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	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
EYFS	**Ourselves – How are we the same or different?** Use one handed tools and equipment for example, making snips in paper with scissors. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	**How do we celebrate different events?** Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. To eat independently using a knife and fork. To be able to talk about the effects of eating healthy foods including our fruit.	**What are the differences between cold and hot countries?** To be able to make healthy food choices. To be able to talk about the effects of eating healthy foods including our fruit. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Create collaboratively sharing ideas, resources and skills.	**Fairy Tales/Traditional Stories/Dinosaurs – What do books help us learn about the past?** Know and talk about the different factors that support their overall health and wellbeing. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills	**Growing – What is growing all around us?** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Know and talk about the different factors that support their overall health and wellbeing.
1	**What is special about our area? School/Hedon- Geography**	**What makes the Xbox more fun than toys/games from the past? History** **Mechanisms – Sliders & Levers: Pop-up card** **Design** Explore levers and sliders understanding that there are mechanisms. Different mechanisms use different kind of movements To know that levers and sliders can make things move To use the words: up, down, left, right, vertical and horizontal to describe movement Explore a range of existing books that use simple sliders and levers **Make** Know the steps needed to create a moving model that uses levers and sliders Explore different mechanisms Different tools that can be used and how to use these safely	**What did Paddington Bear do when he went to London? Geography** **Where do animals, dinosaurs and plants come from? Science** **Food - Preparing Fruit: Fruit Kebab** **Design** Experience common fruit undertaking sensory activities i.e. appearance, taste and smell. Understand where a range of fruits come from. Understand and use the basic principles of a healthy and varied diet. **Make** Know how to use simple utensils and equipment to prepare food safely (e.g. peel, cut, slice, squeeze, grate) . **Evaluate** Know how to evaluate ideas and finished products against the design criteria, including intended user and purpose.		**How easy is it to fly? History/Science** **Making Flying machines** Make a variety of paper based flying machines – cutting, folding, sticking etc. **Design** Explore a variety of paper/ fabric flying machine designs. E.g paper aeroplane, paper circular fliers & parachutes. **Make** Make a variety of paper/ fabric flying using cutting, gluing & other fixing methods (e.g. staples) **Evaluate** Evaluate each flying machine based on ease of construction, distance flown etc. ***Links to prior learning*** *Develop their small motor skills so that they can use a range of tools competently,*

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		Evaluate Know how to evaluate a product ***Links to prior learning*** *Use one handed tools and equipment for example, making snips in paper with scissors.*	***Links to prior learning*** *Suggested tools: knives, forks, and spoon.* *To eat independently using a knife and fork.* *To be able to talk about the effects of eating healthy foods including our fruit.*		*safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors*
2	**How have people of the past influenced our lives today? History**	**Why can't a Meerkat live in the North Pole? Geography/ Science** **Textiles – Templates & Joining: Meerkat hand puppet** **Design** Know what is required in a design Explore design choices Explore different types of fabric Know what a puppet is and that there are different types that work in different ways **Make** Know how to make a fabric face Discuss appropriate materials linked to suitability Explore different finishing techniques e.g. using painting, fabric painting, fabric crayons, stitching, sequins, buttons and ribbons. Understand how to join fabrics using different techniques e.g. glue, running stitch and over stitch stapling **Evaluate** Similar textile products Know how to compare products Know how to evaluate ***Links to prior learning*** *Explored and used different fabrics.* *Cut and joined fabrics with simple techniques.* *Thought about the user and purpose of products.*	**How do we know about the Great /fire of London? History** **Mechanisms Wheels and Axels: Fire Engine** **Design** Know technical vocabulary relevant to the project Know how to develop and communicate ideas through drawings and mock-ups **Make** Explore a range of tools and equipment required to make the product Know how to perform practical tasks such as cutting, joining to allow movement and finishing- safely **Evaluate** Know how to evaluate ***Links to prior learning*** *Explored moving vehicles through play.* *Gained some experience of designing, making and evaluating products for a specified user and purpose.* *Developed some cutting, joining and finishing skills with card.*	**What do beaches have in common? (Bridlington & Sydney) Geography** **Food – Preparing Vegetables: Potato Salad & Coleslaw for beach picnic** **Design** Experience common vegetables undertaking sensory activities i.e. appearance, taste and smell. Understand where a range of vegetables come from. Understand and use the basic principles of a healthy and varied diet. **Make** Know how to use simple utensils and equipment to prepare food safely (e.g. peel, cut, slice, squeeze, grate). **Evaluate** Know how to evaluate ideas and finished products against the design criteria, including intended user and purpose. ***Links to prior learning*** *Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.* *Experience of cutting soft fruit and vegetables using appropriate utensils.*	**How do we know where we are? Map Makers Geography**

