



Progression Map
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	Y1	Y2	Y3	Y4	Y5	Y6
Textiles Investigate, Disassemble, Evaluate		Finger Puppets Examine a range of finger puppets – what are they made of?, how are they put together? What has been added? Who are they for? How well made are they? Draw and label, rate an example of a finger puppet Castles Look at images / video of component parts of a space suit Discuss types of fabric used and their properties		Purses Look at a collection of purses, wallets and belt bags. Consider the seams, seam allowance, fastenings and identify key parts – gusset, strap, hem What sort of fabric is used? How does this relate to its purpose? How is it reinforced? Who is it used by?		T Shirts Collect and discuss a range of T shirts – Who are they for? How do you know? What are they made of? How have they been finished? Consider how designs deal with warmth, fit, appearance, practicality, function, cost and safety



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Textiles Design and Make, Evaluate</p>		<p>Finger Puppets Discuss purpose of finger puppets – story telling, role play, entertainment Agree simple criteria: must be an animal to link to science (living things and their habitats), a good puppet should be..... Consider how a basic template might be adapted and sewing/fixing techniques can be used Make paper mock up and adjust as needed when making fabric version Evaluate against design criteria</p> <p>Castles Set design criteria – who is the suit for? What features are needed? Why? Draw out and label the design Use graphics program to create a template to act as a pattern Identify tools and materials needed and method of joining fabrics to be used Set order for making Evaluate against design criteria</p>		<p>Purses Set design brief – A guide to the rainforest with pop ups and moving parts for a child What mechanisms will be used? How many moving parts? How many pages? Consider the way each page will be finished. Make an outline plan, list tools materials and processes and set the order of making</p>		<p>T Shirts Discuss brief of designing an aqueduct to contain water and transport a model boat Revise findings re how to strengthen structures Develop idea through drawings and models – How will it stand up? Where are the weak points? How will they be reinforced? Will it stop water from leaking? Test and adjust Make and evaluate against the brief</p>
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<p>Cooking and Nutrition Investigate, Disassemble, Evaluate</p>	<p>Fruit Kebabs Investigate, disassemble, evaluate Examine and name a range of fruits, handle and smell them, sketch and label Cut and compare two contrasting fruits, explain terms – skin, peel , flesh and use sensory vocab to describe Evaluate existing products to determine which is best and why Classify fruits according to colour, texture, taste, where grown, how they are eaten</p>		<p>Greek Salad Understand the 'balanced plate' model of food groups, name the groups Look at a range of packaged salads and evaluate appearance, taste, smell, texture Survey the most popular choice and consider reasons for choices made How have the salads been packed and stored in the shops to preserve their life? Which materials have been used and why? What happens to food that is wrongly/badly packaged? Discuss which sorts of foods need to be kept in the fridge</p>		<p>Bread Look at a variety of breads from around the world and cultural traditions Discuss taste, shape, ingredients, texture , survey preferences Understand how bread fits into a balanced diet</p>	
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<p>Cooking and Nutrition Design and Make, Evaluate</p>	<p>Fruit Kebabs Identify target group and communicate what they intend to make, based on research conducted in survey Select and use appropriate fruit, processes and tools Evaluate product - record in pictures/writing how it look, tastes and if it matches the brief</p>		<p>Greek Salad Create design from specified range of ingredients for agreed user Set order for making Evaluate against design criteria</p>		<p>Bread Decide what kind of bread to make and for what sort of occasion Create ingredients list and step by step instructions Make and bake bread, working hygienically and safely Evaluate finished product.</p>	
<p>Structures Investigate, Disassemble, Evaluate</p>	<p>Castles Local area walk/visit to castle, sketching and discussion around different types of structures and how space is enclosed Label main features and relate to mathematical shapes</p>		<p>Photo Frames Investigate free standing item - why is it important they are stable? How does this relate to their purpose? Would they work if they were not strong and stable? Consider design features relating to its purpose - how easy is it to insert a photo? How well can it be seen? Who would use it? How does this link to the style/finish of the frame? Identify component parts and label drawings</p>		<p>Musical Instruments Discuss a range of musical instruments - what are they made of ? What is the structure (solid or hollow), does it have a box/stem/arm? What part makes the noise? Which parts need to be strong? How can the sounds be varied? Why are instruments so important to different cultures? Listen to the sounds they make/music from different cultures showcasing the different instruments.