



Digby Tedder Design and Technology Four Year Overview – Key Knowledge and Assessment Points 2021 - 2024

A	Autumn Term	Spring Term	Summer Term
Key Stage 1	<i>Fabric Bunting</i>	<i>Moving Pictures</i>	<i>Food Groups – packed lunch/Dips and Dippers</i>
Key Knowledge and Assessment Points	<i>By the end of the unit children will know: -</i> • <i>How to evaluate a design or product?</i> • <i>How to use existing products to gather ideas</i> • <i>How to create a design for their ideas through sketches or computer programmes?</i> • <i>How to create a paper template?</i> • <i>How to use chalk to trace around a template onto felt and cut out.</i> • <i>How to thread a needle, start off and create a running stitch?</i> • <i>How to secure a line of stitching ‘finish off’?</i> • <i>How to choose fabric effectively to complement a design?</i> • <i>How to describe different types of fabric, i.e. wool, ribbon, felt, lace,</i> • <i>How to name 3 different joining techniques pinning, gluing, stapling, stitching, taping</i> • <i>How to join fabric decoration to a felt flag.</i>	<i>By the end of the unit children will know: -</i> • <i>How to identify which parts move and explain how it works and what effect it has.</i> • <i>How to explain sliders and levers and wheel mechanisms?</i> • <i>How to measure and cut accurately to make a scene.</i> • <i>How to fix a slider to the aspect which is moving?</i> • <i>How long a lever will need to be and where to place the pivot.</i> • <i>How to assemble using a split pin.</i> • <i>How to measure a card disc to us on a background and cut out a small square on it?</i> • <i>How to use a split pin to fix the disc and paper together?</i> • <i>How to use the skills learnt to design and make my own moving picture?</i> • <i>How to evaluate and improve what I have done.</i>	<i>By the end of the unit children will know: -</i> • <i>How to use senses to describe a dip?</i> • <i>How to evaluate positive aspects and things that they do not like.</i> • <i>How to identify the country of origin for popular dips and identify on a map?</i> • <i>How to name the different food groups and their functions?</i> • <i>How to follow food hygiene rules?</i> • <i>How to use equipment safely?</i> • <i>How to measure using teaspoons and tablespoons.</i> • <i>How to plan an idea and select equipment to use?</i> • <i>How to safely prepare ingredients.</i> • <i>How to evaluate my plan and say what could be improved.</i>
Themes	<i>Textiles</i>	<i>Mechanisms</i>	<i>Food and Nutrition</i>
Vocabulary	<i>Design, product, sketch, paper template, felt, needle and thread, fabric, pinning, gluing, stapling, stitching, taping, decoration</i>	<i>Lever, wheel mechanisms, measure, pivot, split pin, card disc, slider,</i>	<i>Dip, Greek, Raita, Guacamole, Hummus, dippers, natural yoghurt, Eat well plate, cucumber, mint, garlic and lime, healthy, thousand island,</i>
SEND strategies	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>
Challenge	<i>Encourage exploration and deep thinking</i> <i>Support more complex plans and ideas and enable them to be developed</i>	<i>Encourage exploration and deep thinking</i> <i>Support more complex plans and ideas and enable them to be developed</i>	<i>Encourage exploration and deep thinking</i> <i>Support more complex plans and ideas and enable them to be developed</i>



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Key Stage 1	<i>Models</i>	<i>Pirate Paddy's packed lunch problems</i>	<i>Sensational Salads</i>
Key Knowledge and Assessment points	<i>By the end of the unit children will know: -</i> <i>Famous buildings can be called landmarks and be named.</i> <i>Buildings and landmarks can also be called structures.</i> <i>How to evaluate a structure or design?</i> <i>How to use existing structures to design my own</i> <i>How to draw and label a design</i> <i>How to select materials to perform a function?</i> <i>How to reinforce my structure and make it strong?</i> <i>How to measure, cut, stick and accurately</i> <i>How to create a moving mechanism for a purpose?</i> <i>How to select correct tools</i> <i>How to carefully paint using complementary colours.</i> <i>I can evaluate my design and make improvements.</i>	<i>By the end of the unit children will know: -</i> <i>How to use senses to evaluate the design of a product and how it works.</i> <i>How to ask and answer questions about a product</i> <i>How to rank products from best to worst and explain my thinking.</i> <i>How to identify materials which are strong and waterproof?</i> <i>How to identify how materials can be changed and improved to enhance a design.</i> <i>How to design a lunch box using my evaluations and select materials to meet the criteria?</i> <i>How to evaluate a product I am making and add waterproofing and improvements?</i> <i>What tests need to be made to evaluate the product for purpose.</i> <i>How to alter a design and improve my product, explaining my reasoning.</i>	<i>By the end of the unit children will know: -</i> <i>How the names of at least 5 fruits and vegetables?</i> <i>How some fruits and vegetables grow below and above the ground.</i> <i>How to evaluate the taste of fruit and vegetables and what they like about them?</i> <i>That it is important to eat at least 5 portions of fruit and veg a day to keep healthy.</i> <i>Which fruits grow in the Uk and which elsewhere, and why.</i> <i>That fruit and vegetables contain lots of vitamins, minerals and fibre.</i> <i>How to follow hygiene rules when preparing food?</i> <i>How to use Kitchen equipment safely?</i> <i>The benefits of eating fish in a diet</i> <i>How to use a zester and juicer</i> <i>How to chop using kitchen scissors and a safe knife.</i> <i>How to peel, cut and combine ingredients.</i>
Themes	<i>Structures and prototypes</i>	<i>Structures and prototypes</i>	<i>Food and Nutrition</i>
Vocabulary	<i>Landmarks, structure, Big Ben, Eiffel Tower, Lincoln Castle, Reinforcement, shape height,</i>	<i>Waterproofing, strength, materials, design, evaluation, improvements, appealing, stable, stiff.</i>	<i>Melon, kiwi fruit, passion, fruit, star fruit, dragon fruit, plums and pears, juicer, zester</i>
SEND strategies	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>
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A	Autumn Term	Spring Term	Summer Term
Key Stage 2	<i>Design and make Evaluate Anderson Shelters</i>	<i>Cooking and Nutrition Great Bread Bake Off</i>	<i>Design Make Evaluate Roman Shield</i>
Key Knowledge and Assessment points	<i>By the end of the unit children will know: -</i> <i>• That Anderson shelters were created to protect people from bombs in WW2.</i> <i>• That there were 3 types Anderson, Morrison and Communal Shelters.</i> <i>• How to describe key features of an Anderson shelter?</i> <i>• How to discuss the materials used and their purpose?</i> <i>• How to create a design criterion?</i> <i>• How to annotate images and my drawings?</i> <i>• How to make a plan and explain it?</i> <i>• How to edit the plan and write instructions?</i> <i>• How to cut materials accurately and join them together?</i> <i>• How to evaluate and give constructive feedback.</i>	<i>By the end of the unit children will know: -</i> <i>• About the history of bread production</i> <i>• How to evaluate a bread product and what aspects to consider.</i> <i>• How to create a design which they will refer to when designing, making and evaluating their own bread product.</i> <i>• How to use a range of skills and techniques to make bread.</i> <i>• How to use simple kitchen tools and measuring equipment.</i> <i>• How to knead dough correctly and the technique of proving bread.</i> <i>• How to flavour bread appropriately and create different breads for different purposes.</i> <i>• How to evaluate their product and suggest improvements.</i>	<i>By the end of the unit children will know: -</i> <i>• Romans carried oval shaped shields. This was to protect the body.</i> <i>• A shield was a symbol of power and strength.</i> <i>• Their shield was made of wood and leather and carried on the soldier's left-hand side. It was decorated in red, brown and beige and featured the Roman Eagle.</i> <i>• The metal boss in the middle of the shield could be used for punching the enemy.</i> <i>• How to develop ideas from a starting point.</i> <i>• How to cut and join materials together.</i> <i>• How to edit their plan as they construct.</i> <i>• How to discuss successes and difficulties.</i>
Themes	Structures and prototypes	Food and Nutrition	Prototypes
