





KS1 DT (Russet and Pippin Class)


2021 / 2022	Term	Focus	Sketch Book Work	Final Piece	Skills Progression
	Autumn 1	<p style="text-align: center;">Designing a home diorama</p> 	Children will investigate ways of making some interior features of homes out of variety of materials, such as beds, chairs, lights and decorations.	Children create their own home diorama. They will include a moving door, window and furniture in their models. They will decorate their models using fabric and choose their own methods of joining the fabric to the models they make.	<p>Year 1 –</p> <p>Design Designing for others</p> <p>Make Assembling different components to work together to create motion Assembling accurately Cutting neatly</p> <p>Evaluate Testing a finished product</p> <p>Technical knowledge Developing awareness of different structures for different purposes Understanding how to turn 2D nets into 3D structures Understanding what mechanisms are</p> <p>Year 2 – (as above)</p> <p>Design Designing for others, using criteria and applying their knowledge of structures</p> <p>Make Cutting and assembling accurately</p> <p>Evaluate Examples of natural & manmade structures Testing and evaluating</p> <p>Technical knowledge Understanding the definition and importance of strength, stability and</p>


					<p>stiffness</p> <p>Knowing that different shapes can strengthen or weaken structures and that materials can be manipulated to improve strength and stiffness.</p>
	<p>Autumn 2</p>	<p>Perfect pizzas</p> 	<p>Children explore different breads, toppings, leading them to design their own pizza</p>	<p>Children make their own original pizza</p>	<p>Year 1 – Design Designing packaging for their pizzas</p> <p>Make Preparing food safely and hygienically Chopping safely using the bridge grip</p> <p>Evaluate Conducting product research Evaluating a design</p> <p>Technical knowledge Understanding how food grows Knowing the food groups Understanding what makes a balanced diet</p> <p>Year 2- (as above) Design Designing packaging for their pizzas</p> <p>Make Safely preparing food Following a recipe</p> <p>Evaluate Tasting and evaluating their pizzas</p> <p>Technical knowledge Knowing what foods are in season and when</p>

					Understanding the benefits of foods by their food type
	Spring 1	<p>Making Vehicles</p> 	Children learn about a variety of vehicles. They learn about wheels, axles and chassis before designing their own moving vehicle.	Children create their own moving vehicle.	<p>Year 1 –</p> <p>Design Designing for others Designing mechanisms</p> <p>Make Assembling accurately Creating different movements (up, down, along and around) Adapting Mechanisms Measuring and cutting accurately Following a design brief Working to scale Identifying materials commonly used for wheels</p> <p>Evaluate Testing a finished product Researching and testing mechanisms</p> <p>Technical knowledge Understanding what a mechanism is Understanding how to create different movement Understanding how an axle works</p> <p>Year 2 – (As above)</p> <p>Design Creating and using design criteria, generating ideas Planning for design and manufacture Designing mechanisms</p> <p>Make Cutting and assembling accurately Selecting appropriate equipment and materials</p>

					<p>Measuring and cutting accurately, working to scale and following a design brief</p> <p>Evaluate Carrying out primary research and applying to design Testing and adapting mechanisms Researching mechanisms</p> <p>Technical knowledge Learning mechanical components Identifying input and output Understanding how an axle works Know materials commonly used for wheels</p>
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2022 / 2023	Term	Focus	Sketch Book Work	Final Piece	Skills Progression
	Spring 1	<p data-bbox="763 240 936 264">Making puppets</p> 	<p data-bbox="999 240 1238 408">Children explore different types of puppets. They make various types of puppets and practise simple sewing skills.</p>	<p data-bbox="1267 240 1473 293">Children sew a hand puppet</p>	<p data-bbox="1536 240 1608 264">Year 1</p> <p data-bbox="1536 272 1608 296">Design Designing for others</p> <p data-bbox="1536 360 1608 384">Make Selecting suitable equipment Sequencing steps for construction</p> <p data-bbox="1536 480 1630 504">Evaluate Reflecting on their finished product</p> <p data-bbox="1536 568 1749 592">Technical knowledge Knowing the different ways fabric can be joined</p> <p data-bbox="1536 679 1939 735">Understanding how to prepare fabric for joining</p> <p data-bbox="1536 775 1715 799">Year 2 (as above)</p> <p data-bbox="1536 807 1608 831">Design Considering purpose in the design process</p> <p data-bbox="1536 895 1608 919">Make Threading a needle Sewing a running stitch Preparing fabrics for sewing</p> <p data-bbox="1536 1038 1630 1062">Evaluate Discuss the making process and the finished product</p> <p data-bbox="1536 1158 1749 1182">Technical knowledge Identifying parts of a needle (point and eye)</p> <p data-bbox="1536 1270 1883 1326">Understand the alternative ways of joining fabrics and embellishments</p>


	<p>Summer 1</p>	<p>Stable Structures – making a famous landmark</p> 	<p>The children explore making structures and how to make them stable. They then plan and design their own structure, ensuring it is stable to stand on its own.</p>	<p>Children create a famous landmark.</p>	<p>Year 1 – Design Designing for others</p> <p>Make Assembling different components to work together to create motion Assembling accurately Cutting neatly</p> <p>Evaluate Testing a finished product</p> <p>Technical knowledge Developing awareness of different structures for different purposes Understanding how to turn 2D nets into 3D structures Understanding what mechanisms are</p> <p>Year 2 – (as above)</p> <p>Design Designing for others, using criteria and applying their knowledge of structures</p> <p>Make Cutting and assembling accurately</p> <p>Evaluate Examples of natural & manmade structures Testing and evaluating</p> <p>Technical knowledge Understanding the definition and importance of strength, stability and stiffness</p> <p>Knowing that different shapes can strengthen or weaken structures and that</p>
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					materials can be manipulated to improve strength and stiffness.
	Summer 2	<p>Moving pictures</p> 	Children investigate different ways of making moving pictures. They explore using slider mechanisms, pivot and lever mechanisms and wheel mechanisms	Children create a moving picture using mechanisms of their choice.	<p>Year 1 –</p> <p>Design Designing for others Designing mechanisms</p> <p>Make Assembling accurately Creating different movements (up, down, along and around) Adapting Mechanisms Measuring and cutting accurately Following a design brief Working to scale</p> <p>Evaluate Testing a finished product Researching and testing mechanisms</p> <p>Technical knowledge Understanding what a mechanism is Understanding how to create different movement Understanding how an axle works</p> <p>Year 2 – (As above)</p> <p>Design Creating and using design criteria, generating ideas Planning for design and manufacture Designing mechanisms</p> <p>Make Cutting and assembling accurately Selecting appropriate equipment and materials Measuring and cutting accurately, working to scale and following a design</p>


					<p>brief</p> <p>Evaluate Carrying out primary research and applying to design Testing and adapting mechanisms Researching mechanisms</p> <p>Technical knowledge Learning mechanical components Identifying input and output Understanding how an axle works Know materials commonly used for wheels</p>
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LKS2 DT (Bramley Class)

Bramley	Term	Focus	Structure of work	Final Piece	Skill/Progression
2021-2022	Autumn	Bird feeders	<p>Explore existing birdfeeders including those made from recycled products</p> <p>Look at range of materials available</p> <p>Design and annotate</p> <p>Make and evaluate</p> <p>Hang around the school site</p>		<p>Planning:</p> <ul style="list-style-type: none"> ● identify the design features of their products that will appeal to intended user; ● use their knowledge of a broad range of existing products to help generate their ideas; ● design innovative and appealing products that have a clear purpose and are aimed at a specific user; ● use annotated sketches and cross-sectional drawings to develop and communicate their ideas; ● when designing, explore different initial ideas before coming up with a final design; ● when planning, start to explain their choice of materials and components including function and aesthetics; <p>Making:</p> <ul style="list-style-type: none"> ● with growing confidence, carefully select from a range of tools and equipment, explaining their choices; ● select from a range of materials and components according to their functional properties and aesthetic qualities; ● place the main stages of making in a systematic order; ● Practical skills and techniques ● with growing independence, measure and mark out to the nearest cm and millimetre; ● cut, shape and score materials with some degree of accuracy; ● assemble, join and combine material and components with some degree of accuracy; <p>Evaluating:</p> <ul style="list-style-type: none"> ● explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; ● explore what materials products are made from and suggest reasons for this; ● consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; ● evaluate their product against their original design criteria;

		All weather shelters	<p>Look at a range of different shelters What makes a good shelter?</p> <p>Discuss materials, shape and structure Plan, review and build Test – rain, wind and earthquake</p>		<ul style="list-style-type: none"> • Order the main stages of making a product • Describe the purpose of their products • Explain how particular parts of their products work • Use annotated sketches and exploded diagrams to develop and communicate their ideas • Assemble, join and combine materials and components with some accuracy • Identify the strengths and areas for development in ideas and product • Refer to design criteria as they design and make • Use design criteria to evaluate their completed product
	Summer	<p>Cooking from around the world (Canada, Australia, Indonesia, Mexico and Kenya)</p>			<ul style="list-style-type: none"> • To follow procedures for safety and hygiene • Understand where food comes from (grown, reared and caught in the UK, Europe and the wider world) • Prepare and cook a variety of savoury dishes included where appropriate, the use of a heat source • Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • Understand that a healthy diet is made up of a variety and balance of different food and drink, as depicted in The Eat Well Plate • Understand that in order to be active and healthy, food and drink are needed to provide energy for the body

Bramley	Term	Focus	Sketchbook Work	Final Piece	Skill/Progression
2022-2023	Autumn	Kites	<p>Look at a range of existing products – design, materials, colour, construction</p> <p>Create own criteria Woodwork skills to make the frame Accurate measurements required Make, test and review</p>		<ul style="list-style-type: none"> • Share and clarify ideas through discussion • Use annotated sketches and exploded diagrams to develop and communicate their ideas • Generate realistic ideas, focusing on the needs of the user • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Order the main stage of making • Follow procedures for safety and hygiene • Measure, mark out, cut and shape materials and components with some accuracy • Assemble, join and combine materials and components with some accuracy • Identify the strengths and areas for development in their ideas and products • Refer to their design criteria as they design and make
	Spring	<p>Cooking</p> <p>Local Area and United</p>	<p>What is seasonal? What is grown locally? Traditionally dishes/recipes from</p>		<ul style="list-style-type: none"> • Follow procedures for safety and hygiene • Understand that food ingredients can be fresh, pre-cooked and processed • To follow procedures for safety and hygiene • Understand where food comes from (grown, reared and caught in the UK, Europe and the wider world)

