Hunstanton Primary School D&T Progression Map

Design, Make, Evaluate, Technical Knowledge, Cooking and Nutrition

WHOLE SCHOOL CURRICULUM INTENT					
Develop understanding of our locality	Develop understanding of significant events, people and places in our locality	Acceptance & Understanding - developing knowledge of the wider world today – exposure to multiculturalism	Developing an understanding of the wider world	Valuing and developing a deeper understanding of Norfolk Know that we have a role in the local /area community	World issues tackled at a local level – how to make a difference

EYFS		
Unit: **All About Me- AUTUMN 1 2023** **Celebrations- AUTUMN 2 2023**		
Links to Prior Learning	Objectives - Knowledge and Skills	WHOLE SCHOOL INTENT
N/A	To believe they are designers. To have expressive outlets and feel their work is valued. **<u>Physical Development:</u>** - Progress towards a more fluent style of moving, with developing control and grace. -Develop their small motor skills so that they can use a range of	Develop understanding of our locality

	tools competently, safely and confidently. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. **Expressive Arts and Design:** -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills.	
Unit: Spring Term		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Joining techniques, building techniques	Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	Developing an understanding of the wider world
Unit:		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
		Develop understanding of our locality.
YEAR 1		
Unit: **Our Fabric Faces (Textiles)**		
Links to Prior Learning	Objectives - Knowledge and Skills	WHOLE SCHOOL INTENT

N/A	K- To understand how to measure, mark out, cut and shape a range of materials, with help. S- To choose XXXXmaterials and finishing techniques.	Develop understanding of our locality
Unit: **Making puppets (Textiles)**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Year 1- AUTUMN TERM	K- To use own ideas to make a product. K- To design and label their own puppet. S- To sew using a running stitch. S- To select materials and use scissors and a hole punch correctly.	Develop understanding of significant events, people and places in our locality- Punch and Judy on The Green.
Unit: **Exploring hats (Materials)**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Year 1- AUTUMN, SPRING TERM	K- To begin to make their designs using appropriate techniques. S- To communicate what they like and dislike about existing products before they create their own.	Acceptance & Understanding - developing knowledge of the wider world today – exposure to multiculturalism (different types of hats).

YEAR 2		
Unit: **Structures: Bridges and Houses (Mechanical systems/Structures)**		
Links to Prior Learning	Objectives - Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- making houses and vehicles (cutting, shaping, joining). Fire Safety. **Year 1**- exploring hats (joining techniques)	K- To explain the purpose for what they intend to design and make. K- To build structures, exploring how they can be made stronger, stiffer and more stable. K- To use the appropriate mechanism in their stool. S- To evaluate their products, identifying strengths and possible changes they might make.	Develop understanding of significant events, people and places in our locality (The Great Fire of London).
Unit: **Boat building (Materials)**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- making houses and vehicles (cutting, shaping, joining) **Year 1**- exploring hats (joining techniques) **Year 2-** AUTUMN TERM	K- To explain the purpose for what they intend to design and make. K- To select the appropriate materials and techniques for their boat. S- To evaluate their products, identifying strengths and possible changes they might make.	Develop understanding of significant events, people and places in our locality (Nelson).
Unit: **Food and Nutrition: salads (Food). Bunting (textiles).**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT

EYFS- different types of food; healthy and unhealthy. **Year 1-** Fabric Faces, Puppets.	K- To know how to name and sort food into the five groups (carbohydrates, fats and sugars, protein, fruits and vegetables, dairy). K- To understand how to safely cut, peel and grate. K- To describe ingredients when making a dish. S- To design and create a salad. S- To select ingredients for your salad. K- To Know how to measure, cut and use hand tools accurately. S- To choose and use appropriate finishing techniques.	Develop understanding of our locality.
YEAR 3		
Unit: **Creating a museum (Structures)**		
Links to Prior Learning	Objectives - Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- making houses and vehicles (cutting, shaping, joining) **Year 1**- exploring hats (joining techniques) **Year 2-** Structures: bridges and Houses (cutting, shaping, joining, finishing, mechanisms)	K- To begin to understand how well products have been designed, made, what materials have been used and how it works. S- To begin to generate ideas for a product, considering the purpose and who is going to use it. S- To select tools and techniques that are suitable for making their product (eg construction materials, textiles, etc).	Develop understanding of our locality- Hunstanton Heritage.

Unit: **Puppet theatre (Structures/Materials)**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- making houses and vehicles (cutting, shaping, joining) **Year 1**- exploring hats (joining techniques). Puppets- textiles. **Year 2-** Structures: bridges and Houses (cutting, shaping, joining, finishing, mechanisms) **Year 3**- AUTUMN TERM	K- To understand how well products have been designed, made, what materials have been used and how it works. S- To generate ideas with growing confidence for a product, considering the purpose and who is going to use it. S- To select a wider range of tools and techniques that are suitable for making their product (eg construction materials, textiles, etc).	Develop understanding of significant events, people and places in our locality- Punch and Judy on The Green.
Unit: **Edible garden (Food)**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- different types of food; healthy and unhealthy. **Year 2**- Nutritional value of food.	K- To know how food is grown, reared and caught. K- To understand how to use a range of techniques, such as, peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. S- To design a dish containing food we have grown.	Develop understanding of our locality- Hunstanton Allotments/back gardens/farms/Supermarkets.
YEAR 4		

