

## D&T Progression Map – Year 5

	Autumn 2	Spring 2	Summer 1
Topic	Life Cycles	WW11	Ancient Greeks
Aspect of D&T	Textiles	Structures	Food
Focus	Combining Different Fabric Shapes	Frame Structures	Celebrating Culture and Seasonality
Product, user and purpose	Felt animal toy for themselves or sibling to play with	Anderson shelter for historical village for re-enactment	Greek food for themselves for Greek day
Learning Objective (from DC Pro)	<p>I can design innovative, functional and appealing products aimed at a particular group.</p> <p>I can present a range of alternative ideas using annotated sketches, cross-sectional drawings and exploded diagrams and suggest pros and cons for each.</p> <p>I can expertly use appropriate tools and materials for my products and understand why these are being used.</p> <p>I can make a prototype.</p> <p>I can use accurate measurements so that everything is precise.</p> <p>I can discuss how innovative a product is and suggest improvements.</p> <p>I can critically evaluate the appearance and function against original criteria of my product using the views of others and my own feedback.</p>	<p>I can design innovative, functional and appealing products aimed at a particular group.</p> <p>I can present a range of alternative ideas using annotated sketches, cross-sectional drawings and exploded diagrams and suggest pros and cons for each.</p> <p>I can expertly use appropriate tools and materials for my products and understand why these are being used.</p> <p>I can make a prototype.</p> <p>I can use accurate measurements so that everything is precise.</p> <p>I can discuss how innovative a product is and suggest improvements.</p> <p>I can recognise how inventors have been innovative with their products and the effect of this.</p> <p>I can critically evaluate the appearance and function against original criteria of my product using the views of others and my own feedback.</p>	<p>I can create more detailed recipes with a step by step plan that someone else could follow and discuss why the recipe is varied and healthy, including how to be hygienic and safe.</p> <p>I can make recipes that use ingredients that are appropriate for the season.</p> <p>I can design innovative, functional and appealing products aimed at a particular group.</p> <p>I can critically evaluate the appearance and function against original criteria of my product using the views of others and my own feedback.</p>

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Skills	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.</li> <li>• Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.</li> <li>• Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Produce detailed lists of equipment and fabrics relevant to their tasks.</li> <li>• Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</li> <li>• Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse textile products linked to their final product.</li> <li>• Compare the final product to the original design specification.</li> <li>• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li> <li>• Consider the views of others to improve their work.</li> </ul>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</li> <li>• Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</li> <li>• Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</li> <li>• Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</li> <li>• Use finishing and decorative techniques suitable for the product they are designing and making.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Investigate and evaluate a range of existing frame structures.</li> <li>• Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>• Research key events and individuals relevant to frame structures.</li> </ul>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</li> <li>• Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</li> <li>• Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Write a step-by-step recipe, including a list of ingredients, equipment and utensils</li> <li>• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</li> <li>• Make, decorate and present the food product appropriately for the intended user and purpose.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</li> <li>• Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</li> <li>• Understand how key chefs have influenced eating habits to promote varied and healthy diets.</li> </ul>
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Key Learning/ Technical Knowledge	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Experience of basic stitching, joining textiles and finishing techniques.</li> <li>• Experience of making and using simple pattern pieces.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>• Fabrics can be strengthened, stiffened and reinforced where appropriate.</li> </ul>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.</li> <li>• Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Understand how to strengthen, stiffen and reinforce 3-D frameworks.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.</li> <li>• Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>• Understand about seasonality in relation to food products and the source of different food products.</li> <li>• Know and use relevant technical and sensory vocabulary.</li> </ul>
Vocabulary	<p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper</p> <p>design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype</p>	<p>frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent</p> <p>design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional</p>	<p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs</p> <p>fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality</p> <p>utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p> <p>design specification, innovative, research, evaluate, design brief</p>

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Tools	<p>existing textile products for investigation and deconstruction linked to their product</p> <p>wide selection of textiles including reclaimed and reusable fabrics, dipryl</p> <p>pins, needles, thread, measuring tape, left/right handed fabric scissors, pinking shears</p> <p>iron, iron transfer paper, sewing machine</p> <p>range of fastenings, materials for insulating or strengthening e.g. bubble wrap, wadding, interfacing</p> <p>finishing materials e.g. sequins, buttons, fabric paints</p>	<p>products, photographs, web-based resources of existing frame structures</p> <p>card, paper straws, newspaper, square sectioned wood, masking tape, PVA glue, pencils, rulers, right/left handed scissors, bench hooks, G-clamp, junior hacksaws, glass paper</p> <p>finishing media and materials</p>	<p>information about food from around the world</p> <p>video clips of foods in the context of where they come from, used and eaten</p> <p>range of relevant examples of foods to taste and evaluate</p> <p>basic recipes</p> <p>suitable equipment and utensils to make and cook recipes such as: weighing scales, measuring jugs, bowls, spoons – various sizes, baking trays, parchment paper, plastic film</p>
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