

DT Enquiry Questions and Assessment Checkpoints

2023/2024 EYFS Expressive Arts & Design	Spring Term		Summer Term
Lead Enquiry Question (Composite Outcome)	FOOD- sandwiches	STRUCTURES– musical instruments/	STRUCTURES – houses / construction kit history link
Component Questions (components to be explored throughout the unit)	CQ1: Explore a range of ingredients and discuss CQ2: think about the stages of making a sandwich CQ3: use tools to spread and cut ingredients CQ4: evaluate how successful their sandwich was.	CQ1: explore a range of instruments and how they make sound (strings, drum, wood block) CQ2: design an instrument and consider which materials would work the best CQ3: use a range of tools to build instrument	CQ1: Explore a range of houses, looking closely at shapes and layout CQ2: explore a range of materials and consider how to join them CQ3: design a building and construct with appropriate materials
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Choose the right resources to carry out their own plan ✓ Create collaboratively, sharing ideas, resources, and skills ✓ Use a range of tools (cutlery) 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Develop their own ideas and then decide which materials to use to express them ✓ Explore, use and refine a variety of artistic effects to express their ideas and feelings ✓ Use a range of tools 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Choose the right resources to carry out their own plan ✓ Create collaboratively, sharing ideas, resources, and skills ✓ Use a range of tools including, scissors, paintbrushes, and cutlery ✓ Explore different materials freely, in order to develop their own ideas about how to use them



DT Enquiry Questions and Assessment Checkpoints

2023/2024 Year 1	Spring Term	Summer Term
Lead Enquiry Question (Composite Outcome)	<p>TEXTILES: puppets</p> <p>Can I design, make and evaluate a puppet? (linked to the Great Fire of London)</p>	<p>MECHANISMS: Moving pictures- books.</p> <p>Can I design, make and evaluate a moving picture book?</p>
Component Questions (components to be explored throughout the unit)	<p>CQ1: Explore how to join two pieces of fabric together in different ways</p> <p>CQ3: Design and label my puppet</p> <p>CQ4: Make my puppet by cutting accurately and joining fabric together</p> <p>CQ5: Evaluate how successful my finished piece is</p>	<p>CQ1: Explore different moving books and how the pictures are moving</p> <p>CQ2: Explore and use sliders and levers</p> <p>CQ3: Design and label a book page with a moving part</p> <p>CQ4: Make my page by cutting accurately and using attaching successfully</p> <p>CQ5: Evaluate how successful my finished piece is</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Join fabrics together with staples, glue and a simple running stitch ✓ Design a puppet ✓ Cut carefully ✓ Evaluate a finished piece of work 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Compare different mechanisms from different books ✓ Understand that different mechanisms produce different types of movement ✓ Design a moving book page ✓ Cut carefully ✓ Evaluate a finished piece of work



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2023/2024 Year 2	Spring Term	Summer Term
Lead Enquiry Question (Composite Outcome)	<p>STRUCTURES: 3-D houses (Materials- science link, Building Boy- English link) Can I design, make and evaluate a model habitat for a chosen animal?</p>	<p>MECHANISMS: Moving vehicles Can I design, make and evaluate a cart? (link to science plants, gardening and moving items)</p>
Component Questions (components to be explored throughout the unit)	<p>CQ1: Describe the features of different buildings and their purpose.</p> <p>CQ2: Design a building for a chosen purpose</p> <p>CQ3: Explore different materials for each component of the building and label your design when the material has been selected</p> <p>CQ4: Make the 3D building using a range of materials and textures</p> <p>CQ5: Evaluate how successful each material was representing components</p>	<p>CQ1: Understand how wheels move</p> <p>CQ2: Identify what stops wheels from turning</p> <p>CQ3: Design a moving vehicle that would be able to transport plants, soil, tools</p> <p>CQ4: Make a moving vehicle using axles</p> <p>CQ5: Evaluate how well my vehicle moves</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know that different materials have different strengths and textures ✓ Cut and join materials in different ways ✓ Explain why different materials were chosen for different aspects of their building ✓ Evaluate how successful their joins and material choices were 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain that wheels move because they are attached to an axle ✓ Identify and explain vehicle design flaws using the correct vocabulary ✓ Design a vehicle that includes functioning wheels, axles and axle holders ✓ Make a moving vehicle



DT Enquiry Questions and Assessment Checkpoints

2023/2024 Year 3	Spring Term	Summer Term
Lead Enquiry Question (Composite Outcome)	<p>TEXTILES: bags (Africa Geography link)</p> <p>Can I use cross stitch and applique to design, make and evaluate an African inspired bag?</p>	<p>MECHANICAL SYSTEMS: Mechanical posters display (curriculum link)</p> <p>Can I design, make and evaluate a mechanical poster? Archimedes who developed the principle of the lever and invented the compound pulley</p>
Component Questions (components to be explored throughout the unit)	<p>CQ1: Learn how to sew cross-stitch, applique, and fastenings</p> <p>CQ2: Explore African fabrics and comment on the design of these (Ugandan link school resources)</p> <p>CQ3: Design my own African inspired bag and label it's features</p> <p>CQ4: Make my African bag using cross-stitch, applique and fastening</p> <p>CQ5: Evaluate my African bag with suggestions for future improvements to design and finish</p>	<p>CQ1: Investigate mechanical systems including levers and linkages</p> <p>CQ2: Make a mechanism which uses levers and linkages</p> <p>CQ3: Design a moving poster and label it's features</p> <p>CQ4: Use prototypes to develop my ideas.</p> <p>CQ5: Build final product, a mechanical poster</p> <p>CQ6: Evaluate your moving poster and suggest improvements</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Use a cross-stitch to join two pieces of fabric together ✓ Design and cut the template for a bag ✓ Use cross-stitch and applique to decorate ✓ Use a fastening to secure the bag 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Understand and use lever and linkage mechanisms ✓ Distinguish between fixed and loose pivots ✓ Select from and use a range of appropriate utensils, tools and equipment with some accuracy ✓ Select from and use appropriate tools with some accuracy to cut, shape and join paper and card ✓ Use finishing techniques ✓ Evaluate the effectiveness of product



