

Yearly Skills & Knowledge Progression

Subject: DT

Year group: Year two

	Half Term 1	Half Term 2
Autumn	<p>Knowledge</p> <ul style="list-style-type: none"> • Work within a range of contexts such as the local community, industry and the wider environment. • State what products they are designing and making. • Select from a range of materials and components according to their characteristics. • The correct technical vocabulary for the projects they are undertaking. <p>Skills</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that a 3-D textiles product can be assembled from 2 identical fabric shapes. <p>Skills</p> <ul style="list-style-type: none"> • Safely measure, mark out, cut and shape materials and components using a range of tools. • Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. • Evaluate and assess products that he/she has made using a design criteria.
	<p>What can make this personal to Dovers Green? Fits in with STEM week. Links to british value- Appreciating Cultures, when designing and making a product for Around the World theme.</p>	<p>What can make this personal to Dovers Green? Link to enterprise week, making Christmas cards (link to british value respect for other beliefs) with a lever or slider (explore these ready for next term). Use handsaws and hand drills for the products they make. Make simple Christmas tree decoration out of fabric for enterprise week.</p>
Spring	<p>Knowledge</p> <ul style="list-style-type: none"> • Work within a range of contexts such as the local community, industry and the wider environment. 	<p>Skills</p> <ul style="list-style-type: none"> • Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.

	<p>Skills Choose appropriate tools, equipment, techniques and materials from a wide range. Evaluate and assess existing products using a design criteria.</p>	<ul style="list-style-type: none"> • Explore and use mechanisms e.g. levers, sliders in his/her products.
	<p>What can make this personal to Dovers Green? Explore the term fairtrade and look at some existing products (links to British value- respect). Walk to visit 'New leaf' zero waste shop in Woodhatch- look for fairtrade products available in the community- Link to SMSC social education) Whittle in Forest School using pen knives Make a moving 'picture' of a volcano/ iceberg with a lever or slider as a moving part</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • The correct technical vocabulary for the projects they are undertaking. • Explore what products are; who products are for; what products are for; how products work; how products are used; where products might be used; what materials products are made from; what they like and dislike about products. <p>Skill</p> <ul style="list-style-type: none"> • Evaluate and assess existing products using a design criteria. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Name and sort foods into the 5 food groups • Understand that all food has to be farmed, grown or caught. • That food ingredients should be combined according to their sensory characteristics. <p>Skills</p> <ul style="list-style-type: none"> • Use a wider range of cookery techniques to prepare food safely. • Use a wider range of cookery techniques to prepare food safely.
	<p>What can make this personal to Dovers Green? Visit to London- look at architecture of buildings say what they like/ dislike about these</p>	<p>What can make this personal to Dovers Green? Children to carry out a cooking activity in the kitchen following hygiene procedures and a recipe. Design and make a 'picnic' using range of cookery techniques- link to SMSC spiritual education- by designing themselves builds confidence and self esteem. Discuss if we could buy any ingredients locally?- link to SMSC social responsibility.</p>

	Local walk across fields to spot different crops growing/ cows/ lakes for fish
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The development of SMSC and the promotion of British Values within DT

SMSC

1. Designing products themselves builds self esteem and self confidence.
2. Children to have the opportunity to look at fair trade products and think about where ingredients can be sourced from. They will also consider the impact on the environment through the choices of materials are made or the opportunity to consider sustainable or environmentally acceptable materials.
3. DT promotes equality of opportunity through the use of tools and in an area that has previously been thought to be male dominated.
4. It gives the opportunity for peer evaluation and to act as a critical friend to give supportive comments to improve pupils learning outcomes.

British Values

Democracy; Working as a team during enterprise week and learning to understand that it is not always possible or right to have their own way and understand the value of compromise.

Rule of Law; To understand and follow the rules for the safe use of tools when using these both with support and independently.

Respect and Tolerance; To offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener.