





Threshold	d concepts:	Master practical skills		Design, make, evaluate and impro	ve	Take inspiration from design throughout histo	ory
		This concept involves developing the products (we have highlighted a range changed		This concept involves developing to design as a process.	he process of design thinking and seeing	This concept involves appreciating the design products we use in everyday life.	process that has influenced the
		Unit 1		Unit 2		Unit 3	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
EYFS Design Technology Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,	form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.	Junk modelling-explore Construction-explore	Junk modelling-explore Construction-explore Diva lamps (using clay) — materials, tools, technique. Split-pin Father Christmas/snowman on a card etc	Junk modelling-animal models Construction-building animal pens for the different farm animals Animal masks Making lanterns (Chinese New Year)	 Basic food technology skills – spreading etc. Creating and tasting fruit kebabs and smoothies Junk modelling Construction 	Junk modelling-castles Construction-castles Design a brand-new hat for the Queen	 Junk modelling- transport Construction- transport Structures- boats
	Design Technology	Food		Mechanisms		Textiles	
	Outcome	To make a healthy portable snack (e.g seasonal ingredients	g. wrap, sandwich, samosas) using	To make an Eid card using a slider	or lever mechanism	To make a hand puppet Cath Kidston Willaim Morris Laura Ashley	
	Inspirational Designers/key events (engineers, inventors, etc)	Philippe Starck (Juicer)		Mary Anderson			
Year 1	Awe and Wonder	Invite parents in to demonstrate how Visit from Hasan and his truck	to make samosas/portable snack	•			
,	Links to other units	•		•		•	
	Design Process	Lesson 1 Look at existing products / designers for the what is the product? What is its purpose? Who will use it? What features might it have? What materials and techniques more similarities and differences Lesson 2		Lesson 1 Look at different types of sliders a What is the product? What is its purpose? Who will use it? What features might it have? What materials and technique Similarities and differences Lesson 2		Lesson 1 Look at different types of puppets made of fa What is the product? What is its purpose? Who will use it? What features might it have? What materials and techniques might yo Similarities and differences Lesson 2	





hreshold	concepts:	Master practical skills			Design, make, evaluate	and improve		Take inspiration from de	sign throughout history	
	,	•	eveloping the skills needed	to make high quality	_ ·	eveloping the process of de	sign thinking and seeing	·	preciating the design process	that has influenced the
			lighted a range of skills but		design as a process.			products we use in everyday life.		
		changed							•	
		Unit 1			Unit 2			Unit 3		
	I	Practice finger fluency:			Finger fluency: How do sliders work?			Finger fluency: Running	c+i+ch	
		Spreading			,	silders work? and without a guide bridge		Practice threading a		
								Practice threading a Practice basic running a		
		GratingPeeling			Make a slider using a curved and wavy slot Make a slider using tabs to make an object stand out.			Lesson 3	ig stiten method	
		Fork secure			,			Design thinking		
		The bridge hold			• Evaluate Lesson 3			Complete product of	utline	
		Folding			Finger fluency: How do levers work?			Make a mood board		
		Snipping			Make a 1-lever ima			Decide on materials		
		Lesson 3			Make a 2-lever ima	ge with a pivot		Lesson 4		
		Design thinking			 Evaluate 				ram showing the process of r	making the puppet
		Complete product of	outline		Lesson 4			Lesson 5		
	Decide on ingredients and techniques Lesson 4 Create a design diagram showing the process of making the snack			Design thinking			Make a prototype			
				Complete product of			Test the design			
					Make a mood board			Evaluate –		
				of making the snack	Decide on materials	S		 What are the weaknesses? How can you improve it? Modify design explaining reasons 		
		Lesson 5			Lesson 5 ■ Create a design diagram showing the process of making the card Lesson 6					
		Make a prototype								
		Evaluate — What are the week persons?			Lesson 6			Lesson 6Make modifications	to their numbet	
		-	are the weaknesses?		Make a prototypeTest the design			• Make modifications	to their puppet	
			can you improve it?		Evaluate —					
			fy recipe explaining reasons	;	o What are the weaknesses?					
		Lesson 6			How can you improve it? Modify design explaining reasons Lesson 7					
		Make final productGive it to intended								
		Get feedback from								
					Create final Eid card	1			T T	_
	Assessment Questions	Basic	Advancing	Deep	Basic	Advancing	Deep	Basic	Advancing	Deep
	Master practical	Cut, peel or grate in	Ingredients safely and hygie	nically.	Create products usi	 ing slider and lever mechar	l nisms	Shape textiles using	templates.	
	skills	Assemble or cook in		,	Create products using slider and lever mechanisms			 Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as 		
								dyeing, adding sequins or printing).		
	Design, make,	Design products that	at have a clear purpose and	d an intended user.	Design products that	at have a clear purpose and	d an intended user.	Design products that	t have a clear purpose and ar	n intended user.
	evaluate and	Make products, ref	ining the design as work pr	ogresses.	-	ining the design as work pr	ogresses.	Make products, refi	ning the design as work progr	resses.
	improve				Use software to des	sign.		•		
	Take inspiration		designs to identify likes ar	nd dislikes of the designs.	Explore objects and	designs to identify likes ar	nd dislikes of the designs.		designs to identify likes and o	dislikes of the designs.
	from design		ents to existing designs.			ents to existing designs.			nts to existing designs.	
	1	• Explore how products have been created.		Explore how products have been created			Explore how production	ts have been created.		
	throughout							Explore non products have been dreated.		
	throughout history									
	history Design	Structures			Mechanisms			Food		
	history				Mechanisms			Food		
7	history Design Technology	Structures	raditional tale character (lir	k to English unit)		uto rickshaw so it has 4 wh	eels.		ouscous salad.	
7	history Design	Structures	raditional tale character (lir	nk to English unit)		uto rickshaw so it has 4 wh	eels.	Food To make a healthy of	ouscous salad.	







