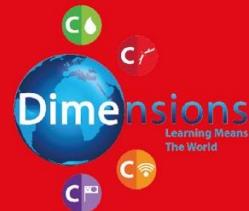




# Design Technology



## Knowledge Building

### Food Technology

**Food technology** is an area that focuses on the production, research, development, preservation and quality control of food products. It features a range of techniques in food preparation, as well as recognising the need for hygiene when working with food. Pupils will know where food comes from, how to prepare food safely, with and without a heat source, and finally explore different techniques used to make a wider range of dishes. There is a link with science here

### Users and Purposes

In design technology, **users** are defined by the people who will use the product that is being designed. **Purpose** relates to designing solutions to improve people's lives. These two components need to work harmoniously together in order to create a design, and then, ultimately, a product that suits both. By making pupils aware of these two aspects, they can see how design technology evolves and develops until they recognise that some designs have impact beyond their intended **user and purpose**.

### Product Research

**Product research** is the process of deciding which new products will be successful and then seeing how they could be developed. It can also involve looking at any existing similar products. Initially research is very basic in terms of like and dislike, but deeper research looks into aesthetics, functionality and the materials used. Pupils will expand their research skills to include these different areas and, ultimately, be able to link them to **users and purposes**.

### Design Technology Vocabulary

The language of design technology can be broken down into different categories such as: the language of **design** e.g. draw, sketch, user, purpose; the language of **making**, for example, tools, equipment, materials and the language of **evaluation**, including discussion about the product, asking questions about its usability, reviewing and checking.

### Product Features

**Product features** are aspects that make a product useful, fit for purpose and, sometimes, unique. They are attributes that appeal to **users** and make that particular product distinct. When designing a product, the features need to appeal to users, need to fulfil the purpose of the product and be influenced by research into products that may do the same thing. This aspect has strong links with **users and purposes** and **product research**. Pupils will learn how to identify features, discuss how useful they are and then explore how **product features** they actually benefit the product in terms of performance and usability.

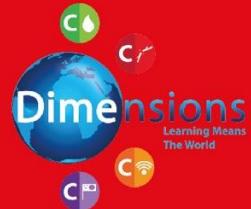
### Invention and Development

Design technology can be looked as two strands: **invention and development**. **Invention** is the process of thinking and making new products. The people who do this are **inventors**. **Development** looks at products and ideas that already exist and finds ways of making them better. It is important that pupils recognise that adapting and innovating designs / products is key in making new things. Initially, pupils will find out about well-known inventors and how their products and designs have improved life for others. They will learn about the need for problem-solving skills during the invention process, so that a product can be as functional and usable as possible. Pupils will also find out about copyrighting, trademarks and patenting ideas and products.

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# Design Technology



## End Goals

### Explorers / EYFS

Our aim in teaching design technology in Explorers is to inspire pupils to not only be creative but create for a purpose. Pupils should be aware that when they are designing and making, they need to think about it is they are making and the reasons why they are making it; what is the purpose? In this phase, pupils will have had opportunity to carry out some basic product research by pointing out some of the key features of a product, such as in Help Is At Hand knowing that a lanyard requires a photograph and the name of the person. They should also be able to give some simple feedback and evaluation by stating whether they like or dislike a product. Pupils should be able to name the tools and materials they are using to make their designs and recognise some techniques of how they are constructing their models. Explorers should also have had an introduction to the role of inventors as people who invent useful products and that they don't always succeed first time; they often have to try numerous times before they get their product right.

### Pathfinders / KS1

Our aim in teaching design technology in Pathfinders is to broaden pupils' awareness of designing for purpose. By the end of this phase, pupils should recognise that inventors and designers are not designing for themselves, they are designing for end users. This can be one person, as the pupils will have experienced with their first Extraordinaires projects, or it can be for a large group of people. Pupils should be able to carry out some research into existing products and use this to guide their own designs noting useful features. As well as learning about designing for a more focused purpose, pupils should have started to be aware of a range of skills and techniques that will help them when it comes to modelling their designs. They should recognise the importance of using suitable materials and notice how some everyday objects can be used to make effective mechanisms. Pupils should be aware that models of their designs may require testing, especially if there are moving parts and adjustments may need to be made to make them work efficiently. Evaluative vocabulary should be extended beyond 'like' and 'dislike' with comment on how their work could be improved or note features that are particularly pleased with.

### Adventurers / LKS2

Our aim in teaching design technology in Adventurers is to encourage pupils to make links between purpose, functionality and aesthetics. In this phase, pupils will have the opportunity to design for two more Extraordinaires. These personas require more thought and consideration of their requirements than in Pathfinders. Pupils should know that they need to not only focus on purpose and some key features but now bear in mind how the product looks and feels for their user. They should consider materials that not only work well for construction but look aesthetically pleasing too.

The Adventurers phase sees pupils learn some basic cooking skills and recognition of where their food comes from. Pupils should be aware that much of their food comes from overseas and that seasonality is important when trying to source various ingredients. They should know how to prepare food hygienically and cook safely whilst remembering that food, like other products they have designed and made, needs to be presented attractively for people to enjoy. By the end of this phase, pupils should be more confident in evaluating their own work and be able to give more detailed criticism, both positively and negatively. They should understand the importance of problem solving in the invention process and be able to make adjustments to their designs. Pupils should now be able to give some feedback to their peers, suggesting ways they could improve or noting a feature that is particularly well designed.

### Navigators / UKS2

Our aim in teaching design technology in Navigators is to embed knowledge and skills from the previous phases with a greater awareness of design in the wider world. Pupils should be aware that products can often have more than one function or purpose and be able to recognise the impact this has on its usability. They should know that there is a clear relationship with the features of a product and the functionality of it. They should ask themselves regularly, does this feature enhance this product? Is this feature necessary to the needs of the end user?

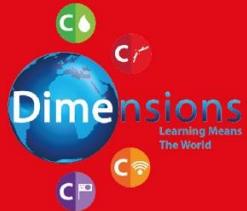
The Navigator Extraordinaires are based on real people; a solider and a spaceman, both of whom have very specific requirements and restrictions. Pupils should be able to consider the wider issues these personas have when designing and making their products for them. Thoughts on how versatile their product is and how it could impact on other equipment should be considered.

By the end of this phase, pupils should have an awareness of the legalities that comes with designing and making a unique product. They should know the terms of 'trademark', 'patent', 'copyright', 'brand' and 'logo'. They should understand that these terms and processes allow inventors to keep their inventions safe and ensure that they earn the recognition they deserve for a design that is their own work. Additionally, Navigators, should be able to see the links between design technology and other subjects such as science. They should see that their knowledge of electricity, for example, can be put to practical use in technology tasks.

