



*Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1*

## **Topic (History, Geography, Art & Design, Design Technology)**

### **Intention**

#### **Aims and objectives**

The aims of Topic teaching at Pattishall are

- To foster an interest in the world around us and its history;
- To impart knowledge from which we can learn from
- To stimulate and encourage children's creativity, adaptability, problem solving and growth mindset;
- To support oracy and literacy and, in particular, to develop group work, speaking & listening skills;
- To help children develop their awareness of cultural similarities and differences across the UK and around the world;
- To lay the foundations for future study by pupils;
- To give an extra dimension to teaching and learning across the curriculum.

### **Implementation**

In our school, Geography, History, Art & Design and Design Technology are taught under the umbrella title 'Topic'.

Topic themes are covered by paired year groups (Y1&2, Y3&4, Y5&6). The rationale behind this is that:

- Teachers have greater support when planning as they can plan together.
- Financially, it allows us to access more resources, visitors and trips as costs are shared between two year groups.
- It helps with progression, as teachers have a clear idea of what has been done in the previous year.
- It raises the profile of Topic throughout the school and keeps ideas 'fresh'.

Differentiation between the paired year groups is planned for and monitored by Topic Coordinator.

Each class has 3-4 hours of Topic per week, taught by the class teacher.

We have an Enquiry Based curriculum. Instead of specific Learning Objectives we have Big Questions that children will attempt to answer each lesson, as well as being encouraged to ask their own.

Topic themes are linked to high quality texts used in English lessons to create meaningful cross curricular links. In Key Stage 1, and where possible in Key Stage 2, Topic is also linked to Science.

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Teaching methods for Topic are varied. Where possible, activities are practical and immersive. Children are often encouraged to think and decide for themselves the best way to record their work. There is a physical record of the learning each lesson: this may be in the child's individual Topic book, or a photo/example of groupwork/post-it in the class's Floor Book or Working Wall.

Educational visits & visitors relating to Topic are encouraged and take place throughout the school.

The physical learning environment is seen as important, and it is clear, upon entering a classroom what their Topic is.

*For specific examples of implementation, please see Appendix 1, Chris Quigley Milestones which shows objectives for each paired year group.*

### **Impact**

By the time the children leave us in Year 6, they will:

Have asked and answered many questions about the world and want to find out even more.

Have a firm grasp of UK and world geography including biomes, continents, oceans, rivers and countries.

Know how to understand and draw maps, using 6 figure grid references and vocabulary such as latitude, longitude, and hemisphere.

Describe how and when areas change over time.

Have a solid understanding of the factors effecting the health of our planet and what can be done to conserve it.

Understand the chronology of British and World History up to 1066 (and some elements post 1066)

Be able to talk about what can be learned from historical events and how consequences may have been different

Discuss the legacy of historical civilisations.

Have an appreciation of artists and designers and identify themes in their work.

Confidently use a range of art and DT materials, selecting the best one for a specific purpose.

### **Curriculum progression**

Progression across the school is ensured by the use of the Chris Quigley Milestones (see Appendix). Staff allocate at least one Topic unit for each of the milestones.

### **Curriculum structure**

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*Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 13-14*

YEAR A 2022-2023	AUTUMN		SPRING		SUMMER
YEAR 1 AND 2	Extreme weather		Cracking Ideas		Australian Adventures
YEAR 3 AND 4	Stone Age to Iron Age	Mountains, Lakes & Rivers	Eurovision (European Geography)		Romans
YEAR 5 AND 6	The Rainforest (South America)	The Ancient Maya	Earth Matters (Volcanoes & Earthquakes)	Biomes	Northamptonshire (Local History & Geography)

YEAR B 2021-2022	AUTUMN		SPRING		SUMMER
YEAR 1 AND 2	Great and Ghastly		Amazing places and spaces		From Field to Fork
YEAR 3 AND 4	Ancient Egypt		Best of British (UK Geography)		Ancient Greece   Crime & Punishment
YEAR 5 AND 6	Land of The Free Part 1 (USA Geography)	Land of the Free Part 2 (USA Civil Rights)	Anglo Saxons	Vikings	The Monarchy

## Inclusion

Topic teaching at Pattishall is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Topic learning activities in which they may be less disadvantaged than in other areas of the curriculum, due to the practical nature of a lot of the activities and higher interest (and therefore engagement) level.

Topic learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Collaborative work is encouraged, and children are grouped in many different ways for this.

## Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Topic are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on a range of practical, written and oral activities. Whole class marking has been introduced as well as highlighting Big Questions as per Marking & Feedback policy. ClassTrack is used to monitor and record progress.

## COVID-19 Addendum

During the pandemic, Topic work was delivered to all year groups as part of their usual weekly timetable. A range of activities were set by class teachers on the Class Dojo platform, and engagement for Topic was high, with the vast majority of the children completing the tasks set.

