



CITY ACADEMY WHITEHAWK



DT Curriculum Progression Overview







Year 2						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
DT	Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of relevant contexts. When designing and making, pupils will be taught: To design To make To evaluate Technical Knowledge					
	As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.					
	Ancient World 400,000 BC-500 BC Europe What do people need?	The Middle Ages 500BC-1460AD Britain How do people help their communities?	Renaissance and the New World 1460-1600 Europe How do people make their dreams come true?	Kingdoms and Colonies 1600-1750 Europe/America How do people create communities?	Unification and Industrialisation 1825-1900 Britain How do dreamers lead the way?	The 20 th Century 1900-2000 London, then and now How do people communicate?
	To develop their cooking skills , pupils will be given the opportunity to: With close supervision: - Use the bridge hold to cut harder foods using a serrated vegetable knife - Use the claw grip to cut soft foods using a serrated vegetable knife - Cut food into evenly sized largish pieces (eg potatoes) With moderate supervision: - Peel soft vegetables using a peeler (eg cucumber) - Using physical guidance if necessary	To develop their design and technology skills , pupils will be given the opportunity to: - Begin to develop their design ideas through discussion, observation, drawing and modelling. - Identify a purpose for what they intend to design and make. Please refer to D&T Skills Overview	To develop their cooking skills , pupils will be given the opportunity to: - Mix, stir and combine liquid and dry ingredients - Use hands to rub fat into flour - Crack an egg and beat together using a fork - Use a small table knife for spreading soft spreads on to bread - Use hands to shape dough in to small balls or shapes	To develop their textile skills , pupils will be given the opportunity to: - Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, - Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. - Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee	To develop their textile skills , pupils will be given the opportunity to: - Match and sort fabrics and threads for colour, texture, length, size and shape. - Gain confidence in stitching two pieces of fabric. - Explain how to thread a needle and have a go.	To develop their design and technology skills , pupils will be given the opportunity to: - Identify a purpose for what they intend to design and make. - Understand how to identify a target group for what they intend to design and make based on a design criteria. - Develop their ideas through talk and drawings and label parts. - Make templates and mock ups of their ideas in card and paper or using ICT. Please refer to D&T Skills Overview
Suggested Learning Opportunity	Prepare and cook a Stone Age Stew.	Create a cardboard model of a castle with a working draw bridge.	Make the dough, shape and bake 'Rose Petal Bread.'	Weave wall hangings to decorate a Woodland Indian longhouse.	Victorian sewing class – children to create their own aprons.	Bomb shelters constructed from recycled materials – protect an egg.





Year 3						
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	As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.					
	Ancient World 400,000 BC-500 BC Mesopotamia Why did people start to farm?	The Classical World 500BC-500 AD Meso-America How do people live in a rainforest?	The Middle Ages 500AD -1460 North America How do people live in a desert environment?	Kingdoms and Colonies 1600-1750 Shogun Japan How do people live on an Island?	Unification and Industrialisation 1750-1900 The Arctic How do people live in an icy land?	The 20 th Century 1900-2000 Britain How do we live in Britain?
	To develop their cooking skills , pupils will be given the opportunity to: - Begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) - Begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) - Although pupils will not be cooking food on the hob or in the oven, pupils should understand how to use them safely by: observing adults cooking on the hob and putting in and removing food from the oven.	To develop their textile skills , pupils will be given the opportunity to: - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. - Apply decoration using beads, buttons, feathers etc.	To develop their design and technology skills , pupils will be given the opportunity to: - Know to make drawings with labels when designing. - When planning, explain their choice of materials and components including function and aesthetics. Please refer to D&T Skills Overview	To develop their design and technology skills , pupils will be given the opportunity to: - Understand how well products have been designed, made, what materials have been used and the construction technique. - Know to make drawings with labels when designing. - Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Please refer to D&T Skills Overview	To develop their textile skills , pupils will be given the opportunity to: - Continue to gain experience in applying colour with printing. - Explore using resist paste. - Demonstrate experience in looking at fabrics from other countries.	To develop their cooking skills , pupils will be given the opportunity to: - Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough) - Crack an egg and beat with balloon whisk - Cream fat and sugar together using a mixing spoon - Use a rolling pin to flatten and roll out dough (eg scones) - Sieve flour, raising agents and spices together in to a bowl - Use hands to rub fat into flour (eg scones, apple crumble) - Knead and shape dough in to evenly sized shapes
Suggested Learning Opportunity	Cook and host a 'Harvest Supper' with foods from the Mesopotamian period.	Dye fabrics using dyes from rainforest plants and foods and use them to create a fabric representation of the jungle.	Design and create a house/shelter which would enable you to survive in the desert.	Design, create and decorate their own Japanese fan.	'Sealskin' (fabric) printed treasure map to the North Pole	Cook and host a 'traditional' British cream tea (Victoria Sponge, scones, crumpets/muffins) to celebrate the unit on Britain