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# Design Technology



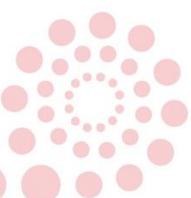
## EXPLORERS- Early Years

### Knowledge Building

Food Technology	Users and Purposes	Product Research	Design Technology Vocabulary	Product Features	Invention and Development
Know that food comes from plants or animals and that food has to be grown or caught	Know what they are designing and making and say what its purpose is	Know what they like and dislike about a product	Know the names of simple construction tools and equipment	Know the key features that define a product	Know what inventors do and why they are important

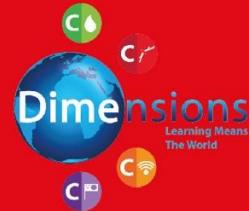
### Learning Progression

3 – 4 years	Reception
<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>Develop their own ideas and then decide which materials to use to express them</li> <li>Join different materials and explore different textures</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Create collaboratively, sharing ideas, resources and skills</li> </ul>





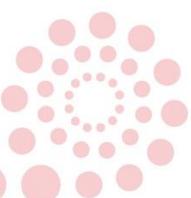
# Design Technology



## Knowledge Progression

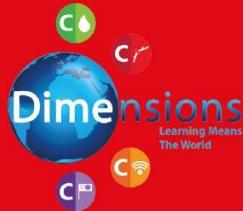
### Explorers 1 / Nursery and Explorers 2 / Reception (Skills vocabulary in yellow)

<p><b>Come Fly With Me! Asia</b></p> <ul style="list-style-type: none"><li>• To know that Chinese dragons are an important feature of Chinese culture and make their own model using bright colours</li><li>• To identify some features of Chinese dress and design their own Chinese style outfit</li><li>• To know what a diva lamp is for</li></ul> <p><b>Key Vocabulary</b> fold, stick, colour, shape, compare, feature, dragon, Chinese, colour, bright, traditional, diva lamp, salt dough, Diwali</p>	<p><b>What On Earth...?</b></p> <ul style="list-style-type: none"><li>• To design and make a clay pot with the purpose of growing seeds</li><li>• To identify the features of a range of fabrics and talk about which they consider to be pretty</li><li>• To use their imagination when designing and making a model of a giant</li><li>• To know that some materials can be repurposed and reused to make something else</li><li>• To understand some of the processes involved in designing and making a particular item</li></ul> <p><b>Key Vocabulary</b> mould, design, make, model, pattern, texture, gift wrap, fabric, plant pot, clay</p>
<p><b>Help Is At Hand</b></p> <ul style="list-style-type: none"><li>• To design a new lanyard with clear information and space for a photograph</li><li>• To be able to talk about preferences and design a pizza for themselves</li><li>• To identify what someone else prefers and design specifically for them</li></ul> <p><b>Key Vocabulary</b> model, badge, lanyard, design, photograph, I.D., words, preference, cook, share, favourite, junk modelling, gift</p>	
<p><b>Additional Knowledge</b></p> <p><b>Happy To Be Me</b></p> <ul style="list-style-type: none"><li>• To design a badge or medallion to show belonging</li></ul>	





# Design Technology



## National Curriculum Aims

The National Curriculum for design and technology 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

## Expected covered content from Key Stage 1

When designing and making, pupils should be taught to:

### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

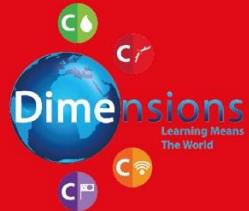
### **Cooking and nutrition**

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

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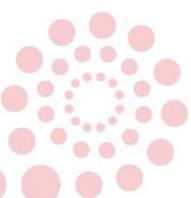


# Design Technology



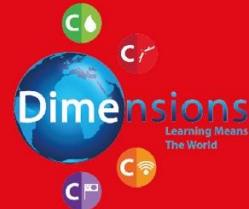
## PATHFINDERS- KS1

Knowledge Building					
Food Technology	Users and Purposes	Product Research	Design Technology Vocabulary	Product Features	Invention and Development
Know how to prepare food safely and hygienically, without using a heat source	Know why they need to make products suitable for intended end users and how this influences design	Know the importance of research and using their findings in the design process	Know the names and properties of materials commonly used in the manufacture of products	Know the importance of including useful features within a product design	Know about significant inventors and developers and how they improved life for others
Skills Progression					
Design Technology Skills Pathfinders 1 / Y1			Design Technology Skills Pathfinders 2 / Y2		
Dt1 Explore the sensory qualities of materials Dt2 Explore ways to construct models Dt3 Identify a target group for what they intend to design and make Dt4 Recognise how structures can be made, stronger, stiffer and more stable Dt5 Generate and talk about their own ideas Dt6 Follow safe procedures Dt7 Take account of simple properties of materials when deciding how to cut, shape, combine and join them Dt8 Use tools and materials with help			Dt9 Explore a range of existing products Dt10 Discover where foods come from in choosing, preparing and tasting different dishes Dt11 Identify a purpose for what they intend to design and make Dt12 Identify simple design criteria then plan what to do next, using a variety of methods Dt13 Observe and take account of properties of materials when deciding how to cut, shape, combine and join them Dt14 Identify what they could have done differently or how they could improve their work in the future Dt15 Evaluate a range of existing products Dt16 Communicate their ideas using a variety of methods e.g. drawing, making, mock-ups, ICT Dt17 Measure, mark, cut out and shape a range of materials Dt18 Use mechanisms in the products e.g. wheels, sliders Dt19 Use simple finishing techniques Dt20 Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria		





# Design Technology

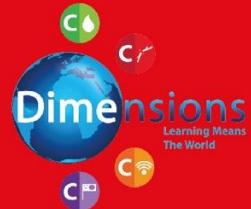


## Knowledge Progression

Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p><b>Pathfinders 1 / Year 1</b></p> <p><b>Happily Ever After</b></p> <p> Pupils will be using The Extraordinaires Fairy project in this unit. They will be introduced to the 'persona' of the Fairy to help them think more like the end user who they are designing for. Pupils will work through the stages of the design process, from research, design, make and evaluation. They will need to research products that are already available on the market and then adapt their ideas to ensure they think of something original but useful and useable by the user they are designing for. Pupils will look at simple ways to improve their design and be introduced to ways in which they can analyse their work and also that of their peers.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>NC</b> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p><b>NC</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>NC</b> - Understand the important of exploring and evaluating a range of existing products</p> <p><b>NC</b> - Evaluate their ideas and products against design criteria</p> <ul style="list-style-type: none"> <li>• Design and make a prototype of a bag suitable for the client (Fairy) to carry things in</li> </ul> <p><b>UNITY IN THE COMMUNITY - Structures</b></p> <p> Pupils will be introduced to how important design technology is to create strong and stable structures. They will observe a range of homes in relation to their local area and use what they have found to design and make a model of a home that a new neighbour would like to live in.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p><b>NC</b> - Build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> <li>• Design, make and test a model house for a new neighbour</li> </ul>	<p><b>Pathfinders 2 / Year 2</b></p> <p><b>Land Ahoy</b></p> <p> Pupils will be using The Extraordinaires Pirate project in this unit. They will be introduced to the 'persona' of the Pirate to help them think more like the end user who they are designing for. Pupils will work through the stages of the design process, from research, design, make and evaluation. They will need to research products that are already available on the market and then adapt their ideas to ensure they think of something original but useful and useable by the user they are designing for. Pupils will look at simple ways to improve their design and be introduced to ways in which they can analyse their work and also that of their peers.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>NC</b> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p><b>NC</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>NC</b> - Understand the important of exploring and evaluating a range of existing products</p> <p><b>NC</b> - Evaluate their ideas and products against design criteria</p> <ul style="list-style-type: none"> <li>• Design and make a prototype of a remote control suitable for the client (Pirate) to use.</li> </ul> <p><b>ZERO TO HERO - The Gift</b></p> <p> In this unit, pupils will design and make a gift for one of the famous people they have studied within the Zero to Hero unit. Pupils will need to consider the answers to three key questions in the design phase of their task:- Who is the gift for? How does the design and function of the gift suit the person it is intended for? Where and when might this person use this gift?</p> <p><b>Concepts</b></p> <p><b>NC</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>NC</b> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>NC</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> <li>• Design and make a useful gift for one of the famous people in the Zero to Hero unit</li> </ul>
<p></p> <p><i>Find your Remarkable</i></p> <p></p>	<p></p>