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## Appendix 1 – Chris Quigley Milestones

### HISTORY

NC	Year 1 and 2	Year 3 and 4	Year 5 and 6
To investigate and interpret the past	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
To build an overview of world history	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Respond to ideas and starting points.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>

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		ideas, beliefs, attitudes and experiences of men, women and children.	
To understand chronology	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>
To communicate historically	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>

## GEOGRAPHY

NC	Year 1 and 2	Year 3 and 4	Year 5 and 6
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<p>To investigate places</p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>
<p>To investigate patterns</p>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the</li> </ul>

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	<p>North and South Poles.</p> <ul style="list-style-type: none"> <li>Identify land use around the school.</li> </ul>		<p>world are changing and explain some of the reasons for change.</p> <ul style="list-style-type: none"> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>
To communicate geographically	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li><b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<ul style="list-style-type: none"> <li>Describe key aspects of:</li> <li><b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>human geography</b>, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:</li> <li><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>

## ART AND DESIGN

NC	Skill / Media	Year 1 and 2	Year 3 and 4	Year 5 and 6
To develop ideas		<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in</li> </ul>

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			using visual language.	unexpected results as work progresses.  • Comment on artworks with a fluent grasp of visual language.
To master techniques	Painting	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
	Collage	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>
	Sculpture	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
	Drawing	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows</li> </ul>

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	<p>dots and lines.</p> <ul style="list-style-type: none"> <li>Show different tones by using coloured pencils.</li> </ul>	<p>elaborate ideas.</p> <ul style="list-style-type: none"> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<p>and reflection.</p> <ul style="list-style-type: none"> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement.</li> </ul>
Print	<ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Make printing blocks (e.g. from coiled string glued to a block).</li> <li>Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Build up layers of colours.</li> <li>Create an accurate pattern, showing fine detail.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> </ul>
Textiles	<ul style="list-style-type: none"> <li>Use weaving to create a pattern.</li> <li>Join materials using glue and/or a stitch.</li> <li>Use plaiting. (PSHE – friendship bracelets)</li> <li>Use dip dye techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Shape and stitch materials.</li> <li>Use basic cross stitch and back stitch.</li> <li>Colour fabric.</li> <li>Create weavings.</li> <li>Quilt, pad and gather fabric.</li> </ul>	<ul style="list-style-type: none"> <li>Show precision in techniques.</li> <li>Choose from a range of stitching techniques.</li> <li>Combine previously learned techniques to create pieces.</li> </ul>
Digital media	<ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes. <b>Computing</b></li> </ul>	<ul style="list-style-type: none"> <li>Create images, video and sound recordings and explain why they were created.</li> </ul> <p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>Enhance digital media by editing (including sound, video, animation, still images and installations). (English &amp; Computing)</li> </ul>
To take inspiration from the greats (classic and modern)	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> </ul>

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				<ul style="list-style-type: none"> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
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## DESIGN TECHNOLOGY

NC	Area	Year 1 and 2	Year 3 and 4	Year 5 and 6
To master practical skills	Food	<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils.</li> <li>• Measure ingredients to the nearest gram accurately.</li> <li>• Follow a recipe.</li> <li>• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>	<ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> </ul>
	Textiles	<ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate stitching.</li> <li>• Select the most appropriate techniques to decorate textiles.</li> </ul>	<ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration</li> </ul>

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*Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1*

			for comfort on a cushion).
Electricals and electronics	<ul style="list-style-type: none"> <li>Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</li> </ul>	<ul style="list-style-type: none"> <li>Create series and parallel circuits</li> </ul>	<ul style="list-style-type: none"> <li>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Model designs using software.</li> </ul>	<ul style="list-style-type: none"> <li>Control and monitor models using software designed for this purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Write code to control and monitor models or products.</li> </ul>
Construction	<ul style="list-style-type: none"> <li>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>	<ul style="list-style-type: none"> <li>Choose suitable techniques to construct products or to repair items.</li> <li>Strengthen materials using suitable techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Create products using levers, wheels and winding mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul>	<ul style="list-style-type: none"> <li>Convert rotary motion to linear using cams.</li> <li>Use innovative combinations of electronics (or computing) and mechanics in product designs.</li> </ul>
To design, make, evaluate and improve	<ul style="list-style-type: none"> <li>Design products that have a clear purpose and an intended user.</li> <li>Make products, refining the design as work progresses.</li> <li>Use software to design.</li> </ul>	<ul style="list-style-type: none"> <li>Design with purpose by identifying opportunities to design.</li> <li>Make products by working efficiently (such as by carefully selecting materials).</li> <li>Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>Use software to design and represent product designs.</li> </ul>	<ul style="list-style-type: none"> <li>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>Make products through stages of prototypes, making continual refinements.</li> <li>Ensure products have a high quality finish, using art skills where appropriate.</li> <li>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul>
To take inspiration from design throughout history	<ul style="list-style-type: none"> <li>Explore objects and designs to identify likes and dislikes of the designs.</li> <li>Suggest improvements to existing designs.</li> <li>Explore how products have been created.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>Improve upon existing designs, giving reasons for choices.</li> <li>Disassemble products to understand how they work.</li> </ul>	<ul style="list-style-type: none"> <li>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>Create innovative designs that improve upon existing products.</li> <li>Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>

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