** 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 ideas  Use a range of tools and materials to complete practical tasks | **Textiles**  Evaluate existing products and own ideas  Generate, model and communicate ideas  Use 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 ideas  Evaluate 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 ideas  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 | **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 ideas  Use a range of tools and materials to complete practical tasks  Design purposeful, functional and appealing products  Build and improve structure and mechanisms | **Construction**  Evaluate existing products and own ideas  Generate, model and communicate ideas  Use a range of tools and materials to complete practical tasks  Design purposeful, functional and appealing products  Build 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 ideas  Evaluate 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 ideas  Evaluate 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 work  Use 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 work  Use mechanical and electrical systems in own product, including programming |
| **Food**  Evaluate existing products and own ideas  Generate, model and communicate ideas  Use a range of tools and materials to complete practical tasks  Understand where food comes from | **Food**  Evaluate existing products and own ideas  Generate, model and communicate ideas  Use a range of tools and materials to complete practical tasks  Understand where food comes from | **Food**  Use research and criteria to develop products which are fit for purpose  Use annotated sketches and prototypes to explain ideas  Evaluate 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 ideas  Evaluate 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 work  Cook 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 work  Cook savoury dishes for a healthy and varied diet |
| **All encompassing Concepts** | Challenge  Research  Technical Vocabulary  Produce  Evaluate  Knowledge  Skills | Challenge  Research  Technical Vocabulary  Produce  Evaluate  Knowledge  Skills | Challenge  Research  Technical Vocabulary  Produce  Evaluate  Knowledge  Skills | Challenge  Research  Technical Vocabulary  Produce  Evaluate  Knowledge  Skills | Challenge  Research  Technical Vocabulary  Produce  Evaluate  Knowledge  Skills | Challenge  Research  Technical Vocabulary  Produce  Evaluate  Knowledge  Skills |
| **Theme Specific Concepts** | Fit for purpose  Technology  Healthy Living  Allergies | Fit for purpose  Technology  Healthy Living  Allergies | Design brief  Technology  Healthy Living  Nutrition  Allergies | Design brief  Technology  Healthy Living  Nutrition  Diet Variation  Allergies | Design brief  Technology  Healthy Living  Nutrition  Diet Variation  Allergies  Diet and well being | Design brief  Technology  Healthy Living  Nutrition  Diet Variation  Allergies  Diet and well being |
| **Links to other subjects** | History  English – instructions  Maths – measure  Art  Science  Computing – research and design. | History  English – instructions  Maths – measure  Art  Science  Computing – research and design. | History  English – instructions  Maths – measure  Art  Science  Computing – research and design. | History  English – instructions  Maths – measure  Art  Science  Computing – research and design. | History  English – instructions  Maths – measure  Art  Science  Computing – research and design. | History  English – instructions  Maths – measure  Art  Science  Computing – research and design. |
| **Links to capabilities** | Confidence and advocacy  Communication  Relationships and leadership  Planning and Problem solving  Resilience and determination Creativity | Confidence and advocacy  Communication  Relationships and leadership  Planning and Problem solving  Resilience and determination Creativity | Confidence and advocacy  Communication  Relationships and leadership  Planning and Problem solving  Resilience and determination Creativity | Confidence and advocacy  Communication  Relationships and leadership  Planning and Problem solving  Resilience and determination Creativity | Confidence and advocacy  Communication  Relationships and leadership  Planning and Problem solving  Resilience and determination Creativity | Confidence and advocacy  Communication  Relationships 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 – cooking  Fire 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.**