



DT

Curriculum Document



The following progression shows how our Design and Technology curriculum has been planned in line with our intent, providing opportunities to revisit and reinforce links with key knowledge and vocabulary. The table includes possible ideas for local and global learning. Below the table is a summary of how we might promote an understanding of our key aims of Local Community, Global Citizenship and Effective Communication within the D & T curriculum.

DT Progression across year groups

(Note: This is a working document, and will be refined and updated over time)

Year	Unit	Content	Links to previous learning	Possible ideas for Local Learning	Possible ideas for Global Learning
YR		Across the year, the EYFS curriculum enables children to experience a range of Design and Technology skills and opportunities linked to different topics and events.			
Y1	Me and My World (Autumn 1 and 2)	Food technology – make a fruit salad		Locally grown produce. Shopping locally. Skills of school community - cooking	Produce from around the world
	Brilliant Brunel (Spring 1)	Structures – bridge building		Clifton Suspension Bridge Bridges over Streamside Skills of school community – architects?	Different designs of bridges around the world
	Castles and Crowns (Spring 2)	Mechanisms – moving pictures/ sliders			
	Dinosaur Discovery (Summer 1 and 2)				
Y2	Living in London: Now and in the past (Autumn 1 and 2)	Mechanisms – axles and wheels	Mechanisms (Y1)	Vehicles in our lives	
	Why don't penguins live in the North Pole? (Spring 1 and 2)				
	Flying High (Summer 1)	Textiles – a hanging decoration		Skills of school community – sewing?	
	What's it like to live in Uganda? (Summer 2)	Food technology – Fair Trade lemonade		Skills of school community - cooking	Fair trade products and links to countries around the world
Y3	Stones and Bones (Autumn 1)	-			
	Journey Down the Nile (Autumn 2)	Structures: picture frames	Structures (Y1)	Skills of school community - carpentry	Modern and historic catapults

	The Romans (Spring 1 and 2)	Mechanisms – Linkages and levers	Mechanisms (Y1 and Y2)	Products we encounter which have levers and linkages	
	A Greek Holiday (Summer 1 and 2)	Food technology – a Greek inspired dish	Food technology (Y1/2)	Locally grown produce. Shopping locally. Skills of school community - cooking	Produce from Greece/ around the world
Y4	Living by the Severn (Autumn 1 and 2)				
	Studying Thornbury Past and Present (Spring 1 and 2)	Electronics – ‘Make do and Mend’ – a blackout torch		Skills of school community - electronics	
	Ancient Egypt (Summer 1 and 2)	Textiles – applique bookmark	Textiles (Y2)	All about me	
Y5	Space: To infinity and Beyond (Autumn 1)	Electronics - a quiz board	Electronics (Y4)	Skills of school community - electronics	
	Ancient Greece (Autumn 2)	-			
	Viking Invaders (Spring 1 and 2)	Woodwork and construction – Viking boats	Woodwork (Y3)	Skills of school community - carpentry	Viking boat designs
	Amazonia (Summer 1 and 2)	Food technology – a Mexican inspired dish	Food technology (Y3)	Skills of school community - cooking	South American foods
Y6	Wars that Changed the World (Autumn 1 and 2)	Textiles – make do and mend: sewing a bag	Textiles (Y4)	Materials from our homes. Skills of school community - sewing	
	Explorers (Spring 1 and 2)	Food technology – breads (linked to yeast/ micro-organisms)	Food technology (Y5)	Skills of school community - cooking	Breads from around the world
	The Mayans (Summer 1 and 2)	Structures and Mechanisms: building a Mayan village	Recap of skills taught across school		Mayan housing

Local Community	Global Citizenship	Effective Communication
<p>Our pupils will:</p> <ul style="list-style-type: none"> Use the school grounds and the local and wider community to support teaching and learning. 	<p>Our pupils will:</p> <ul style="list-style-type: none"> Understand how key events and individuals in the fields of design and technology have helped shape the world. 	<p>Our pupils will:</p> <ul style="list-style-type: none"> Critique, evaluate and test their ideas and products and the work of others, using appropriate subject-specific vocabulary.

<ul style="list-style-type: none">• 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 both locally and globally.• Understand where food comes from and to understanding seasonality, knowing where and how a variety of ingredients are grown, reared, caught and processed, locally and globally.	<ul style="list-style-type: none">• Provide diverse examples of designers whose work links with our areas of study.• Learn the global locations or origins of examples of our focus areas (world bridges; world breads, etc.).	<ul style="list-style-type: none">• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
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