# Design Technology



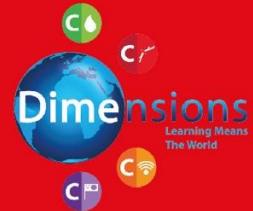
## Knowledge Progression

Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p><b>COME FLY WITH ME! ARCTIC CIRCLE - Mechanisms - Sliders and Levers 1</b></p> <p> Pupils will develop skills needed in order to design and make a simple moving object, focusing on basic sliders and levers. They will be introduced to vocabulary such as mechanism, lever and slider and explore different ways these can be made with simple materials, tools and techniques. Pupils will be familiarised with some early safety tips such as asking adults to cut or slice cardboard with sharp knives or cutters.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products</p> <p><b>NC</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>NC</b> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks</p> <p><b>NC</b> - Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products</p> <ul style="list-style-type: none"> <li>Design, make and evaluate a moving picture which uses a simple mechanism (slider or lever) and be made from card</li> <li>Design, make and evaluate a moving picture to accompany a fact sheet on an animal that lives in the Arctic.</li> </ul> <p><b>LIGHT UP THE WORLD - Mechanisms - Sliders and Levers 2</b></p> <p> Pupils will develop skills needed in order to design and make a simple moving object, focusing on basic sliders and levers. They will be introduced to vocabulary such as mechanism, lever and slider and explore different ways these can be made with simple materials, tools and techniques. Pupils will be familiarised with some early safety tips such as asking adults to cut or slice cardboard with sharp knives or cutters.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>NC</b> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p><b>NC</b> - Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products</p> <ul style="list-style-type: none"> <li>Design and make a pop-up leaflet to help explain the importance of sun safety.</li> </ul>	<p><b>INTER-NATION MEDIA STATION - Nan's Outfit - Additional Textiles</b></p> <p> Pupils will explore some basic textile skills of cutting around a template, adding embellishments and stitching two pieces of fabric together in order to design a t-shirt or top for Nan, mentioned in the Part One literacy unit. They will initially need to design the top for Nan before making a prototype of their design.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p><b>NC</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> <li>Design and make a T-shirt or top for Nan to wear on her big day out</li> </ul> <p><b>GOING WILD - Textiles</b></p> <p> In this area of design technology, pupils will be familiarised with a range of fabrics and how they can be joined together with both glue and with needle and thread. Pupils will learn how to create simple stitches to join 2 pieces of fabric together and then add other materials to create features. They will need to think about what they are making so that it relates to the brief.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p><b>NC</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> <li>Design and make finger puppets for the nursery rhyme, 'Two Little Sparrows'</li> </ul>
<p><b>Food Technology</b></p> <p><b>Happily Ever After</b> - Within Maths, the pupils will measure and weigh ingredients to make biscuits to take to Grandma's house in Little Red Riding Hood.</p> <p><b>PSHE</b> - see table below</p>	

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# Design Technology



## Food Technology within PSHE

### Pathfinders – Y1

#### Design Technology - Cooking and Nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes (NC)
- Understand where food comes from (NC)

#### Core 1 Unit 1 Lesson 1: Healthy Eating – Vote Green!

##### Concepts

- Learn about where vegetables and fruit grows
- Understand the social aspect of eating food together
- Know that making good choices about food will improve their health and well-being

#### Core 1 Unit 1 Lesson 2: Healthy Eating - Meat Eaters (within Come Fly With Me! Arctic Circle)

##### Concepts

- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Understand the need for protein as part of a balanced diet
- Recognise which types of food are healthy
- Know how to make simple choices that improve their health and wellbeing

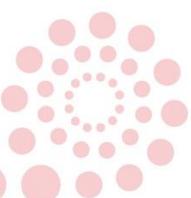
#### Core 1 Unit 1 Lesson 3: Healthy Eating - Party Time!

##### Concepts

- Know the principles of planning and preparing a range of healthy meals
- Apply their knowledge of healthy eating to plan a menu for a themed party

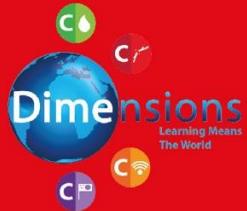
##### Key Vocabulary

food  
diet  
balance  
healthy  
Omega 3  
nutrients  
vegetarian  
vegan



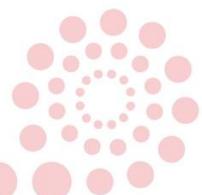


# Design Technology



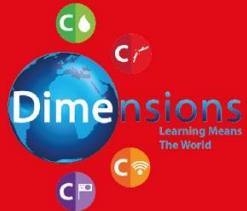
Key Vocabulary					
Pathfinders 1 / Year 1			Pathfinders 2 / Year 2		
Happily Ever After			Land Ahoy		
profile	evaluate	bag	profile	evaluate	remote control
detail	user	size	detail	user	appliance
needs	product	backpack	needs	product	physical difficulty
needs analysis	purpose	hands-free	needs analysis	purpose	power
research	use	pockets	research	use	hook hand
design	Fairy		design	Pirate	adaptations

Key Vocabulary					
Pathfinders 1 / Year 1			Pathfinders 2 / Year 2		
Unity in the Community - Structures			Zero to Hero- The Gift		
building	weak		design	design	design
structure	cardboard		function	function	function
materials	sticks		needs	needs	needs
strong	paper		gifts	gifts	gifts
stable	neighbour		want	want	want
stiff	string		imaginative	imaginative	imaginative



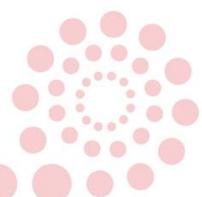


# Design Technology



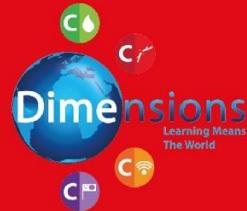
Key Vocabulary					
Pathfinders 1 / Year 1			Pathfinders 2 / Year 2		
Come Fly with Me! Arctic Circle & Light Up the World - Mechanisms - Sliders and Levers			Going Wild - Textiles / Inter-Nation Media Station - Additional Textiles		
mechanism	paper fastener		finger puppet	needle	T-shirt
slider	knife		felt	thread	design
lever	rotary cutter		fabric	features	pattern
pivot	moving picture		pin	seam allowance	
fold	rotate		sew	template	
window	slot		glue	embellishment	

Key Vocabulary					
Pathfinders 1 / Year 1			Pathfinders 2 / Year 2		
Happily Ever After – Food Technology					
weigh	eggs				
measure	bake				
mix	shape				
combine	cut out				
flour	pastry cutter				
sugar					