old concepts:	Master practical skills		Design, make, evaluate	and improve		Take inspiration from des	sign throughout history	
	This concept involves developing the skills needed to r	make high quality	This concept involves de	veloping the process of desig	n thinking and seeing	This concept involves app	preciating the design proces	ss that has influenced the
	products (we have highlighted a range of skills but the	y may be added to or	design as a process.			products we use in every	day life.	
	changed							
	Unit 1		Unit 2			Unit 3		
Inspirational Designers /key events (engineers, inventors, etc)	Sebastian Cox		Corradino D'Ascani)		Nadiya Hussain		
Awe and Wonder	Interview with someone who designs and makes chairs	S	•			Share a meal with parent	s in school	
Links to other units	English – Twisted Traditional Tales		•			•		
Design Process	Lesson 1 Look at natural and manufactured structures in everyor what is the product? • What is its purpose? • Who will use it? • What features might it have? • What materials and techniques might you use is similarities and differences • What makes them stable? Lesson 2 Finger fluency: How do we strengthen structures? • Experiment with folding, rolling and joining technic Lesson 3 Finger fluency: Frame structures • Look and experiment with different frame structures and design thinking • Complete product outline • Make a mood board for Inspiration • Decide on materials Lesson 5 • Create a design diagram showing the process of materials Lesson 6 • Make a prototype • Test the design • Evaluate — • What are the weaknesses? • How can you improve it? • Modify chair, test the new design and evaluate.	e? iques ires	What is the pro What is its purp Who will use it What features What materials Similarities and Lesson 2 Finger fluency: How do Make wheels a different chass materials) Lesson 3 Finger fluency: How do Make wheels a different chass materials) Lesson 4 Design thinking Complete product o Make a mood board Decide on materials Lesson 5 Create a design of rickshaw Lesson 6 Make a prototype Test the design Evaluate — O What o How of	might it have? and techniques might you u differences wheel and axles work? and axels with different mater s' (different wheel materials wheel and axles work? and axels with different mater s' (different wheel materials butline d for Inspiration	ials and attach to and different chassis ials and attach to and different chassis	Similarities and differ Lesson 2 Practice finger fluency: Fork secure The bridge hold Weighing Snipping Stirring Shredding Lesson 3 Design thinking Complete product or (reared / caught) / pr Make a mood board Decide on ingredient Lesson 4 Create a design dia couscous salad. Lesson 5 Make a prototype Evaluate — What a O How ca	tit have? techniques might you use? rences utline – consider sources of rocessed / grown) for Inspiration and techniques agram showing the proces re the weaknesses? In you improve it? recipe explaining reasons	
						Get feedback from the second sec	ne user	
	Basic Advancing	Deep	Basic	Advancing	Deep	Basic	Advancing	Deep





