

DT CURRICULUM MAP

Characteristics of DT literate pupils

What Draw Apply
 Explain how Experiment with Annotate
 Label
Proof of Progress
 Describe Test Tasks Modify List
 Adapt Make Demonstrate
 Arrange Experiment
 Define Organise

Artificial intelligence

- Design process
- Vocabulary
- Design inspiration
- Technical knowledge



Electronic motors

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Structures

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Pulleys and Gears

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



What is design technology?



Design inspiration

- Design inspiration
- Vocabulary



Significant originality.

Creative risks to produce innovative ideas and prototypes.

End of unit learning event



Sensors

- Technical knowledge
- Vocabulary



Cams

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Food throughout the year

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Years 5 & 6

Vegetable soup

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Shell structures

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Frame structures

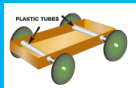
- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration

- ### Pneumatics
- Practical knowledge
 - Vocabulary
 - Technical knowledge
 - Design inspiration



Wheels and axles

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Portable snacks

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



What is design technology?



Years 3 & 4

App control

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



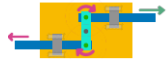
Paper circuits

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Lever

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Excellent attitude to learning and independent learning.

To be able to reflect, be critical and evaluate.

To be able to use mathematical knowledge.

Slider mechanisms

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Solid structures

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Frame structures

- Practical knowledge
- Vocabulary
- Technical knowledge
- Design inspiration



Structures

- Technical knowledge



Years 1 & 2

Threshold concepts

Design, make, evaluate and improve

Master practical techniques

Take inspiration from design

Knowledge categories



Technical knowledge



Practical knowledge



Design inspiration



Design process

Knowledge categories

DT PROGRESSION MAP



1&2

3&4

5&6

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
<p>Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed)</p>	Food	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. 	<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
	Materials	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. 	<ul style="list-style-type: none"> • 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). • 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).
	Textiles	<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. 	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
	Electricals and electronics	<ul style="list-style-type: none"> • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). 	<ul style="list-style-type: none"> • Create series and parallel circuits 	<ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
	Computing	<ul style="list-style-type: none"> • Model designs using software. 	<ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. 	<ul style="list-style-type: none"> • Write code to control and monitor models or products.
	Construction	<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. 	<ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. 	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
	Mechanics	<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. 	<ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	<ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.



Vocabulary



Technical knowledge



Practical knowledge

DT PROGRESSION MAP

Years
1 & 2

Years
3 & 4

Years
5 & 6

Design, make, evaluate and improve
This concept involves developing the process of design thinking and seeing design as a process.



- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.
- Use software to design.

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use software to design and represent product designs.

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Make products through stages of prototypes, making continual refinements.
- Ensure products have a high quality finish, using art skills where appropriate.
- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

Take inspiration from design throughout history
This concept involves appreciating the design process that has influenced the products we use in everyday life.



- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices.
- Disassemble products to understand how they work.

- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
- Create innovative designs that improve upon existing products.
- Evaluate the design of products so as to suggest improvements to the user experience.