Unit: **Creating a Roman Banquet (Food)**		
Links to Prior Learning	Objectives - Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- different types of food; healthy and unhealthy. **Year 2**- Nutritional value of food. **Year 3**- growing our own food/where does our food come from?	K-To identify ingredients needed, and accurately weigh and describe how ingredients work together to create a dish. S- To manage safety procedures and hygiene. S- To design a Roman Banquet, thinking creatively.	Developing an understanding of the wider world- Roman Times.
Unit: **Build a Mayan Temple (Structures)**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- making houses and vehicles (cutting, shaping, joining) **Year 1**- exploring hats (joining techniques) **Year 2-** Structures: bridges and Houses (cutting, shaping, joining, finishing, mechanisms) **Year 3**- Creating a museum and puppet theatre- how to strengthen	K- To understand how and why to reinforce a 3D framework. K- To know which material is likely to give the best outcome. S- To create prototypes and annotated sketches. To draw the temple from different views to show specific features. S- To choose appropriate materials and techniques to strengthen and improve the appearance of their Mayan Temple.	Acceptance & Understanding - developing knowledge of the wider world today – exposure to multiculturalism

and reinforce more complex structures.		
Unit: **Sewing- Sampler (Textiles)**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Year 1- Fabric Faces and Making puppets- running stitch. **Year 2-** Bunting. **Year 4-** History- Norwich	K- To recognise designers who have developed ground-breaking products (Norwich Castle Museum)? K-To identify ways to improve their product using feedback from others. S- To sew using a range of different stitches (running, cross, chain, blanket).	Valuing and developing a deeper understanding of Norfolk Know that we have a role in the local /area community
YEAR 5		
Unit: **Buzzers (Electrical systems)**		
Links to Prior Learning	Objectives - Knowledge and Skills	WHOLE SCHOOL INTENT
N/A	K- To draw and label their electrical system, describing how it works. S- To create electrical circuits, explaining how they can be used to make functional products (ie an alarm/buzzer).	Develop understanding of significant events (school Fire Alarm system).

Unit: **Pitta bread and food packaging (Food/ Computer-aided design)**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- different types of food; healthy and unhealthy. **Year 2**- Nutritional value of food. **Year 3**- growing our own food/where does our food come from?	K-To understand how much products cost to make. S- To be responsible for measuring, weighing and marking with accuracy (to make Pitta bread and packaging). K-To identify your target audience - use research and develop design criteria to create functional and appealing products that are fit for purpose, explaining how your product will appeal to a specific audience. S- To choose the appropriate techniques and ingredients.	Develop understanding of our locality- food packaging in Supermarkets.
Unit: **Automated animals (Mechanisms)**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- making houses and vehicles (cutting, shaping, joining) **Year 1**- exploring hats (joining techniques) **Year 2-** Structures: bridges and Houses (cutting, shaping, joining, finishing, mechanisms)	K- To explain the choice of materials and components according to functional properties and aesthetic qualities. S- To design a mechanical system, using cams or pulleys or gears, thus creating movement. S- To design using Computer-Aided Design (www.sketchup.com)	Developing an understanding of the wider world- how gears, pulleys, etc are used around the World.

Year 3- Creating a museum and puppet theatre- how to strengthen and reinforce more complex structures. **Year 4**- Mayan Temple- how to strengthen and reinforce more complex structures. **Year 5-** Computer- Aided Design SPRING TERM		
YEAR 6		
Unit: **WW2 Cooking (Food)**		
Links to Prior Learning	Objectives - Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- different types of food; healthy and unhealthy. **Year 2**- Nutritional value of food. **Year 3**- growing our own food/where does our food come from? **Year 6-** History- WW2	K- To understand what 'rationing' meant during WW2. S- To empathise with how people felt during WW2. K- To understand how food was grown, reared and caught during WW2, noting that it may be seasonal and whether this was sustainable. S- To confidently prepare and cook a meal from WW2, safely and hygienically, using the appropriate techniques and collecting and weighing the ingredients before beginning. S- To manage a budget.	Hunstanton then and now- compare the meals we have now and the meals made during WW2.

Unit: **Festive Light Feature (Electrical systems)**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
Year 5- Electrical systems (buzzers)	K-To understand electrical systems accurately and correctly to ensure it is functional (the light turns on). S-To select the correct equipment XXX and techniques to make your Light Feature.	Acceptance & Understanding - developing knowledge of the wider world today – how do electrical systems work throughout the World? How do our Lights work?
Unit: **School Play props**		
Links to Prior Learning	Objectives – Knowledge and Skills	WHOLE SCHOOL INTENT
EYFS- making houses and vehicles (cutting, shaping, joining) **Year 1**- exploring hats (joining techniques) **Year 2-** Structures: bridges and Houses (cutting, shaping, joining, finishing, mechanisms)	K- To understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. S- To generate, develop, model and communicate their ideas in detail, through discussions, step-by-step plans, annotated sketches, cross-sectional diagrams, prototypes, explaining how particular parts work. K- To know how to use tools accurately and safely. To know which tool, materials, components and techniques to use to make the play props.	Develop understanding of our locality- compare school play props made with those in Hunstanton's Princess Theatre.

Year 3- Creating a museum and puppet theatre- how to strengthen and reinforce more complex structures. **Year 4**- Mayan Temple- how to strengthen and reinforce more complex structures. **Year 5**- mechanisms (gears, pulleys, levers)	S- To create and make a product of high quality, demonstrating modifications as they create their product. K- To identify strengths and areas for development against clear criteria. S- To communicate effectively with others throughout the project, to improve the design and product. K- To know how to confidently improve a product by strengthening, stiffening or reinforcing the framework or structure. S-To choose specific mechanical systems to create functional products that move.	