



Y1 design technology overview 2023-24

DT Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Talking Exploring Evaluating
Responding	<ul style="list-style-type: none">• To begin to develop an ability to discuss observed art pieces• To begin to develop an ability to follow guidance from a tutor (techniques, top-tips)• To begin to develop an ability to experiment with own compositions• To begin to develop an ability to communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<ul style="list-style-type: none">• Class/group tuition with technical guidance	<ul style="list-style-type: none">• Understanding the history and origins of artists, designers, craft-makers, architects• To know about different techniques that a variety of designers used to create their design pieces and understand why they chose or explored these techniques• Understanding the history of design forms and purpose for creations• Understanding how design reflects a community or culture• Understanding as to how design keeps traditions alive• Understand how design in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing)	<ul style="list-style-type: none">• Through class teacher led presentations with children note-taking• Group research on history and /or origins and of masterpieces from masters in their fields	TERM1: Unit 1b Structures: playgrounds	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Exploring	<ul style="list-style-type: none">• To begin to develop an ability to research appropriately great artists, craft makers, designers• To begin to develop an ability to explore sketch books of professional designers• To begin to develop an ability to make comparisons between different genres• To begin to develop a skill of investigating the historical and cultural development of design through provided opportunities	<ul style="list-style-type: none">• Class/group tuition with reference to historical information, images						
Designing/ Technical knowledge	<ul style="list-style-type: none">• To begin to develop skill of keeping and using a sketch book (creative journal, visual diary) to record observations• To begin to develop skill in strengthening, stiffening and reinforcing complex structures• To begin to develop skill in how to use mechanical systems in their products [eg gears, pulleys, cams, levers and linkages]• To begin to develop skill in how to use electrical systems in their products [eg series circuits incorporating switches, bulbs, buzzers and motors]• To begin to develop skill in how to apply their understanding of computing to program, monitor and control their products• To begin to develop skill in how to plan/ explore/ experiment with designs	<ul style="list-style-type: none">• Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally		<ul style="list-style-type: none">• Through involvement in workshops in groups or as a class• Through presentations to class/or in whole school worship sessions• Through class, then group or individual opportunities to create compositions	TERM2: Unit 1c Food: healthy snacks			
Creating	<ul style="list-style-type: none">• To begin to develop skill in compose own composition or construction following planned design• To begin to develop skill in how to generate, develop, model• To begin to develop skill in how to compose in more than one medium (food, textile, paper, clay, metal, wood)• To begin to develop skill in how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• To begin to develop skill in how to select from and use a wider range of materials & components, including construction materials, textiles & ingredients, according to functional properties & aesthetic qualities	<ul style="list-style-type: none">• Class, then group opportunities for field studies and internal compositions from stimuli						
Critically Observing/ Evaluating	<ul style="list-style-type: none">• To begin to develop skill in how to how to investigate and analyse a range of existing products• To begin to develop skill in how to research key events and individuals in design technology and understand how they have helped shape the world• To begin to develop skill in how to observe someone else’s chosen design piece/ constructions• To begin to develop skill in how to critically evaluate own compositions/ construction against design criteria• To begin to develop skill in how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<ul style="list-style-type: none">• Observational opportunities to be part of each lesson		<ul style="list-style-type: none">• Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected	TERM3: Unit 1a Control: mechanisms -simple puppets			
SMSC	<ul style="list-style-type: none">• To begin to work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y1 DT curriculum• To begin to resolve conflicts and differing opinions with skill should these arise• To begin to develop an enjoyment of DT• To begin to use their imagination and creativity• To begin to reflect on tasks• To begin to investigate and offer views on ethical issues in art studied• To begin to explore and understand art from a variety of cultural backgrounds• To begin to display a willingness to explore and understand DT from a variety of cultural backgrounds	<ul style="list-style-type: none">• Setting of research opportunities using given websites and researching finding own information						