



KS1 Progressions of Skills-Design Technology

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
DT	How did the Great Fire change London? (history)	St George and the Dragon (Art/History)	Why don't tigers and polar bears live in Long Eaton?(Science/Geography)	Could we live on the Moon? (Moon landing) History	How are our toys different from those in the past?	What do we know about Long Eaton?
Global Goals	9. Industry, Innovation and infrastructure		13. Climate Action	11 Sustainable Cities and Communities	3. Good Health and Well-Being 4. Quality Education	8. Decent Work and Economic Growth.
British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Democracy	Rule of Law
Enrichment opportunities	Baking with parents /bakery visit	Planting trees/hedges		Space Centre Leicestershire	Sudbury Hall	Trip to West Park
Topic	Windmill		Puppet		Moving toy	Fruit and vegetables
Knowledge						
Technical Knowledge	<ul style="list-style-type: none"> • Describing the purpose of structures, including windmills • Learning how to turn 2D nets into 3D structures • Learning that the shape of materials can be changed to improve the 		<ul style="list-style-type: none"> • Learning different ways in which to join fabrics together: pinning, stapling, gluing 		<ul style="list-style-type: none"> • Learning that levers and sliders are mechanisms and can make things move • Identifying whether a Mechanism • is a lever or slider and determining what movement the mechanism will make 	<ul style="list-style-type: none"> • Understanding the difference between fruits and vegetables • Describing and grouping fruits by texture and taste



	<p>strength and stiffness of structures</p> <ul style="list-style-type: none"> • Understanding that cylinders are a strong type of structure that are often used for windmills and lighthouses • Understanding that windmill turbines use wind to turn and make the machines inside work • Understanding that axles are used in structures and mechanisms to make parts turn in a circle • Developing awareness of different structures for different purposes 				<ul style="list-style-type: none"> • Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement • Identifying what mechanism makes a toy or vehicle roll forwards • Learning that for a wheel to move it must be attached to an axle 	
Skills						
Design	<ul style="list-style-type: none"> • Learning the importance of a clear design criteria • Including individual preferences and 		<ul style="list-style-type: none"> • Using a template to create a design for a puppet 		<ul style="list-style-type: none"> • Explaining how to adapt mechanisms, using bridges or guides to control the movement 	



	requirements in a design				<ul style="list-style-type: none"> • Designing a moving story book for a given audience • Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move • Creating clearly labelled drawings which illustrate movement 	
Make	<ul style="list-style-type: none"> • Making stable structures from card, tape and glue • Following instructions to cut and assemble the supporting structure of a windmill • Making functioning turbines and axles which are assembled into a main supporting structure 		<ul style="list-style-type: none"> • Cutting fabric neatly with scissors • Using joining methods to decorate a puppet • Sequencing steps for construction 		<ul style="list-style-type: none"> • Following a design to create moving models that use levers and sliders • Adapting mechanisms 	<ul style="list-style-type: none"> • Chopping fruit and vegetables safely to make a smoothie • Identifying if a food is a fruit or a vegetable • Learning where and how fruits and vegetables grow
Evaluate	<ul style="list-style-type: none"> • Evaluating a windmill according to the design criteria, testing whether the 		<ul style="list-style-type: none"> • Reflecting on a finished product, explaining likes and dislikes 		<ul style="list-style-type: none"> • Testing a finished product, seeing whether it moves as planned and if not, explaining why 	<ul style="list-style-type: none"> • Tasting and evaluating different food combinations • Describing appearance, smell



	<p>structure is strong and stable and altering it if it isn't</p> <ul style="list-style-type: none">• Suggest points for improvements				<p>and how it can be fixed</p> <ul style="list-style-type: none">• Reviewing the success of a product by testing it with its intended audience• Testing mechanisms, identifying what stops wheels from turning, knowing• that a wheel needs an axle in order to move	<p>and taste</p> <ul style="list-style-type: none">• Suggesting information to be included on packaging
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