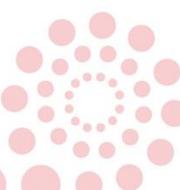


# Design Technology



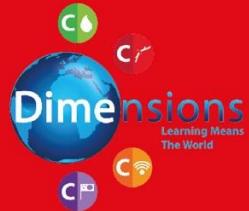
## ADVENTURERS- LKS2

Knowledge Building					
Food Technology	Users and Purposes	Product Research	Design Technology Vocabulary	Product Features	Invention and Development
Know how to prepare and cook safely and hygienically, including use of a heat source	Understand the purpose of their product and know which design features will appeal to intended users	Understand the link between choice of materials, functionality and aesthetics	Know the names of a wide range of tools and techniques, including how to employ them	Understand how important performance and appearance are in product design	Understand the role and importance of problem-solving within the invention process
Skills Progression					
Design Technology Skills Adventurers 1 / Y3			Design Technology Skills Adventurers 2 / Y4		
Dt21 Generate, develop and explain ideas for products to meet a range of needs Dt22 Explore ways of meeting design challenge with a food focus using a range of cooking techniques Dt23 Identify a purpose and establish criteria for a successful product Dt24 Evaluate work, adapting and improving where appropriate Dt25 Communicate, design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes Dt26 Selecting appropriate tools and techniques, name and describe them Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy			Dt28 Use research to inform their design Dt29 Explore ways of meeting design challenges with a textile focus Dt30 Evaluate work, adapting and improving through the views of others to improve their work Dt31 Communicate design ideas, in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Dt33 Join and combine materials and components accurately in temporary and permanent ways Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy		





# Design Technology

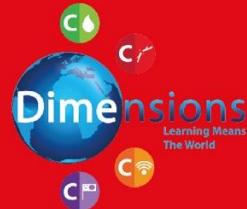


Knowledge Progression	
Adventurers 1 / Year 3	Adventurers 2 / Year 4
<p><b>THAT'S ALL FOLKS - Mechanisms - Levers and Linkages 2</b></p> <p> Pupils will embed and build on previous knowledge of how to construct and use levers by integrated them with linkages. They will explore a range of lever and linkage types and their methods of construction. In this second part, pupils will design a 'puppet' with a scissor mechanism that could be used in a stop-motion animation. Thoughtful and considered design is needed in this task.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - 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><b>NC</b> - 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><b>NC</b> - Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <ul style="list-style-type: none"> <li>• Design, make and evaluate a prop or model to be used in an animation.</li> </ul>	<p><b>Lightning Speed</b></p> <p> Pupils will be using The Extraordinaires Evil Genius project in this unit. They will be familiar with the initial processes of studying the persona of the user, their needs analysis and what it is they are designing. In Adventurers, pupils will be expected to work through the stages in more detail, for example, when thinking of ways to improve, they will need to analyse a specific feature of their design and describe how it could be made better. Pupils will need to consider how they will make their product not only functional but also look attractive to the user.</p> <p><b>Concepts</b></p> <p><b>NC</b> - 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><b>NC</b> - 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><b>NC</b> - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately</p> <p><b>NC</b> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>NC</b> - Investigate and analyse a range of existing products</p> <p><b>NC</b> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> <li>• Design and make a model of a new communications device for the Evil Genius</li> </ul>
<p><b>Under The Canopy</b></p> <p> Pupils will be using The Extraordinaires Tribal Child project in this unit. They will be familiar with the initial processes of studying the persona of the user, their needs analysis and what it is they are designing. In Adventurers, pupils will be expected to work through the stages in more detail, for example, when thinking of ways to improve, they will need to revisit the user's profile and assess how their design could be made more suitable. Pupils need to think carefully about the materials being used with links to functionality and aesthetics.</p> <p><b>Concepts</b></p> <p><b>NC</b> - 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><b>NC</b> - 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><b>NC</b> - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately</p> <p><b>NC</b> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>NC</b> - Investigate and analyse a range of existing products</p> <p><b>NC</b> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> <li>• Design and make a prototype of a new toy for tribal child made of natural materials</li> </ul>	<p><b>LAW AND ORDER - Mechanisms - Levers and Linkages 1</b></p> <p> Pupils will embed and build on previous knowledge of how to construct and use levers by integrated them with linkages. They will explore a range of lever and linkage types and their methods of construction. Pupils will use this knowledge by designing and making a celebration card using one of these moving levers. Thoughtful and considered design is needed in this task.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <ul style="list-style-type: none"> <li>• Construct some of the examples of levers and linkages</li> <li>• Design, make and evaluate a celebration card that includes a mechanical system. The picture must use levers and linkages</li> </ul>

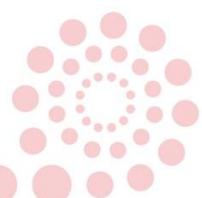
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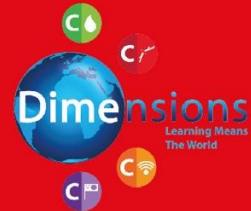


Knowledge Progression	
Adventurers 1 / Year 3	Adventurers 2 / Year 4
<p><b>ATHENS VS SPARTA - Mechanisms - Structures</b></p> <p> In Pathfinders, pupils learn that good design is an important component in the construction of strong structures. In this unit, pupils will discover how a strong structure and an accurate mechanism can be combined to make a siege weapon. Pupils will need to carefully consider the purpose of their product and include some key features to allow it to work. They will also need to work through processes of problem solving in order to achieve the best firing mechanism.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <ul style="list-style-type: none"> <li>• Design, make and evaluate a siege weapon (trebuchet)</li> </ul>	<p><b>PICTURE OUR PLANET - Textiles</b></p> <p> Pupils already have some experience of working with textiles and combining two pieces of materials together using needle and thread. In this unit, pupils will need to use sewing skills to make a soft toy, therefore they will learn how to use stuffing to pad out two pieces of fabric. They will also need to consider how their toy looks as well as being robust enough for a toddler to play with.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - 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><b>NC</b> - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately</p> <p><b>NC</b> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>NC</b> - Investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> <li>• Design and make an animal soft toy, aimed at toddlers, in association with the Scottish Wildlife Trust</li> </ul>
<p><b>COME FLY WITH ME! AFRICA - Food Technology</b></p> <p> This unit focuses on food technology. Pupils will expand their understanding of where food comes from by recognising that a lot of food products come from African countries, and they will look at Fairtrade as an organisation that ensures farmers and growers get a fair price for their produce. Pupils will learn how to prepare and make a range of African inspired dishes. They will need to consider hygiene and safety when using heat sources and also think about how their food is presented from a design technology perspective.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately</p> <p><b>NC</b> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>NC</b> - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><b>NC</b> - Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p> <ul style="list-style-type: none"> <li>• To learn some basic cooking skills</li> </ul>	<p><b>PICTURE OUR PLANET - Food Technology</b></p> <p> Pupils will learn about the history of the traditional Scottish sweet, Tablet. They will need to follow the recipe provided and then experiment with different flavours to make it individual to them. They will take feedback on their creations, and this could then be expanded to selling their flavoured tablet at a later date.</p> <p><b>Concepts</b></p> <p><b>NC</b> - understand and apply the principles of a healthy and varied diet</p> <ul style="list-style-type: none"> <li>• To make the traditional Scottish sweet, tablet</li> </ul>