		Kingdom	Kent/United Kingdom		<p>world</p> <ul style="list-style-type: none"> • Prepare and cook a variety of savoury dishes included where appropriate, the use of a heat source • Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • Understand that a healthy diet is made up of a variety and balance of different food and drink, as depicted in The Eat Well Plate • Understand that in order to be active and healthy, food and drink are needed to provide energy for the body
Summer	Money Containers	<p>Evaluate existing product Who is the target user? Design ideas – materials, size, etc. Learning and practise basic sewing skills – running stitch, back stitch and fastenings</p>		<p>Planning:</p> <ul style="list-style-type: none"> • identify the design features of their products that will appeal to intended customers; • use their knowledge of a broad range of existing products to help generate their ideas; • design innovative and appealing products that have a clear purpose and are aimed at a specific user; • use annotated sketches and cross-sectional drawings to develop and communicate their ideas; • when designing, explore different initial ideas before coming up with a final design; • when planning, start to explain their choice of materials and components including function and aesthetics; <p>Making:</p> <ul style="list-style-type: none"> • learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; • use a wider range of materials and components, including textiles; • with growing independence, measure and mark out to the nearest cm and millimetre; • assemble, join and combine material and components with some degree of accuracy; • demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; • join textiles with an appropriate sewing technique; <p>Evaluating:</p> <ul style="list-style-type: none"> • explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; • explore what materials products are made from and suggest reasons for this; • consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; <p>evaluate their product against their original design criteria</p>	

UKS2 DT (Discovery Class)

Discovery Class	Term	Curriculum Link	Focus	Sketch Book Work	Final Piece	Skills Progression
2021-22	Autumn 1	Topic -Comparison of Ancient Civilisations - Egypt and Greece	Design a shoe	Research Design Prototype in paper/ sewing techniques developed Evaluate	Greek sandal	Design: <ul style="list-style-type: none"> a use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; b use their knowledge of a broad range of existing products to help generate their ideas; c design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; d explain how particular parts of their products work; e use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; f generate a range of design ideas and clearly communicate final designs; g consider the availability and costings of resources
	Spring 2	Science -Electricity	Electrical Toy	Research Design Prototype (does my design work?) Evaluate Finish product	A toy that uses an electrical circuit.	
	Spring 2	Romans	Cookery	Research the main food groups. Consider how different foods modelled in their food group research is produced.	Make and design Roman bread.	
		Year 6 Pasta Lunch Activity	Healthy Eating	Consider different food groups and how these are shown across various different meals.	Produce a pizza that has balanced and healthy toppings.	
Discovery Class						
2022-23	Autumn 2	The Americas	Totem Pole and Dreamcatchers	Research Design Create Evaluate Final product	Totem pole made from cardboard. Dream catcher made from paper and string. Both have a historical design focus.	
	Spring 1	Invaders	Viking Long-ships	Research Design	Viking Longboat designed to feature a visually	

				Create Evaluate	traditional ship that can hold 10 Vikings (pegs) and float.	when planning out designs; work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.
	Summer 2	The Changing World (Considering architects from around the world – globalisation)	Bridge Building	Research bridges from around the world. Consider their shapes and what they are made from. -Make a bridge from paper using ideas from research. -Design own bridge that will be made from wooden lolly sticks.	A bridge made out of wooden lolly sticks that can hold the most weight over a set distance between a set gap.	Make Children can: Planning
		Year 6 Pizza salad Lunch Activity	Healthy Eating	Consider different food groups and how these are shown across various different meals.	Produce a pizza that has balanced and healthy toppings.	<ul style="list-style-type: none"> a independently plan by suggesting what to do next; b with growing confidence, select from a wide range of tools and equipment, explaining their choices; c select from a range of materials and components according to their functional properties and aesthetic qualities; d create step-by-step plans as a guide to making; Practical skills and techniques <ul style="list-style-type: none"> e learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; f independently take exact measurements and mark out, to within 1 millimetre; g use a full range of

						<p>materials and components, including construction materials and kits, textiles, and mechanical components;</p> <p>h cut a range of materials with precision and accuracy;</p> <p>i shape and score materials with precision and accuracy;</p> <p>j assemble, join and combine materials and components with accuracy;</p> <p>k demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;</p> <p>l join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch;</p> <p>refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p> <p>Evaluate</p> <p>Children can:</p> <p>a complete detailed competitor analysis of other products on the market;</p> <p>b critically evaluate the quality of design,</p>
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						manufacture and fitness for purpose of products as they design and make; evaluate their ideas and products against the original design criteria, making changes as needed.
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