Vocabulary	<i>Anderson, Morrison, communal, materials, criterion, evaluate, annotation</i>	<i>Yeast, dough, bran, seasonality, source, intolerance, allergy, varied, gluten, nutrition</i>	<i>Shield, soldier, standard, measure, cut, mark, construct, materials</i>
SEND strategies	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>
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B	Autumn Term	Spring Term	Summer Term
Key Stage 2	Technical Knowledge (mechanical systems) Shaduf	Design Made Evaluate (sewing) Patchwork Quilt	Design Make, Evaluate, Long boat ship
Key Knowledge and Assessment points	<i>By the end of the unit children will know: -</i> • <i>How to describe levers and linkages?</i> • <i>How to measure accurately</i> • <i>How to cut and join accurately</i> • <i>What is meant by a Shaduf</i> • <i>How to use an iPad to gather further information?</i> • <i>How to make a plan using a sketchbook?</i> • <i>How to create a detailed plan?</i> • <i>How to identify what tools to use</i> • <i>How to make accurate joins</i> • <i>How to make a moving system using previous learning?</i> • <i>How to incorporate levers and linkages?</i> • <i>How to evaluate and improve my product</i>	<i>By the end of the unit children will know: -</i> <i>That sewing and working with fabrics can be called textiles.</i> • <i>That a needle has an eye and needs to be threaded and a knot tied in the end to secure.</i> • <i>How to attach a button to felt,</i> • <i>How to cut thread accurately</i> • <i>How to name different stitches i.e. backstitch, running stitch, hemming stitch, slip stitch</i> • <i>How to measure accurately</i> • <i>How to draw using chalk</i> • <i>How to explain applique</i> • <i>How to create a design from a country</i> • <i>How to effectively join fabric together</i> • <i>How to share an opinion and evaluate a product</i> • <i>How to suggest improvements</i>	<i>By the end of the unit children will know: -</i> • <i>The features and use of a Viking Long Ship</i> • <i>How to describe the features used and their purpose.</i> • <i>How to an annotate images and drawings</i> • <i>How to make a plan and choose appropriate materials i.e. plastic bottles or cartons</i> • <i>How to test appropriate materials for a project</i> • <i>How to edit my plan if needed.</i> • <i>How to design the carved prow of a ship</i> • <i>How to weight the ship so that it doesn't capsize?</i> • <i>How to make a prototype of a design and test it.</i> • <i>How to make a product, taking account of any alterations needed.</i> • <i>How to evaluate a product.</i>
Themes	<i>Mechanisms</i>	<i>Prototypes and Textiles</i>	<i>Structures and prototypes</i>
Vocabulary	<i>Lever, linkage, Shaduf, sketchbook, mechanical system,</i>	<i>Backstitch, running stitch, basting stitch, invisible stitch, hemming stitch, whipstitch, applique</i>	<i>Viking Long ship, prow of a ship, carvings, weighted, prototype design,</i>
SEND strategies	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>	<i>Instructions are given clearly and reinforced visually, where necessary.</i> <i>Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project</i> <i>look at a limited range of products at one time</i> <i>Adult support as necessary</i>
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C	Autumn Term	Spring Term	Summer Term
Key Stage 2	Design, Make, Evaluate (sewing) Clothing (invention of a needle)	Technical Knowledge (mechanical systems) Moving animal pictures	Cooking and Nutrition Greek food/Healthy eating
Key Knowledge and Assessment points	By the end of the unit children will know: - • That a foraging bag can be used to gather seeds, berries and nuts • That it is common to use chalk when measuring fabric and paper templates can be pinned to fabric to support cutting out a shape. • How to describe the features, structure and uses of different bags. • How to create an annotated plan, including a sketch and consider materials and stitches necessary? • How to identify appropriate materials for my design and test them using different stitches. • How to improve my stitching and talk about the techniques I have used? • How to evaluate my product and adapt it	By the end of the unit children will know: - • Reciprocating motion is when something moves forwards and backwards and Oscillating is swinging side to side. • How to explain how a simple lever works • The meaning of technical words such as mechanism, pivot, lever, input, output, • How to use pivots in simple structures • How to describe the difference between a lever and a linkage, • How to describe what loose and fixed pivots look like • How to follow instructions to make a simple lever mechanism • I can use a prototype to create my final product.	By the end of the unit children will know: - The 5 food groups and how to sort food items into their groups. How to explain the need for different amounts of each to make a healthy balanced diet What the different food groups do for our bodies i.e. carbohydrates, proteins, minerals and vitamins, How to identify what makes eating healthy and unhealthy How to follow hygiene rules when preparing food, How to follow safety instructions when using kitchen tools How to interpret a simple recipe How to use knowledge to design a healthy menu How to interpret data on packaging about nutritional value, How to follow a more complex recipe How to identify when foods are grown, reared or caught Which foods are grown locally in the UK
Themes	Textiles	Mechanisms	Food and nutrition
Vocabulary	Foraging, berries, seeds, nuts, template, fabric, running stitch, blanket stitch, sketching, felt	Pivot, lever, reciprocating motions, oscillating, lever, mechanism, linkage, fixed pivot, prototype	carbohydrates, proteins, fats, vitamins, minerals, fibre, pulses, beans, peas and lentils
SEND strategies	Instructions are given clearly and reinforced visually, where necessary. Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project look at a limited range of products at one time Adult support as necessary	Instructions are given clearly and reinforced visually, where necessary. Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project look at a limited range of products at one time Adult support as necessary	Instructions are given clearly and reinforced visually, where necessary. Demonstration area it is clearly laid out, uncluttered and gives all pupils a clear view completing the project look at a limited range of products at one time Adult support as necessary
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D	Autumn Term	Spring Term	Summer Term
Key Stage 2	<i>Design, Make, Evaluate, Mayan Chocolate</i>	<i>Technical Knowledge (programming) Creating maps and programming moveable objects</i>	<i>Technical Knowledge (Electricity) The light bulb</i>
Key Knowledge and Assessment points	<i>By the end of the unit children will know: -</i> <i>• That the Maya invented a chocolatey drink.</i> <i>• How to make a traditional Maya hot chocolate recipe</i> <i>• How to adapt a recipe to include a new and exciting flavour hot chocolate that is healthy and viable.</i> <i>• How to create a label and promotional photographs.</i> <i>• How to budget when producing a product.</i>	<i>• By the end of the unit children will know: -</i>	<i>• By the end of the unit children will know: -</i>
Themes	<i>Food and Nutrition</i>	<i>Mechanisms and Electrical systems</i>	<i>Electrical systems and Prototypes</i>
Vocabulary	<i>Cocoa, chocolate, budgeting, promotion, healthy, viable, taste testing, final product</i>		
SEND strategies	<i>• Adult Modelling / Scaffolding</i> <i>• Photos and videos to support with WAGOLL</i> <i>• Adapted equipment</i> <i>• Dual control scissors to support motor skills. Adult to guide new art, craft and design techniques</i>	<i>• Adult Modelling / Scaffolding</i> <i>• Photos and videos to support with WAGOLL</i> <i>• Adapted equipment</i> <i>• Dual control scissors to support motor skills. Adult to guide new art, craft and design techniques</i> <i>• Increase editing / refining throughout the topic.</i> <i>• Encourage deep reflection throughout the learning process.</i>	<i>• Adult Modelling / Scaffolding</i> <i>• Photos and videos to support with WAGOLL</i> <i>• Adapted equipment</i> <i>• Dual control scissors to support motor skills. Adult to guide new art, craft and design techniques</i> <i>• Increase editing / refining throughout the topic.</i> <i>• Encourage deep reflection throughout the learning process.</i>
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