

## AAT Design and Technology Progression

| Terms 1/2            |                         | A Toy Story                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Pudding to Pepys                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Changing Ages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Walk like an Egyptian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | We'll Meet Again                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Who let the Gods out?                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                      | YR                      | Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Y3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Y4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Y5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Y6                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Media Focus          | Structures and Textiles | Food Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Structures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Textiles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Food Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Structures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Food Technology                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Design and Make Task |                         | Fruit/vegetables                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Create a building                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2D shape to 3D product                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Seasonal foods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Shelters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Design and Make      |                         | <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, ICT<br/>Draw pictures to show my design</p> <p>Talk about my design</p> <p><b>Select from and use a wider range of materials and components</b><br/>Combine different ingredients to make a product</p> <p><b>Select from and use a range of tools and equipment to perform practical tasks</b><br/>Use cooking equipment appropriate to the task</p> | <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, ICT<br/>State what the product they are designing and making is</p> <p>Say who the user of the product is</p> <p><b>Select from and use a range of tools and equipment to perform practical tasks</b><br/>Use scissors safely</p> <p>Join materials in different ways</p> <p><b>Select from and use a wider range of materials and components</b><br/>Measure my components</p> | <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br/>Consider what would make a product appealing to an audience</p> <p>Design a product that fits the given criteria</p> <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</b><br/>Communicate my ideas through labelled drawings</p> <p>Create a pattern</p> <p><b>Select from and use a wider range of materials and components including textiles, according to their functional properties and aesthetic qualities</b><br/>Consider which materials would be best</p> <p>Use appropriate fixings for joining textiles including gluing and stitching</p> | <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br/>Consider what would make a product appealing to an audience</p> <p>Design a product that fits the given criteria</p> <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</b><br/>Create annotated sketches of their designs</p> <p>Make design decisions taking in to account the availability of products</p> <p>Generate realistic ideas, focusing on the needs of the user</p> <p><b>Select from and use a wider range of tools and equipment to perform practical tasks accurately</b></p> <p>Use scales to weigh ingredients</p> <p>Chose which technique and equipment I require</p> | <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design<br/>Create prototypes using card to investigate structures and strengthening of products</p> <p>Sketch a design to share with others</p> <p><b>Select from and use a wider range of materials and components including construction materials, textiles according to their functional properties and aesthetic qualities</b><br/>Measure, mark out and cut materials with increasing accuracy</p> <p>Assemble join and combine material with increasing accuracy</p> <p>Apply finishing techniques, including those from art and design accuracy</p> | <p>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</p> <p>Produce procedures for safety and hygiene</p> <p>Select from a range of ingredients for both their flavour and aesthetic properties</p> <p>Plan the stages of production considering time constraints and available resources</p> |

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| <b>Evaluate</b>                                       |  | <p><b>Evaluate their ideas and products against the design criteria</b><br/>Talk about their design linking to design criteria statements</p> <p>Make simple judgements about their product</p>                                                                                                                                                                                                                                               | <p><b>Explore and evaluate a range of existing products</b><br/>Explain what the product is made from and how it works</p> <p>Give reasons why a product is made in a particular way or has particular features</p>                    | <p><b>Investigate and analyse a range of existing products</b><br/>Explain who made a product, where and how they were made</p> <p>Explain whether products can be recycled or reused</p> <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b><br/>Refer to the design criteria when evaluating</p> | <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b><br/>Refer to the design criteria when evaluating</p> <p>Identify strengths and areas of development in their own product</p> <p><b>Understand how key events and individuals in design and technology have helped shape the world</b><br/>Research chefs and how their food influences cooking trends</p>                                                                                      | <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b><br/>Critically evaluate their product for quality and fitness for purpose including functionality and aesthetics</p>                                                                         | <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b><br/>Critically evaluate their product for quality and fitness for purpose including taste and look of the product</p>                                                                                                                                                                                                                                                                                                                                                    |
| <b>Technical Knowledge/<br/>Cooking and nutrition</b> |  | <p><b><u>Cooking and nutrition</u></b><br/><b>Use the basic principles of a healthy and varied diet to prepare dishes</b><br/>Know and use some basic hygiene strategies</p> <p>Name and sort into the 5 food groups</p> <p>Know that people should eat 5 portions of fruits and veg a day</p> <p><b>Understand where food comes from</b><br/>Know all food comes from plants or animals</p> <p>Know food has to be farm, grown or caught</p> | <p><b>Build structures, exploring how they can be made stronger, stiffer and more stable</b><br/>Show how a free standing product can be made more stable</p> <p>Know some materials that can make a resources stronger or stiffer</p> | <p><b>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</b><br/>Consider how stitching and line fabrics can improve their structure</p> <p>Understand that a 2D pattern can be used to make a 3D product</p>                                                                                                                            | <p><b><u>Cooking and nutrition</u></b><br/><b>Understand and apply the principles of a healthy and varied diet</b><br/>Know energy comes from the food we eat</p> <p><b>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</b><br/>Follow safety and hygiene procedures</p> <p><b>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</b><br/>Know what ‘in season’ refers to</p> <p>Identify foods that are ‘in season’</p> | <p><b>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</b><br/>Understand that mixing materials can change the materials characteristics</p> <p>Understand that materials can have functional and aesthetic properties</p> <p>Know how to reinforce and strengthen 3D frameworks</p> | <p><b><u>Cooking and nutrition</u></b><br/><b>Understand and apply the principles of a healthy and varied diet</b><br/>Know a healthy diet is made up of a variety and balance of different food and drink</p> <p><b>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</b><br/>Know how to prepare food safely and hygienically</p> <p>Understand how to use a heat source appropriately</p> <p>Know that a recipe can be adapted by adding or substituting one or more ingredients</p> <p><b>Understand seasonality and know where and how a variety of</b></p> |

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|                                                                            |                                                                                                                                                                                  |                                                                                                                                                    |                                                                                                                                                                        |                                                                                                                                                                  | <p>Understand that ‘in season’ refers to crops and animals</p> <p>Understand what it means for food to be grown, reared and caught</p>                                                                                        |                                                                                                                                                                                                                                                                              | <p><b>ingredients are grown, reared, caught and processed</b></p> <p>Understand that different food and drink contain different substances- nutrients, water and fibre- that are required for health</p>                                    |
| <b>Key concepts</b>                                                        |                                                                                                                                                                                  |                                                                                                                                                    |                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                             |
| <p>Creativity and Imagination</p> <p>Problem solving</p> <p>Innovation</p> | <p>Show imagination in their responses</p> <p>Know and understand the word problem and what happens when we encounter one</p> <p>Make a simple change to an existing product</p> | <p>Respond creatively and imaginatively to a simple design brief or problem</p> <p>Make a simple change to an existing product, with reasoning</p> | <p>Consider the problem to solve and generate a solution</p> <p>Understand the meaning of ‘innovation’ within design and technology and show this in their designs</p> | <p>Demonstrate some originality when designing and making</p> <p>Evaluate existing products and make changes to improve their functionality; purpose or look</p> | <p>Demonstrate originality that considers creative solutions when designing and making</p> <p>Evaluate existing products and make changes to improve their functionality; purpose or look, giving reasons for the changes</p> | <p>Explore how to take creative risks when responding imaginatively to a design brief or problem</p> <p>Understand how innovation is an important part of the process of designing and making products</p> <p>Make changes and developments to products that they design</p> | <p>Show how to take creative risks when responding imaginatively to a design brief or problem</p> <p>Investigate possible problems to solve, selecting which to focus on.</p> <p>Make changes and improvements throughout their process</p> |

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| Terms 3/ 4           |      | Amazing Discoveries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Under the Microscope                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | When in Rome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Raiders and Traders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Rainforest Realms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Earth and Space, the final frontier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                      | YR   | Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Y3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Y4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Y5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Y6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Media Focus          | Food | Mechanisms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mechanisms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Food Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Electrical systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mechanical Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Structures and Electrical Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Design and Make Task |      | Paper mechanisms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Wheels and axles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sandwiches (savoury)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Circuits and switches (light)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Cam Toys                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Motorised vehicle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Design and Make      |      | <p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b><br/>Work confidently within a range of contexts</p> <p>State what product they are designing and making</p> <p><b>Select from and use a range of tools and equipment to perform practical tasks</b><br/>Use scissors and hold punches safely, with support</p> <p><b>Select from and use a wide range of materials and components</b></p> <p>Identify which material would work best for each aspect of their design from a choice of two</p> | <p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b><br/>Work confidently within a range of contexts</p> <p>State what product they are designing and making</p> <p>Explain the intended user</p> <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</b><br/>Use their own experiences to create design drawings</p> <p>Use what they know about existing products to help them come up with ideas</p> <p><b>Select from and use a range of tools and equipment to perform practical tasks</b><br/>Use cutting equipment appropriate for the material being cut</p> | <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</b><br/>Create drawings of my design</p> <p><b>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</b><br/>Consider what would make a product visually and flavour appealing to an audience</p> <p>Design a product that fits the criteria</p> <p><b>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</b></p> <p>Follow procedures for safety and hygiene</p> <p>Select from a range of ingredients<br/>Plan the stages of production, appropriately</p> | <p><b>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</b><br/>Gather then needs of the intended user</p> <p>Generate their own design criteria</p> <p>Consider a reason that would make a product appealing to an specified audience</p> <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</b><br/>Create exploded diagrams of the product</p> <p>Share ideas through discussion</p> | <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</b><br/>Create annotated sketches and prototypes of their designs</p> <p>Make design decisions taking in to account the availability of products, time constraints and cost</p> <p>Generate realistic ideas, focusing on the needs of the user</p> <p><b>Select from and use a wider range of tools and equipment to perform practical tasks accurately</b><br/>Measure, mark out and cut materials</p> <p>Assemble, join and combine material considering their functional properties and aesthetic qualities</p> <p>Create a step by step guide to the making process</p> | <p><b>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</b><br/>Consider several reasons that would make a product appealing to an specified audience</p> <p>Produce a design specification for a product based on the target audience and functionality</p> <p>Design products that fit their own design specification</p> <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</b><br/>Produce an exploded diagram of their design</p> <p>Draw an accurate circuit diagram for the electrical component of their product</p> |

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| <b>Evaluate</b>                                       |  | <p><b>Explore and evaluate a range of existing products</b><br/>Explain who the product is for and why it has been made</p> <p>Describe how the product works</p> | <p><b>Evaluate their ideas and products against the design criteria</b><br/>Talk about their design using technical vocabulary</p> <p>Make simple judgements about their product against the design criteria</p>                                              | <p><b>Investigate and analyse a range of existing products</b><br/>Explain how something is made</p> <p>Discuss why the ingredients have been chosen</p> <p>Consider the taste and the look of foods</p> <p><b>Understand how key events and individuals in design and technology have helped shape the world</b><br/>Research a key manufacturing process and how it has changed over time (eg. Process of baking bread)</p>                                                                                                                                 | <p><b>Investigate and analyse a range of existing products</b><br/>Investigate how well the products have been made</p> <p>Describe how the products meet user needs and wants</p> <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b><br/>Refer to the design criteria when evaluating</p> <p><b>Understand how key events and individuals in design and technology have helped shape the world</b><br/>Research a key figure related to their product considering their contribution to design and technology</p> | <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b><br/>Refer to the design criteria when evaluating</p> <p>Identify several strengths and areas of development in their own product</p> <p>Consider how sustainable the materials in the product are</p>                                                                     | <p><b>Investigate and analyse a range of existing products</b><br/>Look at the functionality of existing products, identifying key features to use in their own designs</p> <p>Refer to the design specification when evaluating</p> <p><b>Understand how key events and individuals in design and technology have helped shape the world</b><br/>Research a key designer, inventor or engineer who helped develop a product that is ground breaking and consider their impact on a significant event in history (eg. moon landing/ Mars expeditions)</p> |
| <b>Technical Knowledge/<br/>Cooking and nutrition</b> |  | <p><b>Explore and use mechanisms in their products</b><br/>Explain how a basic lever and slider work</p>                                                          | <p><b>Explore and use mechanisms in their products</b><br/>Know that a wheel and axle is a mechanism</p> <p>Explain how the mechanism works</p> <p>Know that something has to happen to create movement</p> <p>Create a working wheels and axle mechanism</p> | <p><b>Cooking and nutrition</b><br/><b>Understand and apply the principles of a healthy and varied diet</b><br/>Know a healthy diet is made up of a variety and balance of different food and drink</p> <p><b>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</b><br/>Know how to prepare food hygienically</p> <p>Understand how to cut, mix, knead, spread and bake, safely</p> <p><b>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</b></p> | <p><b>Understand and use electrical systems in their products (eg. series circuits incorporating switches, bulbs, buzzers and motors)</b></p> <p>Explain how simple circuits and components can be used to create functional products</p> <p>Explain how a switch can be made</p>                                                                                                                                                                                                                                                                                                                    | <p><b>Understand and use mechanical systems in their products (eg. Gears, pulleys, cams, levers and linkages)</b><br/>Use mathematics and scientific understanding to support making their product</p> <p>Know that a mechanism has an input, process and output</p> <p>Know that mechanical systems such cams or pulleys or gears create movement</p> <p><b>Apply their understanding of computing to</b></p> | <p><b>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</b><br/>Understand how to strengthen a 3D framework</p> <p><b>Understand and use electrical systems in their products (eg. Series circuits incorporating switches, bulbs, buzzers and motors)</b><br/>Explain how more complex electrical circuits and components can be used to create functional products</p> <p>Explain how electrical circuits can be used with mechanisms to make movement</p>                                                   |

