

Broxbourne CE Primary School Whole School Design Technology Overview



	Autumn	Spring	Summer
Year 1	Salads- five a day	Pop up cards	Summer time-something for the summer
Key skill coverage and objectives	Design <ul style="list-style-type: none"> To know that all food comes from animals or plants. To know that food is farmed, grown elsewhere (at home) or caught. To understand the importance of eating five portions of fruit and vegetables every day. Make <ul style="list-style-type: none"> To prepare a range of dishes safely and hygienically without using a heat source. To apply simple food preparation techniques such as cutting Evaluate <ul style="list-style-type: none"> To say what I like and dislike about my salad To identify how or if I would change the product if I were to make it again. 	Design <ul style="list-style-type: none"> To generate ideas based on experiences of different materials, components and products. To plan what to do based on experiences of working with different materials and components. To use models and pictures with words to describe designs. Make <ul style="list-style-type: none"> To explain what they are making and the tools they are using. To use a range of materials and tools with help where needed. To fold, roll, tear, curl and cut paper and card to create a range of structures. To use simple pop-ups. To cut a variety of lines, straight and curved. To create temporary, fixed and moving joins. Evaluate <ul style="list-style-type: none"> To describe how a product works in simple terms. To recognise what has worked well during the making process. To suggest ways of improving a product. 	Design <ul style="list-style-type: none"> To generate ideas based on experiences of different materials, components and products. To sort groups into five groups according to 'The eatwell plate'. To understand the importance of eating five portions of fruit and vegetables every day. Make <ul style="list-style-type: none"> To explain what they are making and the tools they are using. To prepare a range of dishes safely and hygienically without using a heat source. To apply simple food preparation techniques such as cutting, grating and peeling. To use a range of materials and tools with help where needed. To cut a variety of lines, straight and curved. Evaluate <ul style="list-style-type: none"> To describe how a product works in simple terms. To recognise what has worked well during the making process.

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Year 2	Fabric bunting	Toy cars	Light house keeper's lunch
Key skill coverage and objectives	<p>Design</p> <ul style="list-style-type: none"> ● To generate ideas based on experiences of different materials, components and products. ● To plan what to do based on experiences of working with different materials and components. ● To use models and pictures with words to describe designs. <p>Make</p> <ul style="list-style-type: none"> ● To explain what they are making and the tools they are using. ● To use a range of materials and tools with help where needed. ● To cut out shapes which have been created by drawing round a template onto the fabric. ● To join fabrics by stitching or gluing pieces together. ● To decorate fabrics with ribbons, stitches, buttons, beads and sequins. <p>Evaluate</p> <ul style="list-style-type: none"> ● To describe how a product works in simple terms. ● To recognise what has worked well during the making process and what could be made better. 	<p>Design</p> <ul style="list-style-type: none"> ● To generate ideas based on experiences of different materials, components and products. ● To plan what to do based on experiences of working with different materials and components according to their characteristics. ● To use models and pictures with words to describe designs. <p>Make</p> <ul style="list-style-type: none"> ● To explain what they are making and the tools they are using. ● To use a range of materials and tools with help where needed. ● To use a range of materials to create models with wheels and axles, e.g. tubes, dowel, cotton reels. ● To join appropriately for different materials and situations e.g. glue and tape. ● To mark out materials to be cut using a template. ● To cut strip wood/dowel using a hacksaw and bench hook. ● To use a glue gun when supervised by an adult. <p>Evaluate</p> <ul style="list-style-type: none"> ● To describe how a product works in simple terms. ● To recognise what has worked well during the making process. ● To suggest ways of improving a model or product. 	<p>Design</p> <ul style="list-style-type: none"> ● To plan what to do based on experiences of working with different materials and components. ● To use models and pictures with words to describe designs. ● To know that all food comes from animals or plants. ● To know that food is either farmed, grown elsewhere (at home) or caught. <p>Make</p> <ul style="list-style-type: none"> ● To explain what they are making and the tools they are using. ● To prepare a range of dishes safely and hygienically without using a heat source. ● To apply simple food preparation techniques such as cutting, grating and peeling. <p>Evaluate</p> <ul style="list-style-type: none"> ● To express likes and dislikes ● To describe how a product works in simple terms. ● To recognise what has worked well during the making process. ● To suggest ways of improving their product.

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Year 3	Christmas hats	Bread	Kites
Key skill coverage and objectives	<p>Design</p> <ul style="list-style-type: none"> ● To investigate similar products to get ideas and to use as a starting point for an original design. ● To develop more than one design or adapt an initial design to produce a final design. ● To use a computer to help in designing or modelling ideas. ● To choose appropriate sheet materials that are fit for purpose. <p>Make</p> <ul style="list-style-type: none"> ● To cut accurately and safely following lines and markings. ● To cut internal shapes and designs in sheet materials. ● To cut slots to join sheet materials together. ● To join and combine materials. ● To apply a range of decorative finishing techniques. <p>Evaluate</p> <ul style="list-style-type: none"> ● To express a preference about the likes and dislikes of their finished product. ● To consider and list ways in which their design or product could be improved. ● To list the ways in which the finished product meets the design criteria. ● To discuss the effectiveness of the method and techniques used in making the product. 	<p>Design</p> <ul style="list-style-type: none"> ● To know the types of food that are grown. ● To know that food is processed into ingredients for cooking. ● To use an increasing vocabulary to describe the taste, smell, texture and feel of food. ● To know that a recipe can be adapted to change the taste, appearance and smell. ● To follow a recipe. ● To work safely and hygienically. <p>Make</p> <ul style="list-style-type: none"> ● To prepare and combine ingredients using a range of techniques and appropriate tools. ● To measure and weigh ingredients accurately. ● To prepare and cook food using a heat source. ● To decorate food appropriately to ensure a good finish. <p>Evaluate</p> <ul style="list-style-type: none"> ● To use an increasing vocabulary to describe the taste, smell, texture and feel of food. ● To express a preference about the likes and dislikes of their finished product. 	<p>Design</p> <ul style="list-style-type: none"> ● To investigate similar products to get ideas and to use as a starting point for an original design. ● To develop more than one design or adapt an initial design to produce a final design. ● To use a computer to help in designing or modelling ideas. ● To choose appropriate sheet materials that are fit for purpose. <p>Make</p> <ul style="list-style-type: none"> ● To cut accurately and safely following lines and markings. ● To cut internal shapes and designs in sheet materials. ● To cut slots to join sheet materials together. ● To join and combine materials. ● To apply a range of decorative finishing techniques. <p>Evaluate</p> <ul style="list-style-type: none"> ● To express a preference about the likes and dislikes of their finished product. ● To consider and list ways in which their design or product could be improved. ● To list the ways in which the finished product meets the design criteria. ● To discuss the effectiveness of the method and techniques used in making the product.

Year 4	Light up Christmas cards	Healthy spring soup	Shop fronts (linked to MFL)
Key skill coverage and objectives	<p>Design</p> <ul style="list-style-type: none"> To investigate similar products for ideas and to use as a starting point for an original design. To use labelled drawings and notes to explain how their product will work. To create an action plan using pictures or a flow diagram. To use technical vocabulary when designing and planning to make a product. <p>Make</p> <ul style="list-style-type: none"> To use a simple circuit in a model with a bulb or buzzer. To create a frame structure with diagonal struts for added strength. To cut internal shapes and designs in sheet materials. To apply a range of decorative finishing techniques. <p>Evaluate</p> <ul style="list-style-type: none"> To express likes and dislikes of finished products To identify strengths and areas for development in ideas and products To consider and list ways to improve designs or products, taking into account the views of others, for example, intended users To evaluate the effectiveness of products and fitness for purpose 	<p>Design</p> <ul style="list-style-type: none"> To investigate similar products to get ideas and to use as a starting point for an original design. To investigate similar products and list their key features. To plan a sequence of actions to make a product. To know that dairy produce comes from animal milk. To know that food is processed into ingredients for cooking. To understand that ingredients can be fresh, pre-cooked and processed and that a recipe can be adapted by adding or substituting ingredients. To analyse and state a preference about the taste, smell, texture and the look of food. <p>Make</p> <ul style="list-style-type: none"> To create plans that can be used by someone else to make the product. To write a recipe. To know that a recipe can be adapted to change the taste, appearance and smell. To prepare ingredients by cutting and shaping using appropriate tools. To work safely and hygienically. To prepare and cook food using a heat source. <p>Evaluate</p> <ul style="list-style-type: none"> To express a preference about the likes and dislikes of their finished product <ul style="list-style-type: none"> To compare their product to similar products produced in the class. To identify strengths and areas for development in ideas and products 	<p>Design</p> <ul style="list-style-type: none"> To investigate similar products to get ideas, list key features and understand how they work To describe the purpose of their products To explain how parts and whole of products work and how they will be made To use prototypes and pattern pieces To make design decisions taking account of the availability of resources. <p>Make</p> <ul style="list-style-type: none"> To select suitable tools and equipment and materials and components To select and explain choice of materials and components to fit functional properties and aesthetic qualities To list the order of the main stages of making To follow procedures for safety and hygiene To measure, mark out, cut and shape a range of materials and components with increasing accuracy To assemble, join and combine materials and components with increasing accuracy To apply a range of finishing techniques To understand functional and aesthetic qualities of materials <p>Evaluate</p> <ul style="list-style-type: none"> To express likes and dislikes of finished products To identify strengths and areas for development in ideas and products To consider and list ways to improve designs or products, taking into account the views of others, for example, intended users To refer to design criteria during progress and evaluate completed products To choose materials and methods of construction To evaluate the effectiveness of products and fitness for purpose To evaluate effectiveness of meeting user needs and want.

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Year 5	Upcycled Bags	Robotics workshop	Healthy carbohydrate based salad
Key skill coverage and objectives	<p>Design</p> <ul style="list-style-type: none"> ● To investigate similar products to get ideas and to use as a starting point for an original design. ● To draw, photograph and label products to show an understanding of how they are made or how they work. ● To use labelled drawings and notes to explain how their product will be made. ● To develop more than one design or adapt an initial design to produce a final design. ● To create prototypes of their product. <p>Make</p> <ul style="list-style-type: none"> ● To create a textile pattern. ● To cut a range of fabrics accurately using a pattern. ● To use simple stitching to join textiles together. ● To apply a range of decorative techniques to different fabric materials. <p>Evaluate</p> <ul style="list-style-type: none"> ● To create plans that can be used by someone else to make the product. ● To express a preference about the likes and dislikes of their finished product. ● To understand how individuals and companies in design technology have helped shape the world. 	<p>Design</p> <ul style="list-style-type: none"> ● To investigate similar products and list their key features. ● To use labelled drawings and notes to explain how their product will be made. ● To use labelled drawings and notes to explain how their product will work. ● To use a computer to help in designing or modelling ideas. ● To use technical vocabulary when designing and planning to make a product. <p>Make</p> <ul style="list-style-type: none"> ● To use a simple circuit in a model with a bulb. ● To create stable frames using a range of materials. ● To join materials appropriately using a range of techniques. ● To control a model using an ICT control program. <p>Evaluate</p> <ul style="list-style-type: none"> ● To list the ways in which the finished product meets the design criteria. ● To discuss the effectiveness of the method and techniques used in making the product. ● To understand how key events in design technology have helped shape the world. 	<p>Design</p> <ul style="list-style-type: none"> ● To investigate similar products to get ideas and to use as a starting point for an original design. ● To draw, photograph and label products to show an understanding of how they are made or how they work. ● To develop more than one design or adapt an initial design to produce a final design. <p>Make</p> <ul style="list-style-type: none"> ● To use a computer to help in designing or modelling ideas. ● To understand what is meant by a healthy diet and apply it to product design. ● To understand that ingredients can be fresh, pre-cooked and processed and that a recipe can be adapted by adding or substituting ingredients. ● To create plans that can be used by someone else to make the product. ● To write a recipe. ● To know that a recipe can be adapted to change the taste, appearance and smell. ● To prepare ingredients by cutting and shaping using appropriate tools. ● To work safely and hygienically. ● To prepare and cook food using a heat source. <p>Evaluate</p> <ul style="list-style-type: none"> ● To consider and list ways to improve designs or products ● To evaluate ideas and products against original design specification ● To evaluate effectiveness of products and fitness for purpose ● To evaluate effectiveness of meeting user needs and wants ● To find out how much products cost to make

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Year 6	Anderson shelters (Curricular link: History-WWII)	Microbit pedometers	Food technology (Dips and flat breads South American cooking)
Key skill coverage and objectives	<p>Design</p> <ul style="list-style-type: none"> ● To investigate similar products to get ideas and to use as a starting point for an original design. ● To investigate similar products and list their key features. ● To draw, photograph and label products to show an understanding of how they are made or how they work. ● To develop more than one design or adapt an initial design to produce a final design. ● To create plans that can be used by someone else to make the product. <p>Make</p> <ul style="list-style-type: none"> ● To choose appropriate sheet materials that are fit for purpose. ● To create a frame structure with diagonal struts for added strength. ● To cut accurately and safely following lines and markings. ● To draw and create nets of 3D shapes. ● To join and combine materials using glue to fix them together. ● To apply a range of decorative finishing techniques. <p>Evaluate</p> <ul style="list-style-type: none"> ● To critically evaluate products: the quality of design, effectiveness of materials used, method of manufacture and fitness for purpose ● To evaluate ideas and products against original design specification ● To choose materials and methods of construction ● To evaluate the effectiveness of products and fitness for purpose ● To evaluate the effectiveness of meeting user needs and wants ● To find out where and when products designed and made ● To find out how sustainable materials are and whether products can be recycled or reused. 	<p>https://microbit.org/projects/make-it-code-it/sensitive-step-counter/</p> <p>Design</p> <ul style="list-style-type: none"> ● To use labelled drawings and notes to explain how their product will be made. ● To use labelled drawings and notes to explain how their product will work. ● To use technical vocabulary when designing and planning to make a product. <p>Make</p> <ul style="list-style-type: none"> ● To use a simple circuit in a model with switches, bulbs and motors. ● To create a frame structure with diagonal struts for added strength. ● To create stable frames using a range of materials. ● To accurately cut wood using a range of tools accurately. ● To control a model using an ICT control program. <p>Evaluate</p> <ul style="list-style-type: none"> ● To list the ways in which the finished product meets the design criteria. ● To discuss the effectiveness of the method and techniques used in making the product. 	<p>Design</p> <ul style="list-style-type: none"> ● To understand what enterprise means. ● To create an action plan using pictures or a flow diagram. ● To develop more than one design or adapt an initial design to produce a final design. ● To use technical vocabulary when designing and planning to make a product. <p>Make</p> <ul style="list-style-type: none"> ● To formulate step-by-step plans as a guide to making, producing lists of required tools, equipment and materials ● To know that food is grown, reared, and caught in the UK, Europe and the wider world and that seasons may affect the food available ● To know food is processed into ingredients that can be eaten or used in cooking ● To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source ● To know how to use a range of techniques, such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking ● To measure food ingredients with increasing accuracy ● To assemble ingredients to make recipes and apply a range of finishing techniques, with increasing accuracy. <p>Evaluate</p> <ul style="list-style-type: none"> ● To express likes or dislikes in the finished product. ● To identify things that went well and what needs to be improved. ● To identify things that could be changed in order to result in a better taste/look ● To compare your product to similar products on the market.