</p>	<p>Aqueducts Investigate a range of structures - What materials used? Why? How have they been used? What do the different parts do? Which structures are the strongest? Research structure of aqueducts - produce labelled drawings</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Structures Design and Make, Evaluate</p>	<p>Castles Review the structure and features of a castle from work done in History Create design for model and say how they are going to make it Select from a range of materials Construct a model using 2D and 3D material selected to match the task Talk about their finished castle, identifying what has gone well and what they could have done better</p>		<p>Photo Frames Consider design criteria – who is the frame for? How will it stand up?, How will the photo be added? What shape will it be? Where will the weak points be? How will they be reinforced and decorated? Sketch and make design. Set order for making Evaluate against design criteria</p>		<p>Musical Instruments Identify a purpose for the instrument, e.g. to create rainforest music, which design aspects and set and which are flexible (materials) Select way to record their ideas so others will understand them Set order for making Evaluate against design criteria</p>	<p>Aqueducts Discuss the design brief, identifying the user, their needs and the product's purpose Create detailed drawings from a range of angles – front, back, sleeves, motif, logo Review design during making process and evaluate final product against the brief</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mechanisms Investigate, Disassemble, Evaluate</p>	<p>Book with moving parts Plan story showing the evolution of a form of transport e.g. bicycle, car – which parts will move and how. Which order will things be done in? Create paper prototype then card version Evaluate how well the moving parts work, the impact on the reader and how well it matches the intended outcome</p>	<p>Vehicles Set design criteria – who is the suit for? What features are needed? Why? Draw out and label the design Use graphics program to create a template to act as a pattern Identify tools and materials needed and method of joining fabrics to be used Set order for making</p>	<p>Pneumatics Discuss the design brief – consider what the monster needs to be able to do e.g. open its mouth, lift its head, move its wings. How big will it be?, How will the movement be achieved? What materials are needed? Audience/user? Consider the constraints – weight, stability, range of materials available, Complete detailed and labelled drawings</p>	<p>Linkages Agree the design brief – purpose and audience Create storyboard plan-step by step order, identifying materials and tools needed and desired finish Review progress – How well is this working? Are changes to the design needed? Evaluate finished product</p>	<p>Moving Toys Set design brief – A guide to the rainforest with pop ups and moving parts for a child What mechanisms will be used? How many moving parts? How many pages? Consider the way each page will be finished. Make an outline plan, list tools materials and processes and set the order of making</p>	<p>Controllable Vehicle Discuss design brief – an airboat Viking long ship and consider needs of the user Create designs vis drawings and models, make adjustments after testing Evaluate final product against the brief</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mechanisms Design and Make, Evaluate</p>	<p>Book with moving parts Share and evaluate a range of books with moving parts – what does the part do? How does it work? Does it work well? Introduce levers and sliders and how they make parts move Show examples of how levers and pivots work and introduce key vocabulary</p>	<p>Vehicles Discuss and list different types of vehicles and their features – why do vehicles have wheels? Are they all the same size? How many? Why are vehicles different shapes? Why do some have parts that move/light up? Identify parts of vehicles – wheel, axels, chassis, body, cab</p>	<p>Pneumatics Look at objects that use air to make them work – recorder, pump, party blower – What does the air do? How has this been used in the design of these products? Demonstrate simple pneumatic systems with a balloon and tubing, x2 syringes</p>	<p>Linkages Look at pop up books and greetings cards with pop ups and moving parts – spinners, levers, tabs, sliders. How do the parts move? What are the mechanisms and how do they work? Number of parts? How are parts joined? What is the impact made? Look at layout, size, font used for text and how pictures , colour has been used</p>	<p>Moving Toys Investigate toys with cams – which parts turn, move and how are the parts attached? Look at the decoration around the mechanism Make models using construction kits and consider the use of a cam (refer to above question)</p>	<p>Controllable Vehicle Experiment with controllable vehicles and consider – Where does the power come from? Compare similarities and differences How are the models constructed and component parts joined together? Draw and label diagrams from a range of angles (include example of an airboat)</p>