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|                                                             |                                                                                                                                                                           |                                                                                                                                             |                                                                                                                                                                             | Know that ingredients can be fresh, pre-cooked and processed                                                                                              |                                                                                                                                                                                                                                                | <b>program, monitor and control their products</b><br>Show how to program a computer to monitor changes in the environment and control their products                                                                                                                 |                                                                                                                                                                                                                                                              |
| Key concepts                                                |                                                                                                                                                                           |                                                                                                                                             |                                                                                                                                                                             |                                                                                                                                                           |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                              |
| Creativity and Imagination<br>Problem solving<br>Innovation | Show imagination in their responses<br><br>Know and understand the word problem and what happens when we encounter one<br><br>Make a simple change to an existing product | Respond creatively and imaginatively to a simple design brief or problem<br><br>Make a simple change to an existing product, with reasoning | Respond creatively and imaginatively to a simple design brief or problem, considering reasons for their design<br><br>Consider the problem to solve and generate a solution | Demonstrate some originality when designing and making<br><br>Evaluate existing products and make changes to improve their functionality; purpose or look | Consider the problem to solve and generate more than one solution, explain why one is better than the other<br><br>Evaluate existing products and make changes to improve their functionality; purpose or look, giving reasons for the changes | Explore how to take creative risks when responding imaginatively to a design brief or problem<br><br>Understand how innovation is an important part of the process of designing and making products<br><br>Make changes and developments to products that they design | Show how to take creative risks when responding imaginatively to a design brief or problem<br><br>Investigate possible problems to solve, selecting which to focus on.<br><br>Display innovation as an important part of their designing and making process. |

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| Terms 5/6            |    | Who's the King of the Castle?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | War and Peace                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Postcards from the Seaside                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Tudor Rose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Brilliant Building and Lovely Landscapes                                                                                                                                                                                                                                                                                                                                                            | It's a Smugglers Life for me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                      | YR | Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Y3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Y4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Y5                                                                                                                                                                                                                                                                                                                                                                                                  | Y6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Media Focus          |    | Textiles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Food Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mechanical Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Structures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Food Technology                                                                                                                                                                                                                                                                                                                                                                                     | Textiles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Design and Make Task |    | Puppets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Pizza (other savoury cooked item)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Pneumatics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Shell structures (packaging)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | British Food                                                                                                                                                                                                                                                                                                                                                                                        | Practical textiles (bag)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Design and Make      |    | <p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b><br/>State what the product they are designing and making is</p> <p>Describe what their product is for</p> <p><b>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, ICT</b><br/>Use their knowledge of an existing product to come up with their ideas</p> <p>Create a drawing of their product. Labelling the drawing appropriately</p> <p><b>Select from and use a range of tools and equipment to perform practical tasks</b><br/>Create a stitch on binca</p> <p>Use a blunt needle</p> | <p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b><br/>My design drawing shows my product and the ingredients</p> <p>Identify the user</p> <p><b>Select from and use a wide range of materials and components</b><br/>Combine different ingredients to make a savoury product</p> <p><b>Select from and use a range of tools and equipment to perform practical tasks</b><br/>Select from a choice of two things the cooking equipment appropriate to the task</p> | <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</b><br/>Create exploded diagrams of their designs</p> <p><b>Select from and use a wider range of tools and equipment to perform practical tasks accurately</b><br/>Measure, mark out and cut materials with increasing accuracy</p> <p>Assemble join and combine material with increasing accuracy</p> | <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</b><br/>Create prototypes using card to investigate structures and strengthening of products</p> <p>Sketch a design to share with others</p> <p><b>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</b><br/>Measure, mark out and cut materials with increasing accuracy</p> <p>Assemble join and combine material with increasing accuracy</p> <p>Apply finishing techniques, including those from art and design with increasing accuracy</p> | <p><b>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</b></p> <p>Follow and adapt procedures for safety and hygiene</p> <p>Select from a range of ingredients for their flavour</p> <p>Plan the stages of production considering available resources</p> | <p><b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</b></p> <p>Show my design to others through drawing and labelling</p> <p><b>Select from and use a wider range of tools and equipment to perform practical tasks accurately</b><br/>Use stitching, cutting, fixing and finishing appropriate for the materials they are using</p> <p>Finish products to a high standard</p> <p><b>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</b><br/>Consider which materials would be best to create their design considering both aesthetic properties and functionality</p> |