Year 4						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
DT	Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of relevant contexts. When designing and making, pupils will be taught: To design To make To evaluate Technical Knowledge					
	As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.					
	Ancient World 400,000 BC-500 BC India How does culture flow from a river? How does a culture expand?	The Classical World 500BC-500 AD Middle East, Spain, Portugal How do cultures share goods and ideas?	The Middle Ages 500AD -1460 UK 1066 How do cultures create a new society?	Renaissance and the New World 1460-1600 Old World and "New World" How do explorers connect cultures?	Kingdoms and Colonies 1750-1825 America How do different cultures inhabit the same land?	The 20 th Century 1825-2000 WW1 How do neighbouring cultures interact and stay unique?
	To develop their textile skills , pupils will be given the opportunity to: - Become confident in applying colour with printing, tie dye. - Create and use dyes. - Use resist paste and batik. - Change and modify threads and fabrics, - Demonstrate experience in looking at fabrics from other countries.	To develop their cooking skills , pupils will be given the opportunity to: - Use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) - Use both the bridge holds and claw grip to cut the same food using a serrated vegetable knife (eg onion) - Use a masher to mash hot food to a fairly smooth texture - Cut foods into evenly sized strips or cubes (eg peppers, cheese) - Peel harder food (eg apple, potato) - Crush garlic using a garlic press	To develop their textile skills , pupils will be given the opportunity to: - Use a technique as a basis for stitch embroidery. - Apply decoration using needle and thread: buttons, sequins.	To develop their design and technology skills , pupils will be given the opportunity to: - When planning, explain their choice of materials and components according to function and aesthetic. - Select a wider range of tools and techniques for making their product safely. - Understand how to reinforce and strengthen a 3D framework. Please refer to D&T Skills Overview	To develop their cooking skills , pupils will be given the opportunity to: - Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough) - Cream fat and sugar together using a mixing spoon - Sieve flour, raising agents and spices together in to a bowl - Use hands to rub fat into flour (eg scones, apple crumble) - Crack an egg and beat with balloon whisk - Use a rolling pin to flatten and roll out dough (eg scones) - Knead and shape dough in to evenly sized shapes	To develop their design and technology skills , pupils will be given the opportunity to: - Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. - Start to join and combine materials and components accurately in temporary and permanent ways. - Know how mechanical systems such as cams or pulleys or gears create movement. Please refer to D&T Skills Overview
Suggested Learning Opportunity	Create your own dyes from natural materials and use them to tie dye cloth. Printing can be added over the top to develop skills.	Create food inspired by learning on the spices traded on the Silk Road.	Design and create castle tapestries	Design, create and test their own boats from recyclable materials.	Native American baking.	Design and develop their own WW1 tank.