# Design Technology



## Food Technology within PSHE

### Adventurers- Y3

#### Design Technology - Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet (NC)
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (NC)
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (NC)

#### Core 1 Unit 3 Lesson 1: A Balanced Diet – Plant or Animal (within Come Fly with Me! Africa)

- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Know where different foods come from

#### Core 1 Unit 3 Lesson 2: A Balanced Diet – Balancing Act (within Come Fly with Me! Africa)

- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Know about and understand the function of different food groups for a balanced diet

#### Core 1 Unit 3 Lesson 3: Working With Food – Master Chef

##### Concepts

- Know the principles of planning and preparing a range of healthy meals

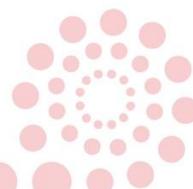
#### Core 1 Unit 3 Lesson 4: Working With Food – Our Food Hall

##### Concepts

- Learn to prepare and cook a variety of dishes

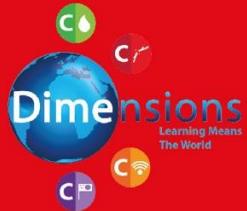
#### Key Vocabulary

plant	fats
animal	balanced
protein	diet
carbohydrate	nutrition
vitamin	healthy lifestyle





# Design Technology



## Year 3 Composites and Components – Knowledge



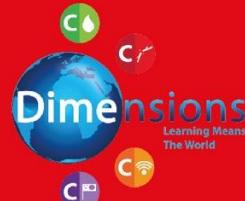
### Come Fly with Me! Africa

Composite	Components
<p><b>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 (NC)</b></p> <p>Dt21 Generate, develop and explain ideas for products to meet a range of needs</p>	<p>To know that a need, in terms of design technology, is something that motivates a customer to buy a product</p> <p>To be able to discuss, share and sketch several ideas for a product</p> <p>To be able to take a few different ideas and consider ways to combine their best features</p>
<p><b>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (NC)</b></p> <p>Dt22 Explore ways of meeting design challenges with a food focus using a range of cooking techniques</p>	<p>To be able to explain who they are preparing food for</p> <p>To be able to recognise that some people have food preferences that affect their whole diet (allergies, intolerances, vegetarian, vegan etc) and that this will inform a food design plan</p> <p>To be able to discuss the different ways food can be cooked</p>
<p><b>Investigate and analyse a range of existing products (NC)</b></p> <p>Dt23 Identify a purpose and establish criteria for a successful product</p>	<p>To be able to use existing products to identify the features that make them successful</p> <p>To be able to identify some features of their design that have specific purposes or uses e.g. soft fabric for a cuddly toy</p>
<p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (NC)</b></p> <p>Dt24 Evaluate work, adapting and improving where appropriate</p>	<p>To be able to show clear changes to a design without losing their original ideas</p> <p>To be able to give reasons for changes and make annotations on their design</p>





# Design Technology



## Year 3 Composites and Components – Knowledge



### Under the Canopy

Composite	Components
<p><b>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 (NC)</b></p> <p>Dt21 Generate, develop and explain ideas for products to meet a range of needs</p>	<p>To know that a need, in terms of design technology, is something that motivates a customer to buy a product</p> <p>To be able to discuss, share and sketch several ideas for a product</p> <p>To be able to take a few different ideas and consider ways to combine their best features</p>
<p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (NC)</b></p> <p>Dt25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p>	<p>To know that an annotated sketch or design is one that has brief explanations attached to the drawing, to help to define and describe specific aspects</p> <p>To know that annotations are ways of showing comments and notes and that they can be revised and changed during the design process</p> <p>To know that a cross-sectional design allows the viewer to see a 3D model in a 2D view</p> <p>To know that a prototype is a simple model that allows an idea to be initially tested</p> <p>To be able to add some simple annotations to their designs before and after making a prototype</p> <p>To be able to draw their designs from more than one perspective e.g. side elevations as well as from the front</p> <p>To be able to construct a prototype that shows clear references to their 2D designs</p> <p>To be able to share their ideas with adults and peers clearly</p>
<p><b>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately (NC)</b></p> <p>Dt26 Select appropriate tools and techniques, name and describe them</p>	<p>To be able to name a range of tools such as craft knife, saw, sandpaper, cutting board</p> <p>To be able to name techniques used when making in design technology such as cut, trim, sand and smooth</p> <p>To be able to select and say why they have chosen certain tools and techniques</p>
<p><b>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (NC)</b></p> <p>Dt22 Explore ways of meeting design challenges with a food focus using a range of cooking techniques</p> <p>Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p>	<p>To be able to explain who they are preparing food for</p> <p>To be able to recognise that some people have food preferences that affect their whole diet (allergies, intolerances, vegetarian, vegan etc) and that this will inform a food design plan</p> <p>To be able to discuss the different ways food can be cooked</p>
<p><b>Investigate and analyse a range of existing products (NC)</b></p> <p>Dt23 Identify a purpose and establish criteria for a successful product</p>	<p>To be able to use existing products to identify the features that make them successful</p> <p>To be able to identify some features of their design that have specific purposes or uses e.g. soft fabric for a cuddly toy</p>
<p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (NC)</b></p> <p>Dt24 Evaluate work, adapting and improving where appropriate</p>	<p>To be able to show clear changes to a design without losing their original ideas</p> <p>To be able to give reasons for changes and make annotations on their design</p>

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# Design Technology



## Year 4 Composites and Components – Knowledge



### Lightning Speed

Composite	Components
<p><b>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 (NC)</b></p> <p>Dt28 Use research to inform their design</p>	<p>To be able to use research skills developed in ICT/computing to gather appropriate and informative ideas</p> <p>To be able to use the ideas of others to inform their designs and not simply copy them</p> <p>To be able to say why they cannot copy the ideas of others (plagiarism)</p> <p>To be able to say where they got their ideas from</p>
<p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (NC)</b></p> <p>Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p>	<p>To know that annotations can be revised and changed during the design process</p> <p>To be able to add some simple annotations to their designs before and after making a prototype</p> <p>To be able to draw their designs from more than one perspective e.g. side elevations as well as from the front</p> <p>To be able to construct a prototype that shows clear references to their 2D designs</p> <p>To be able to share their ideas with adults and peers clearly</p>
<p><b>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately (NC)</b></p> <p>Dt33 Join and combine materials and components accurately in temporary and permanent ways</p> <p>Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy</p>	<p>To be able to say why a temporary join is sometimes necessary e.g. to hold another part of the structure whilst its paint dries or another join stiffens</p> <p>To be able to select materials that work well for temporary joins, such as wire ties or Sellotape</p> <p>To be able to select tools that allow for permanent joins, such as making simple joints or using strong glues</p> <p>To be able to use a ruler with a good level of accuracy</p> <p>To be able to use other measurement tools, such as a compass to draw curved lines with increasing accuracy</p> <p>To be able to use scissors independently to cut fabrics and softer materials</p> <p>To be able to use sharper blades such as craft knives with some supervision and with increasing accuracy</p>
<p><b>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (NC)</b></p> <p>Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>To know that functionality relates to how well a product works and the functions it possesses</p> <p>To know that aesthetics refers to how the product affects the senses such as how it looks, tastes, feels etc.</p> <p>To be able to recognise the need for aspects of both when designing</p> <p>To be able to say why they have chosen a particular component, material or ingredient based on functionality or aesthetics</p>
<p><b>Investigate and analyse a range of existing products (NC)</b></p>	
<p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (NC)</b></p> <p>Dt30 Evaluate work, adapting and improving through the views of others to improve their work</p>	<p>To be able to listen to criticism without taking it personally</p> <p>To be able to take a good idea suggested to them by someone else and incorporate it into their own design</p>





# Design Technology



## Key Vocabulary

Adventurers 1 / Year 3				Adventurers 2 / Year 4		
Come Fly With Me! Africa				Lightning Speed		
seeds	preparation	dice	blend	profile	evaluate	communication
grow	method	slice	food hygiene	detail	user	device
produce	servings	simmer		needs	product	invention
seasonality	grams	boil		needs analysis	purpose	gadgets
season (salt & pepper)	ounces	griddle		research	use	robots
ingredient	tbsp / tsp	fry		design	Evil Genius	
	mix	bake				

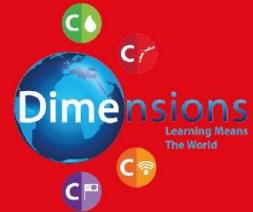
## Key Vocabulary

Adventurers 1 / Year 3			Adventurers 2 / Year 4		
Athens vs Sparta - Structures					
design	MDF (medium density fibreboard)	bench hook			
model	washer	dowel			
siege weapon	plan view				
trebuchet	screw				
construct	saw				
timber	clamp/peg				
Under The Canopy					
profile	evaluate	traditional methods			
detail	user	natural materials			
needs	product				
needs analysis	purpose				
research	use				
design	Tribal Child				

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# Design Technology



## Key Vocabulary

### Adventurers 1 / Year 3

#### Law and Order & That's All Folks - Levers and Linkages

paper fastener  
link  
rotate  
slide  
operate  
pivot point

scissor mechanism  
model  
puppet

### Adventurers 2 / Year 4

#### Picture Our Planet - Textiles

soft toy  
template  
outline / pattern  
pin  
sew  
stuffing

materials  
wool  
toddlers' toy

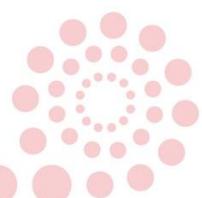
## Key Vocabulary

### Adventurers 1 / Year 3

### Adventurers 2 / Year 4

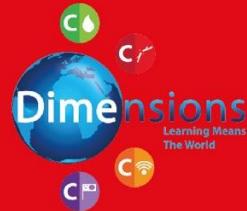
#### Picture Our Planet – Food Technology (Scottish Tablet)

condensed milk  
caster sugar  
vanilla extract  
spread  
whisk  
flavour



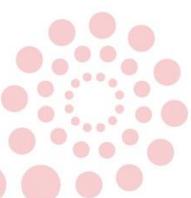


# Design Technology



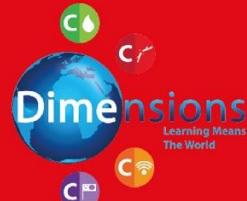
## NAVIGATORS- UKS2

Knowledge Building					
Food Technology	Users and Purposes	Product Research	Design Technology Vocabulary	Product Features	Invention and Development
Know how to use a range of techniques such as peeling, slicing, grating, kneading and spreading	Know what impact products have beyond their intended purpose	Know how to gather information about the needs and wants of groups and individuals	Know the correct technical vocabulary for the projects they are undertaking	Understand the relationship between a product's features and its functionality and usability	Know and understand the importance of patent, copyright and trademark in the design process
Skills Progression					
Design Technology Skills Navigators 1 / Y5			Design Technology Skills Navigators 2 / Y6		
Dt35 Investigate ways of meeting design challenges with a construction focus Dt36 Investigate how the work of individuals in design and technology has helped to shape the world Dt37 Identify users' views and take these into account Dt38 Analyse a range of existing products Dt39 Estimate and measure using appropriate instruments and units Dt40 Plan what they have to do, including how to use materials, equipment and processes Dt41 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Dt42 Apply knowledge of mechanical and electrical control when designing and making functional products Dt43 Refine sequences of instructions to control events or make things happen			Dt44 Explore alternative ways of making their product, if first attempts fail Dt45 Check work as it develops and modify as necessary Dt46 Evaluate their products, identifying strengths and areas of development, and make appropriate changes Dt47 Draw on and use various sources of information, including ICT sources Dt48 Generate and clarify ideas for products, considering intended purpose Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed Dt50 Choose how to communicate design ideas as they develop, considering use and purpose Dt51 Select from a wide range of tools and equipment to perform practical tasks accurately		





# Design Technology



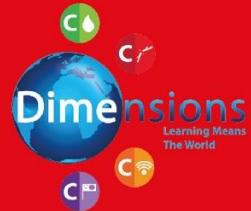
## Knowledge Progression

Navigators 1 / Year 5	Navigators 2 / Year 6
<p><b>You're Not Invited</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed a particular individuals or groups</p> <p><b>NC</b> - 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><b>NC</b> - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p><b>NC</b> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>NC</b> - Investigate and analyse a range of existing products</p> <p><b>NC</b> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> <li>• Design and make a sleeping place suitable for a soldier</li> </ul> <p><b>Mission Control</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed a particular individuals or groups</p> <p><b>NC</b> - 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><b>NC</b> - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p><b>NC</b> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>NC</b> - Investigate and analyse a range of existing products</p> <p><b>NC</b> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> <li>• Design and make a model of a time-keeping device suitable for a spaceman</li> </ul>	<p><b>A World Of Bright Ideas</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Understand how key events and individuals in design and technology have helped shape the world</p> <ul style="list-style-type: none"> <li>• To understand the meaning of the term 'copyright' and learn about why it is important</li> <li>• To know about and understand what a patent is</li> <li>• To know about and understand what a trademark is</li> <li>• To design a new brand for a range of greetings cards</li> </ul> <p><b>I HAVE A DREAM - Textiles</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - 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><b>NC</b> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> <li>• Make a cushion following a pattern</li> </ul>

