

Year Group	Autumn	Spring	Summer
Year 1	My Bradford Can you feed the Tudor's? Preparing food and vegetables • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	On the Move What material will you choose for your mode of transport? Mechanisms • explore and evaluate a range of existing products. • 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. • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.	Over Seas What stitch will you use for your bag/coin purse? Textiles • Design purposeful, functional, appealing products for themselves and others based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and where appropriate, ICT. • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • evaluate their ideas and products against design criteria.
	The Model Village How long did it take to build the model village? Structures • Design purposeful, functional, appealing products for themselves and others based on design criteria.	Flying High! Will the wright brothers choose your aircraft? (First brother to fly successfully) Mechanisms	A Bradford Empire What is your favourite jelly? Preparing fruit & vegetables • use the basic principles of a healthy and varied diet to prepare dishes

	• Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and where appropriate, ICT. • build structures, exploring how they can be made stronger, stiffer and more stable. • evaluate their ideas and products against design criteria.	• explore and evaluate a range of existing products. • 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. • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.	• understand where food comes from
Year 3	The Story of History	Marching In	Woolly Bradford
	Can you build a savoury Stone Henge? Healthy and varied diet • 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	Who can build the fastest Roman horse and cart? Mechanical • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform	What materials will create the best tapestry piece? Textiles • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of materials and components,

	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	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 their ideas and products against design criteria. - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Year 4	Miracles and Wonders	A Guide to Invading Britain!	Down the River
	Can you grow your own herbs to make a potion? Structure: Make your own planters - 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	What Norse print will you use for your coat of armour? Textiles: Embossing in metal - 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 - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,	Secondary DT: Where will you guide the Harrapan people with your modern day torch? Electrical systems LED torch and first principals of circuits - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - 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

	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures	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 their ideas and products against their own design criteria and consider the views of others to improve their work	• 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 • 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.
Year 5	Wonderful York Can you build an Anglo Saxon house? Structure • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Ancient Geeks to Modern Greeks Can you go into battle with your Greek trebuchet? Secondary DT Mechanical systems • 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 • 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	How do you Plead? Who can build the best prison alarm? Electrical systems • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • 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 their ideas and products against their own design criteria and

	Understand how key events and individuals in design and technology have helped shape the world	and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities - 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]	consider the views of others to improve their work - 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.
Year 6	Bradford's War	The Silk Road and Beyond	Where's the Money?
	What time will you make a child in WW1? Secondary DT Mechanical structures - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Can you stitch your own silk road? Textiles - 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 - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according	How can we raise money for school? BA Enterprise Textiles - 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 - 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

	• 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 • 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]	to their functional properties and aesthetic qualities • value 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	work understand how key events and individuals in design and technology have helped shape the world • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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