

DT Long Term Overview 2024-2025



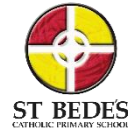
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Cooking and nutrition: Smoothies		Mechanisms: Making a moving story book		Textiles: Puppets	
Year 2	Structures: Baby Bear's chair		Mechanisms: Wheels and axles			Cooking and nutrition: Balanced diet
Year 3	Cooking and nutrition: Eating seasonally		Electrical systems: Electric poster		Textiles: Cross-stitch and appliqué (cushions)	
Year 4	Mechanical systems: Making a slingshot car		Structure: Pavilions			Cooking and nutrition: Adapting a recipe
Year 5	Structures: Bridges		Textiles: Stuffed toys			Cooking and nutrition: Developing a recipe
Year 6	Mechanical systems: Automata toys				Electrical systems: Steady hand game	

DT PROGRESSION MAP

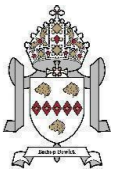
Category of Knowledge	Key Stage	
Make	KS1	<ul style="list-style-type: none"> Identify the key features of an existing product Generate ideas through comparing existing products Plan and describe an innovative product by using pictures, diagrams and words Explain their ideas orally Identify appropriate tools and materials and explain their choices Identify how to and make their structure stronger, stiffer or more stable Identify and categorise a range of fabrics by properties and purpose Identify and discuss when patterns are used in textile design & what patterns they can see
	LKS2	<ul style="list-style-type: none"> Plan and design using accurate diagrams and labels To give fluent explanations of their choices of materials Sequence the main stages of making their product Experiment with a range of techniques to increase stability in a structure Create realistic plans e.g. what tools, equipment, materials and components they will use and give reasons why Create a final design for their product based on initial ideas, research and revisions, based on existing ideas Create a detailed plan considering their target audience, design criteria and intended purpose
	UKS2	<ul style="list-style-type: none"> Identify their target audience and use this to generate ideas Carry out research to inform plans e.g. surveys, interviews, questionnaires and using internet resources Consider culture and society in their designs Consider the use of the product when selecting materials Develop design specifications while working within constraints e.g. time, resources and costs Apply a range of information, including a user's view into account, when designing Produce a detailed step-by-step plan for their design method
Design	KS1	<ul style="list-style-type: none"> Explain what they are making Select appropriate resources and tools Explain which tools they are using and why Use tools safely Arrange pieces of the construction before building Join materials and components together in different ways Measure materials to use in a model or structure Use joining, folding or rolling to make it stronger Make a structure/model using different materials Use a range of fabrics to weave a pattern Separate and bond fabrics together Build an image using fabrics Create a product using textiles

	LKS2	<ul style="list-style-type: none"> • Select the most appropriate materials, tools and techniques to use and explain why • Measure, cut and assemble with increasing accuracy, explaining the process verbally • Use equipment and tools with increased accuracy and safety • Manipulate materials effectively (eg. Shaping and moulding) and accurately using a range of tools and equipment • Join materials effectively to build a product • Analyse a character • Create a moodboard that reflects the character through imagery and colour • Use drawing to create initial designs • Reflect on research and create designs. • Explain and justify use of colours and fabric • Make an annotated final design with suitable fabric samples
	UKS2	<ul style="list-style-type: none"> • Choose appropriate tools and materials to ensure that the final product will appeal to the audience • Utilise a range of tools and equipment with good accuracy and effectiveness, within established safety parameters • Identify and begin to explore specialist tools, techniques and processes • Begin to use a range of simple stitches • Apply a range of joining techniques (textiles) using different tools • Analyse a character • Create a moodboard that reflects the character through imagery and colour • Explain and justify use of colours, shapes and fabric. • Make an annotated final design with suitable fabric samples. • Draw a final design with style and media that represents the character.
Critique and Knowledge	KS1	<ul style="list-style-type: none"> • Describe how their product works • Identify successes and next steps • Assess how well their product works • Explain what they would change if they were going to make their product again
	LKS2	<ul style="list-style-type: none"> • Reflect on their ideas as they progress and alter the design to make improvements • Assess how well their product works in relation to the design criteria and the intended purpose • Explain how they could improve their design and how their improvement would affect the original outcome (orally or written)
	UKS2	<ul style="list-style-type: none"> • Continuously check that their design is effective and fit for purpose • Assess how well their product meets the design criteria and the intended purpose and suggest improvements • Evaluate appearance and function against the original design criteria • Test and evaluate their final product • Explain why it is fit for purpose (written or orally) • Explore if different resources could have improved their product, explaining what it would have improved • Research and explore what information they would need to make improvements • Identify and understand the impact the product has on individuals, society and the environment
Programming & Mechanics	KS1	<ul style="list-style-type: none"> • Make a product which moves • Cut materials using scissors • Explain how different parts move and why they have chosen moving parts • Join materials together as part of a moving product • Describe materials used and their properties using a range of vocabulary

	LKS2	<ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages • Understand and use electrical systems in their products e.g. series of circuits incorporating switches, bulbs, buzzers and motors • Make a product which uses mechanical components. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Explain how to use mechanical systems in their products, then apply that knowledge e.g. gears, pulleys, cams, levers and linkages • Explain and understand how to use electrical systems in their products, then apply what they know e.g. series of circuits incorporating switches, bulbs, buzzers and motors • Understand and use electrical components to create a simple circuit • Make a product which uses electrical components • Use different kinds of circuits in their product to improve it • Incorporate a switch into their product
	UKS2	<ul style="list-style-type: none"> • Refine their product after testing it • Apply their understanding of computing to program, monitor and control their products • Explore and understand mechanical systems have an input, process and output • Understand and explain why mechanical gears and pulleys control speed and movement • Refine their product after testing it and explain what they have improved and why
Cooking	KS1	<ul style="list-style-type: none"> • Recognise a range of basic ingredients • Explain that ingredients are available from different shops, markets, or grown at home • Explain that some ingredients need to be prepared before they can be eaten • Explain that some equipment has a special job and know what that special job is, e.g. colander, peeler • Use a range of simple equipment • Use basic cooking skills to make dishes <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Identify that different foods need to be stored differently • Explain the hygiene and safety rules, which need to be followed before, during and after cooking • Understand that food is a basic requirement of life • Understand that we need food to grow, be active and maintain health • Talk about foods they like and dislike with reasons
	LKS2	<ul style="list-style-type: none"> • Know that there is a vast range of ingredients used and grown around the world • Understand and apply the principles of a healthy and varied diet • Use the eat-well plate and consider the needs of different people when planning and cooking food • Suggest and demonstrate healthier ways to prepare and cook foods • Research, plan and prepare a range of savoury dishes • Use the eat-well plate and consider the needs of different people when planning and cooking food • Suggest and demonstrate healthier ways to prepare and cook foods • Read and interpret basic nutrition information on food packaging when making choices
	UKS2	<ul style="list-style-type: none"> • Write and follow recipes • Weigh and measure accurately • Select and use the most appropriate ingredients and equipment to plan and cook a range of dishes • Demonstrate an extended range of food skills and techniques • Explain how to use date marks and food storage instructions on food packaging • Demonstrate good food safety and hygiene when cooking • Understand that different types of food provide different amounts of energy



DT Long Term Overview 2024-2025



- Explain the components of a healthy diet
- Demonstrate an understanding of seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed