

Design Technology

Progression and coverage document

Clyst Hydon Primary School

4 year curriculum plan

<u>EYFS and KS1</u>		
	<u>Design and Technology Content</u>	<u>Design and Technology Skills</u>
<u>Year A</u>		
Blue Planet Why doesn't a tiger live in the Artic? (Geog)		
Bugs, Blisters and Blood		
Chitty Chitty Bang Bang	<p>Wacky Race – vehicles</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks. Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p>	<p>Technical knowledge Explore and use mechanisms in their products.</p>
<u>Year B</u>		
Dinosaurs Adventures – significant people		
The London of Paddington (geog)	<p>Toy Paddington</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Make</p>	Creating a toy – (puppet/soft toy – textiles)

	<p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p>	
On the Farm (geog)	<u>Farmhouse Lunch</u>	<p><u>Farmhouse Lunch</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from</p> <p>Cooking a farmhouse lunch with natural farm produce</p>
Year C		
The Great Fire of London		
Castles	<p><u>Create a well-defended castle</u></p> <p>Design</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms in their products.</p>
Oh I do like to be beside the seaside	<p><u>Sea-side Pier Entertainments</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use wide range of materials and components, including construction materials, textiles and</p>	<p><u>Sea-side pier entertainments</u></p> <p>Explore and use mechanisms.</p> <p>FISH DISH</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>

	<p>ingredients, according to their characteristics. Evaluate their ideas and products against design criteria.</p> <p><u>Fish Dish</u></p>	
--	---	--

KS2

Year A

<p>Goodnight Mister Tom WW2 and Battle of Britain</p>		
<p>How would my daily life be different if I was a Viking?</p>	<p><u>Create a Viking longhouse (and if time a Viking longboat)</u></p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Evaluate Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
<p>Where do rivers come from and where do they go?</p>	<p><u>Design a bridge (dam)</u></p> <p>Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their properties and aesthetic qualities.</p> <p>Evaluate</p>	

	Investigate and analyse a range of existing products. Understand how key events and individuals in design and technology have helped shape the world.	
Year B		
Crime and Punishment	<u>Punishments of the Past – how did they work?</u> Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Understand and use mechanical systems in their products (for example, gears, pulleys, cams, lever and linkage)
Beowulf		
King of the cloud forests (mountains - geography)		
Year C		
Secrets of a Sun King Ancient Egypt	<u>Design a long-lasting tomb for an Egyptian Pharaoh</u> Design Generate, develop, model and communicate their ideas through discussion	
Who might live in a house like this?	<u>An ideal House of the future powered by renewables</u>	Technical Knowledge Understand and use electrical systems in their products
Songs of the Dolphin Boy	<u>FISH DISH</u> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Fish Dish
Year D		
Who let the Gods Out?	<u>GREEK FEAST</u> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	
Escape from Pompeii		
Stig of the Dump	<u>Eat like a Stone Age Person for the Day (Were Stone Age People eating a healthier diet than us?)</u> Design Understand and apply the principles of a healthy and varied diet.	

--	--	--