## AAT Design and Technology Progression

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|---------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluate            |  | <p><b>Evaluate their ideas and products against the design criteria</b><br/>Talk about their design</p> <p>Make simple judgements about their product</p> | <p><b>Explore and evaluate a range of existing products</b><br/>Explain what they like and dislike about the product</p> <p>Make changes to a product to improve it</p>                                                                                                                                                                                                                                                                | <p><b>Investigate and analyse a range of existing products</b><br/>Explain who made a product, where and how they were made</p> <p>Consider how well the product is made and why materials have been selected</p> <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b><br/>Refer to the design criteria when evaluating</p> <p>Identify one strength and one area of development in their own product</p> | <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b><br/>Refer to the design criteria when evaluating</p> <p>Identify strengths and areas of development in their own product</p>                                                   | <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b></p> <p>Critically evaluate their product for quality and fitness for purpose including taste of the product</p> <p><b>Understand how key events and individuals in design and technology have helped shape the world</b><br/>Research a key chef/s who helped develop a recipes/ food types that were ground breaking in their field</p>                                             | <p><b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b><br/>Collect the views of other on their product</p> <p>Record their own views of their product against the design specification</p> <p>Consider what they would change if they were approaching the design brief again</p> |
| Technical Knowledge |  |                                                                                                                                                           | <p><b>Cooking and nutrition</b><br/><b>Use the basic principles of a healthy and varied diet to prepare dishes</b><br/>Know and use some basic hygiene strategies</p> <p>Name and sort into the 5 food groups</p> <p>Know that people should eat 5 portions of fruits and veg a day</p> <p><b>Understand where food comes from</b><br/>Know all food comes from plants or animals</p> <p>Know food has to be farm, grown or caught</p> | <p><b>Understand and use mechanical systems in their products (eg. Gears, pulleys, cams, levers and linkages)</b><br/>Use mathematics to support making their product</p> <p>Know that a mechanism has an input, process and output</p> <p>Know that mechanical systems such as lever and linkages or pneumatic systems create movement</p>                                                                                                                                               | <p><b>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</b><br/>Understand that mixing materials can change the materials characteristics</p> <p>Understand that materials can have functional and aesthetic properties</p> <p>Know how to make strong stiff frames</p> | <p><b>Cooking and nutrition</b><br/><b>Understand and apply the principles of a healthy and varied diet</b><br/>Understand that different foods contain different substances- nutrients, water and fibre- that are needed for health</p> <p><b>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</b><br/>Know how to prepare food hygienically and safely when using a heat source</p> <p>Know recipes can be adapted to change the appearance, taste, texture and aroma</p> |                                                                                                                                                                                                                                                                                                                                                                 |

## AAT Design and Technology Progression

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|                                                                            |                                                                                                                                                                                  |                                                                                                                                        |                                                                                                                                                                                                                                 |                                                                                                                                                                  |                                                                                                                                                                                                               | <p><b>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</b></p> <p>Understand that the seasons affect the food available</p> <p>Know how food is processed into ingredients that can be eaten</p> <p>Know that a recipe can be adapted by adding or substituting one or more ingredients</p> |                                                                                                                                                                                                                                 |
| <b>Key Concepts</b>                                                        |                                                                                                                                                                                  |                                                                                                                                        |                                                                                                                                                                                                                                 |                                                                                                                                                                  |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                 |
| <p>Creativity and Imagination</p> <p>Problem solving</p> <p>Innovation</p> | <p>Show imagination in their responses</p> <p>Know and understand the word problem and what happens when we encounter one</p> <p>Make a simple change to an existing product</p> | <p>Respond creatively and imaginatively to a simple design brief or problem</p> <p>Understand that there is a problem to be solved</p> | <p>Respond creatively and imaginatively to a simple design brief or problem, considering reasons for their design</p> <p>Understand the meaning of 'innovation' within design and technology and show this in their designs</p> | <p>Demonstrate some originality when designing and making</p> <p>Evaluate existing products and make changes to improve their functionality; purpose or look</p> | <p>Demonstrate originality that considers creative solutions when designing and making</p> <p>Consider the problem to solve and generate more than one solution, explain why one is better than the other</p> | <p>Explore how to take creative risks when responding imaginatively to a design brief or problem</p> <p>Investigate possible problems to solve and generate more than one solution, explain why one is better than the other</p>                                                                                                                          | <p>Investigate possible problems to solve, selecting which to focus on.</p> <p>Display innovation as an important part of their designing and making process.</p> <p>Make changes and improvements throughout their process</p> |