnical VocabularyProduceEvaluateKnowledgeSkills | ChallengeResearchTechnical VocabularyProduceEvaluateKnowledgeSkills | ChallengeResearchTechnical VocabularyProduceEvaluateKnowledgeSkills | ChallengeResearchTechnical VocabularyProduceEvaluateKnowledgeSkills | ChallengeResearchTechnical VocabularyProduceEvaluateKnowledgeSkills | ChallengeResearchTechnical VocabularyProduceEvaluateKnowledgeSkills |
| **Theme Specific Concepts** | Fit for purposeTechnology Healthy LivingAllergies | Fit for purposeTechnologyHealthy LivingAllergies | Design briefTechnology Healthy LivingNutritionAllergies | Design briefTechnology Healthy LivingNutritionDiet VariationAllergies | Design briefTechnologyHealthy LivingNutritionDiet VariationAllergiesDiet and well being | Design briefTechnologyHealthy LivingNutritionDiet VariationAllergiesDiet and well being |
| **Links to other subjects** | History English – instructionsMaths – measureArtScience Computing – research and design.  | History English – instructionsMaths – measureArtScience Computing – research and design. | History English – instructionsMaths – measureArtScience Computing – research and design. | History English – instructionsMaths – measureArtScience Computing – research and design. | History English – instructionsMaths – measureArtScience Computing – research and design. | History English – instructionsMaths – measureArtScience Computing – research and design. |
| **Links to capabilities** | Confidence and advocacy CommunicationRelationships and leadership Planning and Problem solving Resilience and determination Creativity | Confidence and advocacy CommunicationRelationships and leadership Planning and Problem solving Resilience and determination Creativity | Confidence and advocacy CommunicationRelationships and leadership Planning and Problem solving Resilience and determination Creativity | Confidence and advocacy CommunicationRelationships and leadership Planning and Problem solving Resilience and determination Creativity | Confidence and advocacy CommunicationRelationships and leadership Planning and Problem solving Resilience and determination Creativity | Confidence and advocacy CommunicationRelationships and leadership Planning and Problem solving Resilience and determination Creativity |
| **Links to literacy texts****To be added –working document** | Most from Babcock Texts that Teach Lists | Most from Babcock Texts that Teach Lists | Most from Babcock Texts that Teach Lists | Most from Babcock Texts that Teach Lists | Most from Babcock Texts that Teach Lists | Most from Babcock Texts that Teach Lists |
| **Enrichment opportunities**  | Chartwells – cooking  | Chartwells – cookingFire Brigade in to put out GFoL houses.  | Chartwells – cooking | Chartwells – cooking | Chartwells – cooking | Chartwells – cooking |

**Year group specific skills progression, s-plans, theme concepts and vocabulary mats should be used in planning to teach these themes and create knowledge organisers and quizzes.**