Year 5						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
DT	Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of relevant contexts. When designing and making, pupils will be taught: To design To make To evaluate Technical Knowledge As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.					
	Ancient World 400,000 BC-500 BC Egypt How do we recognise a civilisation?	The Middle Ages 500AD -1460 Medieval Europe How can we tell what a civilisation values?	Renaissance and the New World 1460-1600 European Renaissance What can we learn about a civilisation from its great thinkers?	Kingdoms and Colonies 1600-1750 British Empire How does a civilisation build an empire?	Unification and Industrialisation 1825-1900 Britain How do different cultures inhabit the same land?	The 20th Century 1900-2000 Britain since 1930 (Pop Culture) How do people live in Britain?
	To develop their textile skills, pupils will be given the opportunity to: - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. - Produce two colour tie dye. - Demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye. - Continue to gain experience in batik- use more than one colour.	To develop their design and technology skills, pupils will be given the opportunity to: - Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - Understand how mechanical systems such as cams or pulleys or gears create movement. Please refer to D&T Skills Overview	To develop their cooking skills, pupils will be given the opportunity to: - Confidently use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) - Confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) - Confidently peel harder food using a peeler (eg apple, potato) - Use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food	To develop their textile skills, pupils will be given the opportunity to: - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. - Show awareness of the skills involved in aspects such as knitting, lace making.	To develop their design and technology skills, pupils will be given the opportunity to: - Use results of investigations, information sources, including ICT when developing design ideas - Know how more complex electrical circuits and components can be used to create functional products. - Understand that mechanical and electrical systems have an input, process and output. Please refer to D&T Skills Overview	To develop their cooking skills, pupils will be given the opportunity to: - With help begin to separate eggs - Cream fat and sugar together using an electric hand mixer - Use a rolling pin to roll out dough to a specific thickness (eg pizza) - Use biscuit cutters accurately to assemble, arrange and layer more advanced dishes - Use finger tips to rub fat into flour to make fine 'bread crumbs' - Sieve wet and dry ingredients with precision - Knead and shape dough in to a variety of shapes - Use hands to shape mixtures in to evenly sized pieces
Suggested Learning Opportunity	Fabric pictures/'sketches' of the Egyptian landscape using various techniques.	Construct castles with working drawbridges.	Cook traditional Renaissance recipes.	Tapestries/fabric pictures.	Design and create a 'machine' inspired by Victorian industrialization.	Cook and host a V-Day Party!





Year 6						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
DT	Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of relevant contexts. When designing and making, pupils will be taught: To design To make To evaluate Technical Knowledge As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.					
	Ancient World 400,000 BC-500 BC Egypt How do we unlock the mysteries of a civilisation?	The Classical World 500BC-500AD Rome What do we learn from the ruins of an empire?	The Middle Ages 500AD-1460 Vikings How do we piece together a vanished culture?	Renaissance and the New World 1460-1600 Tudors What happens when people change their religion?	Revolution and Independence 1750-1825 England/France Enlightenment How do the arts enlighten us about the past?	The 20th Century 1825-2000 Brighton Local Study Why do people settle by rivers?
	To develop their design and technology skills, pupils should be given the opportunity to: - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern. - Confidently select appropriate tools, materials, components and techniques and use them. Please refer to D&T Skills Overview	To develop their cooking skills, pupils should be given the opportunity to: - Sieve wet and dry ingredients with precision - Use a rolling pin to roll out dough to a specific thickness - Spread food evenly with a coating, paste or glaze - Knead and shape dough in to a variety of shapes	To develop their textile skills, pupils should be given the opportunity to: - Work in 2D and 3D as required. - Design, plan and decorate a fabric piece. - Recognise different forms of textiles and express opinions on them.	To develop their cooking skills, pupils should be given the opportunity to: - Dice foods and cut them into evenly sized, fine pieces (eg garlic, vegetable batons, herbs) Independently: - Finely grate hard foods (eg zesting, parmesan cheese) - Confidently use the claw grip to cut harder foods using a serrated vegetable knife - Confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife	To develop their design and technology skills, pupils should be given the opportunity to: - Confidently select appropriate tools, materials, components and techniques and use them. - Identify the strengths and areas for development in their ideas and products. - Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Please refer to D&T Skills Overview	To develop their textile skills, pupils should be given the opportunity to: - Experiment with a variety of techniques exploiting ideas from sketchbook. - Use a number of different stitches creatively to produce different patterns and textures. - Design, plan and decorate a fabric piece.
	Suggested Learning Opportunity	Sarcophaguses	Ancient Roman Pizza	Viking style weaving.	Tudor pies	Model Churches
						Stitched landscape scene of a river flowing through a valley.

