The Design & Technology Learning Journey

St Joseph & St Bede R.C. Primary School

Year 7

F6 - Joins and combines ingredients appropriately.

F5 - Uses information on food labels to inform choices.

F4 - Understands the main food groups and the different nutrients that are important for health.

F3 - Tastes a range of ingredients and food items to develop a food vocabulary when designing.

F2 - Understands some of the basic processes to get food from farm to plate.

F1 - Know appropriate portion sizes and the importance of not skipping meals

T3 Understands and use electrical systems in his/her products.

T2 - Applies his/her understanding of computing to program, monitor and control his/her product.

T1 - Applies his/her understanding of how to strengthen, stiffen and reinforce more complex structures.

Food Technology

Technical Knowledge

Use of Materials: Periscopes

Mechanisms: Moving Toys

Food Technology: Great British Dishes

Construction: Anderson Shelters

Textiles: Furnishings

Electrical Components: Programming

EP2 - Understands how key events and individuals in design and technology have helped shape the world.

EP1 – Uses market research to inform the design of innovative, functional, appealing products that are fit for purpose.

E2 - Consider the views of others to improve his/her work.

E1 - Evaluate his/her ideas and products against his/her own design criteria.

Evaluating Existing Products

Designing

Making

Evaluating

W4 - Constructs products using different joining techniques.

D1 - Generates, develops, models and communicates their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.

D2 - Creates prototypes to show his/her ideas.

D3 - Makes modifications to the original design as he/she proceeds.

W1 - Uses tools and materials precisely.

W2 - Selects from and uses a wider range of materials and components,.

W3 - Cuts and joins with accuracy to ensure a high quality finish to his/her product.

Upper Key Stage Two

F5 - Understands seasonality and know how a variety of ingredients are grown, reared, caught and processed.

F4 - Talks about which food is healthy and which is not.

F3 - Weighs out ingredients and follow a given recipe to create a dish.

F2 - Begins to be able to read and understand food labels.

F1 - Say what to do to be hygienic and safe.

T3 - Link scientific knowledge.

T2 - Uses a simple IT program within a design.

T1 - Knows how to strengthen a product by stiffening or reinforcing.

E4 - Explains how the original design has been improved.

E3 - Evaluates products for both their purpose and appearance.

E2 - Knows why a model has or has not been successful.

E1 - Explains how to improve a finished model.

Food Technology

Technical Knowledge

Evaluating

Construction: Stone Age Homes

Textiles: Tudor Money Pocket

Food Technology: Seasonal Food

Use of Materials: Pencil Cases

Mechanisms: Roman Chariots

Electrical Components: Torches

EP2 - Investigates similar products to the one to be made to give starting points for a design.

EP1 - Investigates and analyses a range of existing products.

M5 - Works accurately to measure, make cuts and make holes.

M4 - Makes a product which uses electrical and mechanical components.

M3 - Knows which material is likely to give the best outcome.

Evaluating Existing Products

Designing

Making

D1 - Proves that a design meets a set criteria.

D2 - Completes a plan that shows the order and also what equipment and tools he/she needs.

D3 - Explains how he/she has selected appropriate materials and component.

D4 - Perseveres and adapts work when original ideas do not work.

D5 - Communicates ideas in a range of ways,.

W1 - Follows a step-by-step plan, choosing the right equipment and materials.

W2 - Selects the most appropriate tools and techniques for a given task and show knowledge of handling tools.

Lower Key Stage Two

F3 - Describes the ingredients used when making a dish.

F2 - Weighs ingredients to use in a recipe.

F1 - Cuts food safely.

T2 - Uses wheels and axles, when appropriate to do so. .

T1 - Makes a model stronger and more stable.

E2 - Explain what works well and what improvements could be made to their work.

E1 - Describes how something works.

F5 - Groups familiar food groups e.g. fruit and vegetables.

F4 - Understands the need for a variety of food in a diet.

Food Technology

Technical Knowledge

Evaluating

M6 - Builds structures, exploring how they can be made stronger, stiffer and more stable.

M5 - Measures materials to use in a model or a structure.

M4 - Joins materials and components in different ways.

M3 - Chooses appropriate resources and tools and explains why they have chosen them.

Mechanisms: Moving Pictures

Construction/ Materials: Kites

Textiles: Puppets

Food Technology: Picnic Food

Mechanisms: Space Buggy

Use of Materials: Model Boats

EP2 - Generates ideas and recognises characteristics of familiar products.

EP1 - Explores and evaluates a range of existing products.

Evaluating Existing Products

Designing

Making

D1 - Uses own ideas to design something.

D2 - Describes how their own idea works.

D3 - Designs a product which moves.

D4 - Explains to someone else how they want to make their product.

D5 - Makes a simple plan before making.

W1 - Uses own ideas to make something.

W2 - Makes a product which moves.

Key Stage One

Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

Joins construction pieces together to build and balance.

Talks about why things happen and how things work.

Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.

Handles tools, objects, construction and malleable materials safely and with increasing control.

Uses simple tools to effect changes to materials.

Selects tools and techniques needed to shape, assemble and join materials they are using.

EYFS

Floating and sinking
Building a pirate ship

Pirates
Telescopes

Living and Growing
Planting and growing vegetables

Monsters
Monster sandwiches

Tasting eggs
Making bird feed

Birds
Bird nests

Movement of toys
Toys

Exploring toys

Explores and experiments with a range of media through sensory exploration, and using whole body.

Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Selects appropriate resources and adapts work where necessary.

Uses simple tools and techniques competently and appropriately.

Constructs with a purpose in mind, using a variety of resources.

Manipulates materials to achieve a planned effect

Shows an interest in technological toys with knobs or pulleys.

Uses various construction materials.

Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Realises tools can be used for a purpose.

Dream Believe Achieve