BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 1/2   TERMS 1/2   CYCLE A

PROJECT: *Food Glorious Food*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	Visit to school kitchen – talk to cook about identified needs – cost effective & nutritious for large amount of children. How is that need met? Children think of own challenge and work towards it
POSSIBLE OUTCOMES	**EVALUATION**
Class tuck shop with minimal food miles 'Feed a family of 4' for a set amount money Class celebration or picnic working to a set budget and dietary requirements	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 1/2   TERMS 3/4   CYCLE A

PROJECT: *Wales*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ◻ design purposeful, functional, appealing products for themselves and other users based on design criteria ◻ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ◻ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ◻ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ◻ explore and evaluate a range of existing products ◻ evaluate their ideas and products against design criteria Technical knowledge ◻ build structures, exploring how they can be made stronger, stiffer and more stable ◻ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Look at maps of Wales On a rainy day, take the children out and get maps wet!
POSSIBLE OUTCOMES	EVALUATION
Map container to keep it dry in Wales! Rain catcher to give animals a drink Male a map of school grounds/estate – treasure hunt/orienteering	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 1/2   TERMS 5/6   CYCLE A

PROJECT: *Voyage into the Unknown (Columbus & Armstrong)*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design 🞏 design purposeful, functional, appealing products for themselves and other users based on design criteria 🞏 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make 🞏 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 🞏 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate 🞏 explore and evaluate a range of existing products 🞏 evaluate their ideas and products against design criteria Technical knowledge 🞏 build structures, exploring how they can be made stronger, stiffer and more stable 🞏 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Look at design of ships and rockets over time
POSSIBLE OUTCOMES	**EVALUATION**
Moon vehicles Make own rocket launchers Own vehicle/pod/drone for future travel	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 3/4   TERMS 1/2   CYCLE A

PROJECT: *You can make a difference*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	Campaign to save local area of beauty or importance
POSSIBLE OUTCOMES	EVALUATION
Slogan badges Banners Sandwich board Something to enhance the area – bird boxes/feeders, waste bins etc	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 3/4   TERMS 3/4   CYCLE A

PROJECT: *Invaders and Settlers*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	What does a settler need? What would a shelter need to be like?
POSSIBLE OUTCOMES	EVALUATION
Build a shelter for two settlers – has to be water proof, wind resistant etc (children to identify)	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Lights, camera, action!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	Visits to theatres
POSSIBLE OUTCOMES	EVALUATION
'Boxed' set designs Costumes Props Lighting effects	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 5/6   TERMS 1/2   CYCLE A

PROJECT: *The wide, wide world*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	Starting point determined by the product that the children will be making and selling. Look at commercial examples for ideas
POSSIBLE OUTCOMES	EVALUATION
Design and make own product (See Art – crafts) eg) Woolly hats, bracelets, bags etc	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Ready, steady, cook!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products. ☐ understand and apply the principles of a healthy and varied diet ☐ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ☐ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Wow Day - Boot Camp - What does our body use for fuel? Fab Kids workshops On-going Science lesson Tesco's 'Farm to Fork' visit
POSSIBLE OUTCOMES	EVALUATION
Healthy food market Healthy food cook-off - design and make own healthy dish Taste day/competition / vote to find best one. Invite other children / parents /adults	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *On the right track*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	How did railway builders bridge gaps? Look at design s of railway bridges Train journey to Bristol, including Clifton Suspension Bridge
POSSIBLE OUTCOMES	EVALUATION
Design and build a bridge, could involve levers, pulleys, gears etc to facilitate moving parts Must meet criteria asset at the time Should be made of durable materials	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 1/2   TERMS 1/2   CYCLE B

PROJECT: *Land Ahoy*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Trip to The Matthew, the docks, boat trips, water taxi Uphill Boatyard Pirate Ship at Bowood and Sander's Garden Centre Pirate ship at Tropiquaria Postcard of Golden Hind from Captain Stubble Making whole class pirate ship for role play area
POSSIBLE OUTCOMES	EVALUATION
Floating raft to carry items to shore. Ship's flag – textiles to make, mechanism/pulley to hoist. Pirate's hat to wear at poetry party. Food to eat at Poetry Party.	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 1/2   TERMS 3/4   CYCLE B

PROJECT: *Buildings*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	History of school buildings Grand Pier – old & new
POSSIBLE OUTCOMES	EVALUATION
Things to add to the trim trail – scale models How to create more learning spaces – update school plan/design A new shelter/playspace for Coconut	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 1/2   TERMS 5/6   CYCLE B

PROJECT: *If you go down to the woods today*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ◻ design purposeful, functional, appealing products for themselves and other users based on design criteria ◻ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ◻ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ◻ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ◻ explore and evaluate a range of existing products ◻ evaluate their ideas and products against design criteria Technical knowledge ◻ build structures, exploring how they can be made stronger, stiffer and more stable ◻ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Planning for a 'Teddy bear's picnic' in the woods
POSSIBLE OUTCOMES	EVALUATION
Picnic food Textile Tree (Nuffield) Moving Animal Toy	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 3/4   TERMS 1/2   CYCLE B

PROJECT: *Ancient Achievements*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	Look at significant invention in history eg) the wheel Children identify a current need and invent a product
POSSIBLE OUTCOMES	EVALUATION
A device that moves heavy things around Invent or re-design a product for an actual reason (will depend on the need identified by the children)	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 3/4   TERMS 3/4   CYCLE B

PROJECT: *Body Magic*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	Explore human wants and needs, identify a need and create an item to cater for that need Understanding movement of the human body
POSSIBLE OUTCOMES	EVALUATION
A balanced meal, a shelter, an item to keep us warm, dry, a bag to carry our belongings that doesn't affect posture Design and make a product that makes a person's life/job easier/quicker Moving puppets to show how human joints work Roamer to carry/deliver something	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 3/4   TERMS 5/6   CYCLE B

PROJECT: *You Choose!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	
POSSIBLE OUTCOMES	EVALUATION

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Anglo Saxon England*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	Linked to English/Maths/current events
POSSIBLE OUTCOMES	EVALUATION
A computer controlled product (Discrete DT)	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

BOURNVILLE PRIMARY SCHOOL DT SCHEME OF WORK MEDIUM TERM PLAN   YEAR 5/6   TERMS 3/4   CYCLE B

PROJECT: *Human Impact on Earth*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	Awareness campaign
POSSIBLE OUTCOMES	**EVALUATION**
Promo stand Leaflet holder Poster hanger Flag/bunting with info/slogan/logo – weather proof, strong enough etc	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *A Journey Through Time*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
Design ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☐ investigate and analyse a range of existing products ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☐ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☐ apply their understanding of computing to program, monitor and control their products.	Link to Science How did people of the period light their homes? What materials did they use? Compare main period studied to Ancient Greece
POSSIBLE OUTCOMES	EVALUATION
Light or lamp of the period - use same/similar materials. Consider fire proofing Make a table top lamp of own deign using electrical components and built to criteria set at the time	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE