



# Crooksbar DT

# Progression Map



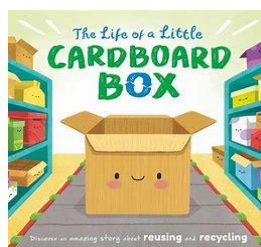
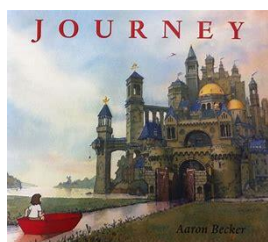
## CURRICULUM INTENT

We believe that high-quality DT lessons will inspire children to think innovatively and develop their planning, designing, assessing and evaluation skills. Our DT curriculum provides children with opportunities to develop their skills using a range of media, materials and tools. Children learn a range of skills through cooking and nutrition, textiles, mechanisms and construction and that the protected characteristics are promoted throughout. The skills they acquire are applied to their cross-curricular topics, allowing children to use their DT skills to develop their own products. DT contributes to children's personal development in independence, judgment and self-reflection. It is paramount that DT work be purposeful. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In DT, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

# PROGRESSION OF KNOWLEDGE AND SKILLS

## EYFS

### Texts to support learning



## Development Matters Guidance & Early Learning Goal

### EYFS Statutory Educational Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### EYFS – Expressive arts and design

3 – 4 year olds (Development Matters)	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use one-handed tools and equipment, for example, making snips in paper with scissors.
Reception (Development Matters)	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

ELG

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, textile, form and function. Use a range of small tools, including scissors, paint brushes and cutlery.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Nursery</b>	<b>DT</b> Use a knife to spread butter/ jam on a piece of toast.	<b>DT</b> Creating a product with movable parts	<b>DT</b> <b>Paper Sculpture</b> - make a paper igloo Sewing a simple snowflake pattern on card	DT opportunities through continuous provision in the classroom	<b>DT</b> Make sunflower bread	<b>DT</b> Use <b>Journey by Aaron Becker</b> as a stimulus to create a structure that will stand. Research different types of structures e.g. castles/ houses.
<b>Reception</b>	<b>DT</b> Use a knife to spread and slice to make a sandwich	<b>DT</b> Sew a Christmas decoration	DT opportunities through continuous provision in the classroom	<b>DT</b> Make a teddy bear with movable parts.	<b>DT</b> Make a vegetable soup.	<b>DT</b> Use <b>Journey by Aaron Becker</b> as a stimulus to create a stationary vehicle. Research different types of vehicles.

<b>Year Group</b>	<b>Topic</b>	<b>Investigate</b>	<b>Research</b>	<b>Design</b>	<b>Create</b>	<b>Evaluation</b>
<b>Year 1 &amp; 2 Rotation A How did the Great Fire of London change the way that houses were built?</b>	The Great Fire of London <b>To design a 3D model of a 17<sup>th</sup> century house.</b>	I can build structures, exploring how they can be made stronger, stiffer and more stable.	I can research and evaluate a range of materials used to build structures.	I can describe what I want to do using pictures and words. I can make lists of materials I will need. I can think of some ideas of my own.	I can create a product that is attractive and purposeful that meets my design brief. I can use tools and materials safely.	I can explain what I are making and why I am making it. I can evaluate ideas and products against design criteria.
<b>Can you name the five food groups?</b>	Once Upon A Time <b>Food- to prepare a course for a Medieval feast.</b>	I can explore and evaluate a range of existing products.	I can research where food comes from.  I can research the basic principles of a healthy and varied diet to help me to design food products.	I can design purposeful, functional, appealing products based on design criteria. I can make lists of materials I will need. I can write instructions.	I can create a product that is attractive and purposeful that meets my design brief. I can follow basic hygiene and safety rules.	I can explain what I are making and why I am making it. I can evaluate ideas and products against design criteria.
<b>What are the four main types of puppets?</b>	Oh I Do Like To Be Beside The Seaside <b>Textiles- to make a puppet.</b>	I can explore and evaluate a range of existing products.	I can research and evaluate a range of puppets and the materials used to make them.	I can design purposeful, functional, appealing products based on design criteria. I can make lists of ingredients I will need. I can describe what I want to do using pictures and words.	I can create a product that is attractive and purposeful that meets my design brief. I can use tools and materials safely.	I can explain what I are making and why I am making it. I can evaluate ideas and products against design criteria.
<b>Year Group 1 &amp; 2 Rotation B</b>	What A Wonderful World	I can explore and evaluate a range of recycled materials.	I can research the ways in which recycled materials	I can design purposeful, functional, appealing	I can create a product that is attractive and purposeful that	I can explain what I are making and why I am making it.

<b>How does recycling waste products help the planet?</b>	<b>To build a tin forest using recyclable materials (link to The Tin Forest)</b>		are used to create new products.	products based on design criteria. I can make lists of materials I will need. I can describe what I want to do using pictures and words.	meets my design brief. I can use tools and materials safely.	I can evaluate ideas and products against design criteria.
<b>Can you identify healthy and 'treat' snacks?</b>	Let's Go On An Adventure <b>Food- to create a healthy snack.</b>	I can explore and evaluate a range of existing food products.	I can research where food comes from.  I can research the basic principles of a healthy and varied diet to help me to design food products.	I can design purposeful, functional, appealing products based on design criteria. I can make lists of ingredients I will need. I can write instructions.	I can create a product that is attractive and purposeful that meets my design brief. I can use tools and materials hygienically and safely.	I can explain what I are making and why I am making it. I can evaluate ideas and products against design criteria.
<b>What are the properties of materials used to make vehicles?</b>	Explorers <b>To use different materials to create a model of a rocket.</b>	I can explore and evaluate a range of existing products.	I can research and evaluate a range of materials used to build vehicles and decide which will be best to build a model of a vehicle.	I can generate ideas through comparing existing products.	I can create a product that is attractive and purposeful that meets my design brief. I can use tools and materials safely.	I can explain what I are making and why I am making it. I can evaluate ideas and products against design criteria.

<b>Year Group</b>	<b>Topic</b>	<b>Investigate</b>	<b>Research</b>	<b>Design</b>	<b>Create</b>	<b>Evaluation</b>
<b>Year 3 &amp; 4 Rotation A How do confectionary companies make their products</b>	<b>Chocolate To design a chocolate bar and its packaging.</b>	I can investigate and analyse a range of existing products.	I can research what makes a product attractive to a consumer (taking into account its packaging and taste).	I can begin to select my own ingredients when cooking or baking. I can plan my design using diagrams and labels.	I can present food in an appealing way.	I can assess how well my product works in relation to the purpose.

attractive to consumers?						
<p><b>Can you describe a lever, pulley and gear mechanism?</b></p>	<p>Mechanisms <b>To create an Easter card with a lever mechanism.</b></p>	<p>I can investigate and analyse a range of existing products. I can evaluate ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>I can use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>I can plan the equipment/ tools needed and give reasons why. I can start to order the main stages of making a product. I can use what I know about the properties of materials to plan my ideas.</p>	<p>I can use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p>	<p>I can assess how well my product works in relation to the purpose. I can develop my designs through my own reflection and the evaluation of others.</p>
<p><b>What are the similarities and differences between traditional Brazilian and British textile products?</b></p>	<p>Rio <b>To make a carnival mask</b></p>	<p>I can investigate and analyse a range of existing products. I can evaluate ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>I can use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>I can plan the equipment/ tools needed and give reasons why. I can start to order the main stages of making a product. I can use what I know about the properties of materials to plan my ideas.</p>	<p>I can use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p>	<p>I can assess how well my product works in relation to the purpose. I can develop my designs through my own reflection and the evaluation of others.</p>
<p><b>Year Group 3 &amp; 3 Rotation B</b> <b>What are the similarities and differences between materials used by the Ancient Egyptians and modern designers/ crafts people?</b></p>	<p>The Egyptians <b>To make a sarcophagus.</b></p>	<p>I can investigate and evaluate ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>I can use research to compare historical and modern designs and materials.</p>	<p>I can plan the equipment/ tools needed and give reasons why. I can start to order the main stages of making a product. I can use what I know about the properties of materials to plan my ideas.</p>	<p>I can use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p>	<p>I can assess how well my product works in relation to the purpose. I can develop my designs through my own reflection and the evaluation of others.</p>

<b>What components should nutritionally balanced meals comprise of?</b>	The Romans Food <b>To design and create a nutritionally balanced stew.</b>	I can investigate and analyse a range of existing food products.	I can research what makes a product attractive to a consumer (taking into account its packaging and taste).	I can plan the equipment/ tools needed and give reasons why. I can start to order the main stages of making a product. I can use what I know about the properties of materials to plan my ideas.	I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	I can assess how well my product works in relation to the purpose. I can develop my designs through my own reflection and the evaluation of others.
<b>How did the upper and lower-class cabins on the Titanic differ?</b>	Titanic <b>To use an electrical circuit in the design of a model of one of the Titanic's cabins.</b>	I can investigate and analyse a range of existing products. I can evaluate ideas and products against their own design criteria and consider the views of others to improve their work.	I can use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	I can plan the equipment/ tools needed and give reasons why. I can start to order the main stages of making a product. I can use what I know about the properties of materials to plan my ideas.	I can use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	I can assess how well my product works in relation to the purpose. I can develop my designs through my own reflection and the evaluation of others.

<b>Year Group</b>	<b>Topic</b>	<b>Investigate</b>	<b>Research</b>	<b>Design</b>	<b>Create</b>	<b>Evaluation</b>
<b>Year 5 &amp; 6 Rotation A What is a natural disaster and what types of defence systems can be put in place to protect against them?</b>	Natural Disasters <b>To design and create a model of a defence system.</b>	I can investigate and analyse a range of existing products.	I can research the design process of different products.	I can use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	I can continuously check that my design is effective and fit for purpose throughout the making process.	I can assess how well my product works in relation to the design criteria and the intended purpose and suggest improvements. I can evaluate appearance and function against the original design criteria.

<p><b>What features would you see in a rainforest?</b></p>	<p>Rainforests <b>To create a model of a rainforest.</b></p>	<p>I can investigate and analyse a range of existing products.</p>	<p>I can research different types of landscapes and the landmarks that are typical to them.</p>	<p>I can use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>I can continuously check that my design is effective and fit for purpose throughout the making process.</p>	<p>I can assess how well my product works in relation to the design criteria and the intended purpose and suggest improvements. I can evaluate appearance and function against the original design criteria.</p>
<p><b>How can eating seasonal produce help the planet?</b></p>	<p>The Vikings <b>Food- to create a seasonal, nutritionally balanced meal.</b></p>	<p>I can investigate and analyse a range of existing food products.</p>	<p>I can research which ingredients are available in different seasons according to the region.</p>	<p>I can use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>I can continuously check that my design is effective and fit for purpose throughout the making process. I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>I can assess how well my product works in relation to the design criteria and the intended purpose and suggest improvements. I can evaluate appearance and function against the original design criteria.</p>
<p><b>Year Group 5 &amp; 6 Rotation B</b></p> <p><b>How does sustainable living impact climate change?</b></p>	<p>WW2 <b>Make Do and Mend</b></p>	<p>I can investigate and analyse a range of historical and modern products.</p>	<p>I can research a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities deciding which would be best for my product.</p>	<p>I can use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>I can continuously check that my design is effective and fit for purpose throughout the making process.</p>	<p>I can assess how well my product works in relation to the design criteria and the intended purpose and suggest improvements. I can evaluate appearance and function against the original design criteria.</p>

<p><b>What is the purpose of columns in Ancient Greek architecture?</b></p>	<p>Ancient Greeks <b>To build a structure based on a traditional Greek temple design.</b></p>	<p>I can investigate and analyse a range of existing products.</p>	<p>I can research historical structures and compare them to modern architectural styles.</p>	<p>I can use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>I can continuously check that my design is effective and fit for purpose throughout the making process.</p>	<p>I can assess how well my product works in relation to the design criteria and the intended purpose and suggest improvements. I can evaluate appearance and function against the original design criteria.</p>
<p><b>How does modern British cuisine differ from British food in the past?</b></p>	<p>Local Area <b>Food- British food</b></p>	<p>I can investigate and analyse a range of existing and historical food products.</p>	<p>I can research food that is considered typically British and research the influence that other cultures have had on modern British cuisine.</p>	<p>I can use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. I can consider culture and society in my food choices.</p>	<p>I can continuously check that my design is effective and fit for purpose throughout the making process. I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>I can assess how well my product works in relation to the design criteria and the intended purpose and suggest improvements. I can evaluate appearance and function against the original design criteria.</p>