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2023/2024 Year 4	Spring Term	Summer Term
Lead Enquiry Question (Composite Outcome)	STRUCTURES: Packaging/boxes (trading- geography link). Can I design, make and evaluate packaging for a purpose?	ELECTRICAL SYSTEMS: Torches (electricity- science link). Can I design, make and evaluate a torch?
Component Questions (components to be explored throughout the unit)	<p>CQ1: Recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure</p> <p>CQ2: Design packaging for a chosen purpose and label it's key features and design specification</p> <p>CQ3: Construct 3D nets then construct a 3D net for package</p> <p>CQ5: Evaluate the success of the packaging and suggest improvements to the design</p>	<p>CQ1: Learn about electrical items and how they work</p> <p>CQ2: Analyse and evaluate electrical torches</p> <p>CQ3: Design a product that fits a specific design brief</p> <p>CQ4: Make a working circuit with a switch function</p> <p>CQ5: Complete design product using a range of materials, joining and finishing techniques</p> <p>CQ6: Evaluate the success of my finished product and suggest any improvements I would make</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Draw and label simple packaging that includes consideration of purpose ✓ Design a package ✓ Score or cut along lines on the net of a 2D shape ✓ Securely assembly geometric shapes ✓ Utilise skills to build a complex structure from geometric shapes 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify electrical products and explain why they are useful ✓ Make a working switch ✓ Create suitable designs that fit the success criteria and their own design brief ✓ Create an animal with light up eyes that you can switch on and off



DT Enquiry Questions and Assessment Checkpoints

2023/2024 Year 5	Spring Term	Summer Term
Lead Enquiry Question (Composite Outcome)	<p>TEXTILES: Sails (geography link, explorers) Can I design, make and evaluate a modern day ship with sails?</p>	<p>FOOD: Cornish pasties (industrial revolution – mining food etc) Can I design, make and evaluate a pasty?</p>
Component Questions (components to be explored throughout the unit)	<p>CQ1: Explore different types of ships and explain how they are powered</p> <p>CQ2: Analyse materials and shapes of sails to assess effectiveness</p> <p>CQ3: Analyse shapes of boats and materials for this</p> <p>CQ4: Design my sailing ship making material choice explicit</p> <p>CQ6: Use a running and back stitch to make sails</p> <p>CQ7: Evaluate the success of my ship through testing on water and suggesting ways to increase the speed at which it travels</p>	<p>CQ1: Know the origin of the Cornish pasty</p> <p>CQ2: Understand where the different ingredients come from that make a traditional pasty</p> <p>CQ3: Explore different fillings of a pasty and evaluate taste and targeted audience</p> <p>CQ4: Design my own version of a pasty</p> <p>CQ5: Write a recipe to follow</p> <p>CQ6: Follow a recipe and safety rules when cooking</p> <p>CQ7: Evaluate how successful my version of a Cornish pasty is</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Understand how ships are made and powered ✓ Design a sailing ship making effective material choices ✓ Use a stitching technique on fabric ✓ Join different materials together securely ✓ Create a fair test to evaluate the success of my sailing ship 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the food sometimes has a heritage and origin linked to place ✓ Know where our food comes from ✓ Design and write an adapted recipe ✓ Use hygiene and safety rules when cooking ✓ Use a range of cutting techniques



DT Enquiry Questions and Assessment Checkpoints

2023/2024 Year 6	Spring Term	Summer Term
Lead Enquiry Question (Composite Outcome)	<p>FOOD: A South American dish (South America-geography link) (Feijoada, rice and beans, Inca culture) Can I design, make and evaluate a South American inspired dish?</p>	<p>STRUCTURES: Playgrounds -create mini playground structures (end of year project linked to RSHE, maths) Can I design, make and evaluate a playground?</p>
Component Questions (components to be explored throughout the unit)	<p>CQ1: Know the origin of the dish</p> <p>CQ2: Understand where the different ingredients come from in South America</p> <p>CQ3: Explore different fillings of a stew and evaluate taste and targeted audience</p> <p>CQ4: Design my own version of a Feijoada</p> <p>CQ5: Write a recipe to follow</p> <p>CQ6: Follow a recipe and safety rules when cooking</p> <p>CQ7: Evaluate how successful my version of a Cornish pasty is</p>	<p>CQ1: Children to research and design a new playground with a variety of structures. Consider the target audience, safety features and size.</p> <p>CQ2: Use prototypes to develop ideas and skills.</p> <p>CQ3: Build a playground model.</p> <p>CQ4: Children to evaluate their models against their design criteria</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the food sometimes has a heritage and origin linked to place ✓ Know where our food comes from ✓ Design and write an adapted recipe ✓ Use hygiene and safety rules when cooking ✓ Use a range of cutting techniques 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Understand how to strengthen, stiffen and reinforce 3D frameworks ✓ Use software to design and represent models ✓ Use finishing and decorative techniques suitable for the product they are designing and making ✓ Competently select from and use tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products. ✓ Products aimed at a specific group



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