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# Design Technology



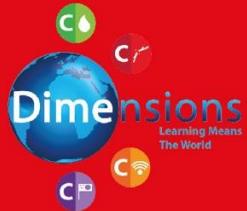
## Knowledge Progression

Navigators 1 / Year 5	Navigators 2 / Year 6
<p><b>GLOBAL WARNING - Board Game Product Design</b></p> <p> Pupils will design and make a board game based on learning about pollution and waste. They will evaluate existing games before designing and making a prototype of their game in small 'business groups'. Once complete, they will present and demonstrate their game.</p> <p><b>Concepts</b></p> <p><b>NC</b> - 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><b>NC</b> - 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><b>NC</b> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>NC</b> - Investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> <li>To design and make a prototype board game on pollution and waste using existing board games as research</li> </ul> <p><b>COME FLY WITH ME! AMERICA - Dreamcatcher</b></p> <p> Pupils will sketch, design using annotations and then make a dreamcatcher using models and video presented to them as inspiration. They will find out about the origins of the dreamcatcher and recognise some of the key design features needed. Before making, pupils will need to identify the materials and colours they will use.</p> <p><b>Mechanisms - Structures 1</b></p> <p>Previously, pupils have learnt how specific mechanisms play a role in constructing strong and useful structures. In this unit, pupils will work through several processes to initially build a strong frame and then join these frames together to form a bridge. Pupils will be required to consider not only their design but also the materials, tools and techniques they will use in order to complete their project.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p><b>NC</b> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <ul style="list-style-type: none"> <li>Create a frame structure</li> <li>Join up frames to create a bridge</li> </ul>	<p><b>FULL OF BEANS - Electronics 2</b></p> <p> Through science, pupils have experimented with designing, making and testing a range of electrical circuits with different components. Now, they will implement this knowledge and these skills to produce a circuit that has a clear purpose. Pupils will need to consider the features of their circuit and how it relates to its functionality. They will also address that their design has impact in other ways.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)</p> <p><b>NC</b> - Apply their understanding of computing to program, monitor and control their products</p> <ul style="list-style-type: none"> <li>Design, make and evaluate a traffic control system</li> </ul> <p><b>A WORLD OF BRIGHT IDEAS - Mechanisms - Structures 2</b></p> <p> Pupils will now use their advanced knowledge of frames and structures to build a 'racer' vehicle with a strong, stable structure and a motor powered by a simple electrical circuit. Pupils will be required to consider not only their design but also the materials, tools and techniques they will use in order to complete their project.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p><b>NC</b> - Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <p><b>NC</b> - Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)</p> <ul style="list-style-type: none"> <li>Design, make and evaluate a three wheeled 'racer'</li> </ul>
	<p><b>WARS OF THE WORLD - Electronics 1</b></p> <p> Through science, pupils have experimented with designing, making and testing a range of electrical circuits with different components. Now, they will implement this knowledge and these skills to produce a circuit that has a clear purpose. Pupils will need to consider the features of their circuit and how it relates to its functionality. They will also address that their design has impact in other ways.</p> <p><b>Skills Development Task</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)</p> <p><b>NC</b> - Apply their understanding of computing to program, monitor and control their products</p> <ul style="list-style-type: none"> <li>Design, make and evaluate a device to send Morse Code signals</li> </ul>

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# Design Technology



## Food Technology within PSHE

### Navigators- Y6

#### Design Technology - Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet (NC)
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (NC)
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (NC)

#### Core 1 Unit 2 Lesson 1: Food Choices – Secret Eaters

##### Concepts

- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Know about the different food groups and their related importance as a part of a balanced diet
- Develop an awareness of their own dietary needs

#### Core 1 Unit 2 Lesson 2: Food Choices – Invention Team (within A World of Bright Ideas)

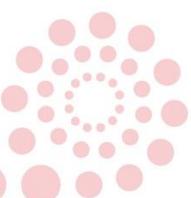
- Know the principles of planning and preparing a range of healthy meals

#### Core 1 Unit 2 Lesson 3: Cooking – Michelin Stars (within A World of Bright Ideas)

- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Know how to cook and apply the principles of nutrition and healthy eating
- Prepare and cook with a variety of ingredients, using a range of cooking techniques

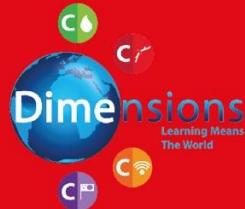
#### Key Vocabulary

ingredient  
teamwork  
food invention  
menu  
success criteria  
review  
score





# Design Technology



## Year 5 Composites and Components – Knowledge



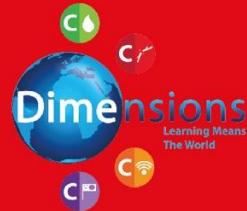
### Mission Control

Composite	Components
<p><b>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 (NC)</b></p> <p>Dt35 Investigate ways of meeting design challenges with a construction focus</p>	<p>To be able to name, and select from, a range of materials that are most appropriate for construction purposes</p> <p>To be able to choose from a range of techniques for joining pieces together e.g. glue, pins, small nails or simple joints</p> <p>To be able to use strengthening features, such as triangles added to corners or diagonal pieces being added to increase strength and rigidity</p>
<p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (NC)</b></p> <p>Dt40 Plan what they have to do, including how to use materials, equipment and processes</p> <p>Dt41 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>To be able to adopt planning skills, from subjects such as science, when setting up a design plan</p> <p>To be able to set clear steps, and time frames when beginning a plan</p> <p>To be able to make note of when some adult support may be needed</p> <p>To know that an exploded diagram is a diagram that shows how a product can be assembled and how the separate parts fit together</p> <p>To know that pattern pieces are used in textiles to provide a guide to sewing a garment to the desired size</p> <p>To be able to draw their designs from more than one perspective</p> <p>To be able to draw parts or sections of their design to show a particular piece in more detail</p> <p>To be able to construct a prototype that shows clear references to their 2D designs</p> <p>To be able to make small sections of their design (a mock-up) to decide if their design needs changes or edits</p> <p>To be able to use CAD programs to show 3D as well as 2D design ideas</p>
<p><b>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately (NC)</b></p> <p>Dt39 Estimate and measure using appropriate instruments and units</p>	<p>To be able to use appropriate measures when starting construction e.g. mm when measuring small items to m when measuring larger ones</p> <p>To be able to consistently use one form of measurement to avoid building problems</p> <p>To be able to use estimating skills before measuring and cutting</p> <p>To be able to use rulers and tape measures when measuring</p>
<p><b>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (NC)</b></p> <p>Dt42 Apply knowledge of mechanical and electrical control when designing and making functional products</p>	<p>To be able to demonstrate how to make a simple circuit</p> <p>To be able to discuss ways in which circuits or moving mechanisms can be integrated into products</p> <p>To be able to work with a team to make mechanical or electrical systems fit within a circuit</p>
<p><b>Investigate and analyse a range of existing products (NC)</b></p> <p>Dt36 Investigate how the work of individuals in design and technology has helped to shape the world</p> <p>Dt38 Analyse a range of existing products</p>	<p>To be able to name some well-known designers and architects and some of the things and places they have designed</p> <p>To be able to recognise where others have been influenced by the work of designers</p> <p>To be able to research products that have similar features to one they are designing</p> <p>To be able to consider and prioritise the design features of an existing product</p> <p>To be able to ask questions such as 'Why has the designer chosen that shape?' 'What does this one do that others don't?'</p> <p>To be able to make notes, annotations and sketches of existing products and use them as a guide when designing their own products</p>
<p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (NC)</b></p> <p>Dt37 Identify users' views and take these into account</p>	<p>To be able to find reviews of products on websites and recognise that not all reviews are genuine</p> <p>To be able to listen to feedback from others regarding their own products and consider how positive changes could be made</p>

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# Design Technology



## Year 5 Composites and Components – Knowledge



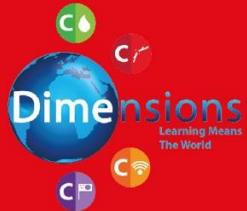
### You're Not Invited!