Threshold	concepts:	Master practical skills			Design, make, evaluate a	and improve		Take inspiration from des	sign throughout history	
		This concept involves de	eveloping the skills needed lighted a range of skills but			veloping the process of de	esign thinking and seeing	•	oreciating the design process that has influenced the	
		Unit 1			Unit 2			Unit 3		
	Assessment Questions Master practical skills Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Model designs using software. Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products Design, make, evaluate and improve Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Use software to design. Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs.			 Create products using sliders, levers, wheels and winding mechanisms Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Explore objects and designs to identify likes and dislikes of the designs. 			 Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Explore objects and designs to identify likes and dislikes of the designs. 			
Year 3	throughout history Design	Explore how product Food	cts have been created.		Explore how products have been created. Mechanisms			Structures		
	Technology Outcome	To make a healthy pizza	(linked to Stone Age)		Iron Man (Linked to Iron	that uses linked levers that Man) rrier or a moving Iron Man		To create a structure. (De	esk tidy, packaging)	
	Inspirational Designers /key events (engineers, inventors, etc)	Jamie Oliver Minca Geltti			James Dyson Mary Anderson along with Charlotte Bridgwood					
	Awe and Wonder Hasan (a local food truck businessmen) to visit w food workshop.			n truck and carry out a	•					
	Links to other units			•			•			





Threshold	concepts:	Master practical skills This concept involves dev products (we have highlig			Design, make, evaluate This concept involves de design as a process.	and improve eveloping the process of de	sign thinking and seeing	Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life.		
		Unit 1			Unit 2			Unit 3		
	Design Process	Similarities and differ Lesson 2 Practice finger fluency: The claw grip The bridge hold Weighing Snipping Stirring Lesson 3 Design thinking Consider sources of f processed / grown) Make a mood board Decide on ingredient Lesson 4 Create a design diag pizza. Lesson 5 Make a prototype Evaluate — What a How ca	it have? echniques might you use ences ood (plants / animals (refor Inspiration and techniques) ram showing the proces re the weaknesses? In you improve it? recipe explaining reason	ared / caught) / ss of making the healthy	 Similarities and Lesson 2 Finger fluency: How do Make different Lesson 3 Design thinking Complete product of Make a mood board Decide on materials Lesson 5 Create a design dial product. Lesson 6 Make a prototype Test the design Evaluate — What OHOW O 	oduct? cose? ? might it have? s and techniques might you I differences linked levers work? I linked levers for different poutline d for Inspiration	purposes. of making a linked lever	frame structures) What is the prod What is its purpo Who will use it? What features m What materials a Similarities and d What makes ther Lesson 2 Finger fluency: Shell Struct Experiment with shape Score and bend to make a curve. Flange, slots, tab, sing Lesson 3 Finger fluency: Shell struct Look and experiment Lesson 4 Design thinking Complete product out Make a mood board f Decide on materials Lesson 5 Create a design diagrates Lesson 6 Make a prototype Test the design Evaluate — What ar O How car	ight it have? and techniques might you us lifferences m stable? tures - How do we strength bing and joining ake a corner, score and ben gle foot fold, double foot fo tures with different frame struct tline for Inspiration am showing the process of re the weaknesses? In you improve it? In design explaining reasons	se? en structures? d to make a curve, bend ld. ures
	Assessment Basic Advancing Deep Questions			Basic	Advancing	Deep	Basic	Advancing	Deep	
Master practical skills	Food Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).			•			•			







Threshold	concepts:	Master practical skills	Design, make, evaluate and improve	Take inspiration from design throughout history
		This concept involves developing the skills needed to make high quality	This concept involves developing the process of design thinking and seeing	This concept involves appreciating the design process that has influenced the
		products (we have highlighted a range of skills but they may be added to or	design as a process.	products we use in everyday life.
		changed		
		Unit 1	Unit 2	Unit 3
	Materials			Cut materials accurately and safely by selecting appropriate tools.
				Measure and mark out to the nearest millimetre.
				Apply appropriate cutting and shaping techniques that include cuts within
				the perimeter of the material (such as slots or cut outs).
				Select appropriate joining techniques.
	Textiles			
	Electricals and		Create series and parallel circuits.	
	electronics			
	Computing		Control and monitor models using software designed for this	
			purpose.	
	Construction			Choose suitable techniques to construct products or to repair items.
				Strengthen materials using suitable techniques.
	Mechanics		Use scientific knowledge of the transference of forces to choose	
	Mechanics		appropriate mechanisms for a product (such as levers, winding	
			mechanisms, pulleys and gears).	
	Design, make,	Design with purpose by identifying opportunities to design.	Design with purpose by identifying opportunities to design.	Design with purpose by identifying opportunities to design.
	evaluate and	Make products by working efficiently (such as by carefully	Make products by working efficiently (such as by carefully	Make products by working efficiently (such as by carefully selecting)
	improve	selecting materials).	selecting materials).	materials).
		 Refine work and techniques as work progresses, continually evaluating the product design. 	 Refine work and techniques as work progresses, continually evaluating the product design. 	 Refine work and techniques as work progresses, continually evaluating the product design.
		evaluating the product design.	Use software to design and represent product designs.	evaluating the product design.
	Take inspiration	Improve upon existing designs, giving reasons for choices.	Disassemble products to understand how they work.	Identify some of the great designers in all of the areas of study
	from design			(including pioneers in horticultural techniques) to generate ideas
	throughout			for designs.
	history			Improve upon existing designs, giving reasons for choices.
Year 4	Design	Mechanisms/Digital World	Food	Textiles
	Technology			
	Outcome	To make a motorised car.	To make a vegan dip.	To make a Tote bag.
	Inspirational	Nikola Tesla	Ella Woodward - Deliciously Ella	Lucienne Day
S	Designers /key	Elon Musk	Rick Stein	
Skill	events	Mary Jackson		
practical skills	(engineers, inventors, etc)			
orac	Awe and		Invite parents to taste dips	To design and sell to a local store
	Wonder			
Master	Links to other			
_	units			
	Design Process	Lesson 1	Lesson 1	Lesson 1
		Look at different types of pulley products	Look at existing products / chefs for inspiration	Look at different types of Tote bags
		What is the product?	What is the product?	What is the product?







d concepts:	Master practical skills	Design, make, evaluate	and improve		Take inspiration from de	esign throughout history	
	This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed	This concept involves de design as a process.	veloping the process of de	sign thinking and seeing	This concept involves approducts we use in ever	preciating the design process yday life.	that has influenced the
	Unit 1	Unit 2			Unit 3		
	 What is its purpose? Who will use it? What features might it have? What materials and techniques might you use? Similarities and differences Lesson 2 Finger fluency: How do pulleys work? Make pulleys using different sized pulleys, use of a motor and investigate with a twisted drive belt. What is the effect? Lesson 3 Design thinking Make a mood board for Inspiration Decide on materials, sizes etc. Lesson 5 Create an exploded diagram showing the process of making a motorised car. Lesson 6 Make a prototype Test the design Evaluate – What are the weaknesses? How can you improve it? Modify design explaining reasons Lesson 7 Modify motorised car 	Similarities and differences Practice finger fluency: The claw grip The bridge hold Weighing Snipping Stirring Mincing Lesson 3 Design thinking Consider sources of processed / grown) Make a mood board Decide on ingredier Lesson 4 Create a design diag dip. Lesson 5 Make a prototype Evaluate — What Make in al product Make final product Give it to intended Get feedback from Get feedback from O Modifices Get feedback from O Get feedback from The Claw grip	t it have? techniques might you use? erences food (plants / animals (rea for Inspiration its and techniques gram showing the process of are the weaknesses? an you improve it? y recipe explaining reasons user the user	red / caught) / f making a healthy vegan	Similarities and diff Lesson 2 Finger fluency: Basic cro Practice threading: Practice cross stitch Lesson 3 Design thinking Complete product of Make a mood boar Decide on material: Lesson 4 Create a design dia Lesson 5 Make a prototype Test the design Evaluate — What O How O Modif Lesson 6 Make modifications	Int it have? If techniques might you use? erences It is stitch and back stitch a needle in and back stitch method It is stitch and back stitch a needle in and back stitch method It is stitch and back stitch a needle in and back stitch method It is stitch and back stitch a needle in and back stitch method It is stitch and back stitch and back stitch method It is stitch and back stitch and b	
Assessment Questions	Basic Advancing Deep	Basic	Advancing	Deep	Basic	Advancing	Deep
Food	rood -		 Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 				
Materials						itely and safely by selecting apout to the nearest millimetre. Dining techniques.	propriate tools.
Textiles	Textiles •				Understand the neeJoin textiles with appSelect the most app		te textiles.
Electricals and	•						
electronics							







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		This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed	This concept involves developing the process of design thinking and seeing design as a process.	This concept involves appreciating the design process that has influenced the products we use in everyday life.
		Unit 1	Unit 2	Unit 3
	Computing	Control and monitor models using software designed for this purpose		
	Construction			 Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques.
	Mechanics	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).		
	Design, make, evaluate and improve	 Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Use software to design and represent product designs. 	 Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). 	 Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design.
	Take inspiration from design throughout history	Disassemble products to understand how they work.	Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.	 Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.
Year 5	Design Technology	Mechanisms	Digital World	Food
	Outcome	To create an automaton character display (The Lion, the witch and the wardrobe) https://www.bbc.co.uk/teach/class-clips-video/design-challenge-make-moving-shop-window-display/z7ytscw	To make a night light https://www.bbc.co.uk/programmes/p02hpl99	To make a healthy stew (link to South America)
	Inspirational Designers /key events (engineers, inventors, etc)	Al-Jazari	Thomas Edison and Joseph Swan Vint Cerf Charles Babbage Ada Lovelace Callum Daniel Eneni Abban	Nicola Appert Peter Durand Michael Caines
	Awe and Wonder	Create a display for a local shop window		Visit from a chef / watch a chef in action Use cooking facilities at Rhyddings High School
	Links to other units	The Lion, the witch and the wardrobe		
	Design Process	Lesson 1 Look at different types of Automaton products What is the product? What is its purpose? Who will use it? What features might it have?	Lesson 1 Look at Smart home devices What is the product? What is its purpose? Who will use it?	Lesson 1 Look at existing products / chefs for inspiration What is the product? What is its purpose? Who will use it? What features might it have?





Threshold o	concepts:	Master practical skills			Design, make, evaluate			Take inspiration from de		
		· ·	veloping the skills needed ghted a range of skills but		This concept involves de design as a process.	veloping the process of des	sign thinking and seeing	This concept involves approducts we use in every	preciating the design proces day life.	s that has influenced the
		Unit 1			Unit 2			Unit 3		
		 Similarities and Lesson 2 Finger fluency: How does Make CAMS circ Make CAMS sid Lesson 3 Design thinking Make a mood board Decide on materials Lesson 5 Create a design diag toy using CAMS Lesson 6 Make a prototype Test the design Evaluate – What a O How Ca 	s CAMS work? cular movement e to side movement for Inspiration	of making an automaton	What materials and Similarities and difficesson 2 Draw annotated diagram Draw annotated output process Draw annotated process. Draw annotated process. Practice construction ways. Practice programus. Practice programus. Lesson 4 Design thinking — Compuse of Consider differed process. Make a mood become on material process. Lesson 5 Create a design diagrammake the product. Lesson 6 Make a prototy or Evaluation of How o	ns with notes to explain it (and diagrams showing the autonic diagrams showing the material, security camera, speaked ucting AI systems that use summing Apps to control the	eutomatic and manual) comatic input and comatic input and output er, light bulb. censors in different m. cesses. cteps and how you will er product. ses?	 Similarities and differences. The claw grip The bridge hold Weighing Snipping Stirring Lesson 3 Design thinking Consider sources of grown) Make a mood board Decide on ingredientesson 4 Create a design divegetable stew. Lesson 5 Make a prototype Evaluate — What a How Call How Call 	food (plants / animals (reare for Inspiration ts and techniques iagram showing the proce are the weaknesses? an you improve it? y recipe explaining reasons	
	Assessment Questions	Basic	Advancing	Deep	Basic	Advancing	Deep	Basic	Advancing	Deep
Master practical skills	Food		range of baking and cookir ne recipes, including ingred eratures.							







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		Unit 1	Unit 2	Unit 3
	Materials			
	Textiles			
	Electricals and electronics		Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).	
	Computing		Write code to control and monitor models or products.	
	Construction			
	Mechanics			 Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs.
	Design, make, evaluate and improve	 Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Ensure products have a high-quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. 	 Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. 	 Make products through stages of prototypes, making continual refinements. Ensure products have a high-quality finish, using art skills where appropriate.
	Take inspiration from design throughout history	 Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience. 	 Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience. 	 Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.
Year 6	Design Technology	Food	Textiles	Structure
	Outcome	To make a variety of healthy breads	To make a pencil case https://livingwellmom.com/make-pencil-case-felt/	To make kites to sell at the summer fair
	Inspirational Designers /key events (engineers, inventors, etc)	Nadiya Hussain	Tommy Hilfiger Ralph Lauren Anna Sui Naeem Khan	Zaha Hadid Fazlur Rahman Khan Frei Otto Gitanjali Rao
	Awe and Wonder	Visit a bakery/supermarket bakery class Visit from Hasan a local with a food truck business		To sell at the summer fair – set up a store
	Links to other units			
	Design Process	Lesson 1 Look at existing products / chefs for inspiration What is the product? What is its purpose? Who will use it?	Lesson 1 Look at different types of phone cases What is the product? What is its purpose? Who will use it?	Lesson 1 Look at natural and manufactured structures in everyday life (Shell structures, frame structures) • What is the product? • What is its purpose?







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		This concept involves de	veloping the skills needed	to make high quality	This concept involves de	eveloping the process of des	sign thinking and seeing	This concept involves appreciating the design process that has influenced the			
		products (we have highli	ghted a range of skills but	they may be added to or	design as a process.			products we use in every	products we use in everyday life.		
		changed									
		Unit 1			Unit 2			Unit 3			
		. What factures migh	+ i+ hava?		• What factures migh	ut it have?		. VA/I (II) (A)			
		What features migh What materials and	techniques might you use	ว	What features migh What materials and	it it naver techniques might you use?		Who will use it?			
		Similarities and different states and different states and different states are states and different states are states and different states are state		· F	Similarities and difference of the state of the stat		•	What features in the second seco		2	
		Lesson 2	rences		Lesson 2	ererices			and techniques might you u	se?	
		Practice finger fluency:			Finger fluency:			Similarities and			
		-			Back stitch for seams			What makes the	em stable?		
		The claw grip				decoration		Lesson 2			
		The bridge hold			Running stitch to attach	decoration			ructures - How do we strengt		
		Weighing			Lesson 3				ing joints together using stra	w (make tetrahedrons to	
		Snipping			Design thinking			create triangular py			
		• Stirring			Complete product of the c				her to make tetrahedrons		
		Lesson 3			Make a mood board	· ·		Lesson 3			
		Design thinking			Decide on materials			Design thinking			
			food (plants / animals (rea	ared / caught) /	Lesson 4			Complete product of	utline		
		processed / grown)				gram showing the process o	of making a pencil case	Make a mood board	for Inspiration		
		Make a mood board			Lesson 5			Decide on materials			
	 Decide on ingredients and techniques Lesson 4 Create a design diagram showing the process of making a healthy 			Make pattern piece	S		Lesson 4				
							Create a design diagram showing the process of making a kite Lesson 5				
		vegetable stew.			O What are the weaknesses?O How can you improve it?O Modify design explaining reasons			 Make a prototype Test the design Evaluate – 			
		Lesson 5									
		Make a prototype									
		Evaluate –			Lesson 6			o What	are the weaknesses?		
		o What a	are the weaknesses?		Make modifications	to their pencil cases		o How c	an you improve it?		
		o How c	an you improve it?					o Modify	design explaining reasons		
		o Modify	recipe explaining reasons	5				Lesson 6			
		Lesson 6						Modify kite, test the nev	v design and evaluate.		
		Make final product									
		• Give it to intended ι									
		Get feedback from t					_			_	
	Assessment	Basic	Advancing	Deep	Basic	Advancing	Deep	Basic	Advancing	Deep	
	Questions	- Unalametanal tha	:	unan and handling of							
	Food		importance of correct sto								
			ng knowledge of micro-or	~							
			ately and calculate ratios o	i ingredients to scale up							
		or down from a	· ·								
skills			range of baking and cooki								
		Create and refine recipes, including ingredients, methods, cooking									
tic		times and temp	eratures.								
orac											
er	Materials					vith precision and refine the			ith precision and refine the f		
					tools (such as sanding wood after cutting or a more precise				anding wood after cutting or		
ast				scissor cut after roughly cutting out a shape).			I scissor cut after	roughly cutting out a shape			
Master practical					Show an understanding of the qualities of materials to choose						
Mast					Show an under	standing of the qualities of	materials to choose	Show an unders	standing of the qualities of m	naterials to choose	
Mast					Show an under appropriate too	standing of the qualities of ols to cut and shape (such a	materials to choose as the nature of	Show an understanding appropriate too.	standing of the qualities of mols to cut and shape (such as	naterials to choose the nature of fabric may	
Mast					Show an under appropriate too	standing of the qualities of	materials to choose as the nature of	Show an understanding appropriate too.	standing of the qualities of m	naterials to choose the nature of fabric may	





Threshold	d concepts:	Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed	Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.	Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life.
		Unit 1	Unit 2	Unit 3
	Textiles		 Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 	
	Electricals and electronics			
	Construction		Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).	Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
	Mechanics			
	Design, make, evaluate and improve	 Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Ensure products have a high-quality finish, using art skills where appropriate. 	 Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high-quality finish, using art skills where appropriate. 	 Make products through stages of prototypes, making continual refinements. Ensure products have a high-quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
	Take inspiration from design throughout history	 Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience. 	 Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience. 	 Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.