Composite	Components
<p><b>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 (NC)</b></p> <p>Dt35 Investigate ways of meeting design challenges with a construction focus</p>	<p>To be able to name, and select from, a range of materials that are most appropriate for construction purposes</p> <p>To be able to choose from a range of techniques for joining pieces together e.g. glue, pins, small nails or simple joints</p> <p>To be able to use strengthening features, such as triangles added to corners or diagonal pieces being added to increase strength and rigidity</p>
<p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (NC)</b></p> <p>Dt40 Plan what they have to do, including how to use materials, equipment and processes</p> <p>Dt41 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>To be able to adopt planning skills, from subjects such as science, when setting up a design plan</p> <p>To be able to set clear steps, and time frames when beginning a plan</p> <p>To be able to make note of when some adult support may be needed</p> <p>To know that an exploded diagram is a diagram that shows how a product can be assembled and how the separate parts fit together</p> <p>To know that pattern pieces are used in textiles to provide a guide to sewing a garment to the desired size</p> <p>To be able to draw their designs from more than one perspective</p> <p>To be able to draw parts or sections of their design to show a particular piece in more detail</p> <p>To be able to construct a prototype that shows clear references to their 2D designs</p> <p>To be able to make small sections of their design (a mock-up) to decide if their design needs changes or edits</p> <p>To be able to use CAD programs to show 3D as well as 2D design ideas</p>
<p><b>Investigate and analyse a range of existing products (NC)</b></p> <p>Dt38 Analyse a range of existing products</p>	<p>To be able to research products that have similar features to one they are designing</p> <p>To be able to consider and prioritise the design features of an existing product</p> <p>To be able to ask questions such as 'Why has the designer chosen that shape?' 'What does this one do that others don't?'</p> <p>To be able to make notes, annotations and sketches of existing products and use them as a guide when designing their own products</p>

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# Design Technology

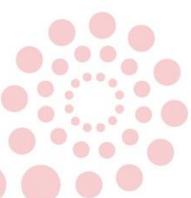


## Year 6 Composites and Components – Knowledge



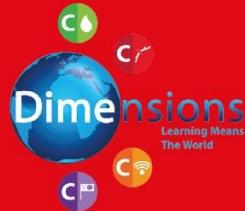
### A World of Bright Ideas

Composite	Components
<p>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 (NC)</p> <p>Dt47 Draw on and use various sources of information, including ICT sources</p>	<p>To be able to use ICT/computing skills in writing algorithms and using design-based programs within their design technology projects</p> <p>To be able to search the internet effectively to find sources that will support their projects e.g. images or instructional texts for design ideas</p>
<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (NC)</p> <p>Dt48 Generate and clarify ideas for products, considering intended purpose</p> <p>Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed</p> <p>Dt50 Choose how to communicate design ideas as they develop, considering use and purpose</p>	<p>To be able to make clear from the start what the purpose of their design and product is</p> <p>To be able to revisit this purpose throughout the design process to ensure that this is still the focus</p> <p>To be able to set clear sequenced steps, and time frames, and be aware of processes when beginning to plan</p> <p>To be able to show a clear sequence of actions in the form of a time frame, method or sequence diagram</p> <p>To be able to make note of when some adult support may be needed</p> <p>To be able to make note of where potential problems may arise and show suggest possible alternatives within their plan</p> <p>To be able to think of ways to share ideas, such as group discussions, presentations or sharing drawings, sketches or models</p> <p>To be able to share their design process with adults or peers through informal conversations</p> <p>To be able to identify a part of their design that explicitly shows the use and purpose of their final product</p>





# Design Technology



## Year 6 Composites and Components – Knowledge



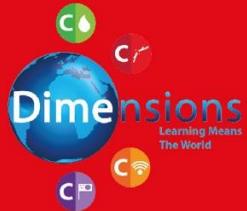
### Come Fly with Me! America

Composite	Components
<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (NC)</p> <p>Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed</p> <p>Dt50 Choose how to communicate design ideas as they develop, considering use and purpose</p>	<p>To be able to set clear sequenced steps, and time frames, and be aware of processes when beginning to plan</p> <p>To be able to show a clear sequence of actions in the form of a time frame, method or sequence diagram</p> <p>To be able to make note of when some adult support may be needed</p> <p>To be able to make note of where potential problems may arise and show suggest possible alternatives within their plan</p> <p>To be able to think of ways to share ideas, such as group discussions, presentations or sharing drawings, sketches or models</p> <p>To be able to share their design process with adults or peers through informal conversations</p> <p>To be able to identify a part of their design that explicitly shows the use and purpose of their final product</p>
<p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately (NC)</p> <p>Dt51 Select from a wide range of tools and equipment to perform practical tasks accurately</p>	<p>To be able to listen and adhere to safety instructions when using more dangerous tools</p> <p>To be able to select tools that are most efficient for the job</p> <p>To be able to use their selected tools with care and accuracy, especially when cutting, to ensure the pieces are neat and accurately cut.</p> <p>To be able to accurately use rulers, compasses, protractors and set squares for measuring materials</p>
<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (NC)</p> <p>Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes</p>	<p>To be able to recognise the strengths of their work and what has worked particularly well</p> <p>To be able to say what hasn't worked as well and consider some appropriate changes</p> <p>To be able to show clear changes to a design without abandoning their original ideas</p> <p>To be able to give reasons for changes and make annotations to their design</p>

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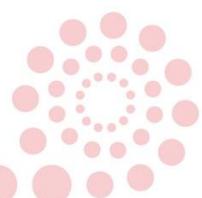


# Design Technology



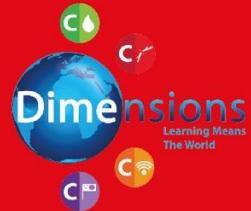
Key Vocabulary					
Navigators 1 / Year 5		Navigators 2 / Year 6			
You're Not Invited				A World Of Bright Ideas	
profile	evaluate	specialised	comfort	copyright	brand name
detail	user	equipment	practicality	symbol	logo
needs	product	adaptation		patent	pitch
needs analysis	purpose	camp		rights	panel
research	use	bed		permissions	collaboration
design	Soldier	hammock		trademark	end product

Key Vocabulary			
Navigators 1 / Year 5		Navigators 2 / Year 6	
Mission Control		Mechanisms - Structures	
profile	evaluate	safety	3v motor
detail	user	backup plan	wire cutter
needs	product	time-keeping device	dowel
needs analysis	purpose	watch	multi-core wire
research	use	clock	connectors
design	Spaceman	limited space	rubber washer





# Design Technology



## Key Vocabulary

### Navigators 1 / Year 5

#### Come Fly With Me! America - Dreamcatcher

research      traditions  
design      feathers  
sketch      beads  
annotate      thread  
material  
origin

### Navigators 2 / Year 6

#### Textiles

outline      sew      stuffing  
pattern      stitch  
pattern pieces      blanket stitch  
recycled fabrics      running stitch  
millimetres      back stitch  
pin      backing piece

## Key Vocabulary

### Navigators 1 / Year 5

#### Global Warning – Board Game Design (under Sustainability)

research      counters  
design      tokens  
prototype      dice  
evaluation criteria      board  
planning board  
ideas

### Navigators 2 / Year 6

#### Electronics

Samuel Morse      circuit diagram  
Morse Code      series  
dots and dashes      parallel  
circuit      brighter  
signals      sequence  
1.5v lamp