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3	**Early civilisations- How did they influence our lives today? History**	**How does Great Britain fit in Europe? History/Geography** **Food – Healthy & Varied Diet: Designing, making and evaluating a bread-based product with a filling for lunch, such as a wrap, a sandwich, a roll, a blini or a toastie – European food tasting extravanganza** **Design** Recap knowledge on what healthy eating is and a balanced diet Know the importance of annotated sketches and what appropriate information to include Know about a range of fresh and processed ingredients appropriate for their product and whether they are grown, reared or caught. Also include where these items are grown, reared or caught (link to Europe)5 **Make** Know how to plan the main stages of a recipe, listing ingredients, utensils and equipment Know how to use the equipment safely and hygienically Know how to use appropriate equipment and utensils to prepare and combine food **Evaluate** Know what a sensory evaluation is Understand how to record evaluations using tables and simple graphs. ***Links to prior learning*** *Know some ways to prepare ingredients safely and hygienically.* *Have some basic knowledge and understanding about healthy eating and The eatwell plate.* *Have used some equipment and utensils and prepared and combined ingredients to make a product.*	**What did the Romans ever do for us? History** **Textiles: Make a Roman purse** **Design** Know how to create annotated sketches, prototypes. Know what is meant by a realistic idea and how this can be made fit for purpose. **Make** Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together Understand the need for patterns and seam allowances Know the appropriate tools to use and how to use these with accuracy **Evaluate** Investigate a range of 3D textile products relevant to the project Understand how a key event/individual has influenced the development of the chosen product. ***Links to prior learning*** *Have joined fabric in simple ways by gluing and stitching.* *Have used simple patterns and templates for marking out.* *Have evaluated a range of textile products*	**Why Africa is a continent and what is significant about its history? History/Geography**	**What were the greatest inventions and achievements of the Ancient Egyptians? History** **Mechanisms - Pneumatics: Using a pneumatic system to lift a lever (Sarcoughagus lid)** **Design** Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. **Make** Order the main stages of making. Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. Select from and use finishing techniques suitable for the product they are creating. **Evaluate** Investigate and analyse books, videos and products with pneumatic mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. ***Links to prior learning*** *Explored simple mechanisms, such as sliders and levers, and simple structures.* *Learnt how materials can be joined to allow movement.* *Joined and combined materials using simple tools and techniques.*

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4	**What did the Anglo-Saxons and Scots want to settle in Britain? History**	**How has the River Humber affected life in our area? Geography/ Science** **Structures – Frame Structures: Research, design and build a suspension bridge** **Design** Carry out research into a variety of Hull-based bridges Develop a simple design specification to guide the development of their ideas and product. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. **Make** Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making **Evaluate** Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development. ***Links to prior learning*** *Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.* *Experience of using tools such as saw, bench hook and glue gun.*	**Why did the Vikings and Anglo-Saxons battle for Britain? History** **Design a Healthy Buffet** **Design** Recap knowledge on what healthy eating is and a balanced diet Know the importance of annotated sketches and what appropriate information to include Know about a range of fresh and processed ingredients appropriate for their product and whether they are grown, reared or caught. **Make** Know how to plan the main stages of a recipe, listing ingredients, utensils and equipment Know how to use the equipment safely and hygienically Know how to use appropriate equipment and utensils to prepare and combine food **Evaluate** Know what a sensory evaluation is Understand how to record evaluations using tables and simple graphs ***Links to prior learning*** *Know how to prepare ingredients safely and hygienically.* *Have improved knowledge and understanding about healthy eating and The eatwell plate.* *Know how to use equipment and utensils safely and prepare and combine ingredients to make a product*	**What makes the Earth Angry? Geography/ Science** **Simple circuits and switches i.e. torch to be used in an emergency** **Design** Understand how to use electrical systems in a product Know about ‘needs’ and ‘wants’ Know how to generate, develop, model and communicate their ideas through annotated sketches **Make** Know how to identify and recognise how their work has improved Know the stages of making and why these are important to follow How to connect electrical components safely The ways in which we can enhance the way the product works **Evaluate** Explore a range of existing battery powered objects Know how to identify and recognise how their work has improved. ***Links to prior learning*** *Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers.* *Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.*	**What happened to the Mayans? History**
5	**What is significant about Kingston Upon Hull? Local history including slavery) History** .	**How do rivers differ?** **Pulleys or gears: Make a Lada Tax using cutting, sawing, gluing plus electrical circuits &pulleys** **Design** Generate innovative ideas and develop a design specification for their	**How has the Victorian period affected our lives? History** **Mechanical Systems – Cams: Victorian Toys** **Design** Understand that mechanical systems have an input, process and an output.	**How has Ancient Greece changed the world? History** **Food – Design & make a 3 course meal for a fiver – starter, main & dessert.** **Design** Generate innovative ideas through research and discussion with peers	**How can we make £5 blossom? Local industry/ enterprise**

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		product, carefully considering the purpose and intended user for their product. Communicate ideas through detailed, annotated drawings from different views and/or exploded diagrams. The drawings should indicate the design decisions made, including the location of the mechanical and electrical components, how they work as a system with an input, process and output, and the appearance and finishing techniques for the product. **Make** Produce detailed step-by-step plans and lists of tools, equipment and materials needed. If appropriate allocate tasks within a team. Make high quality products, applying knowledge, understanding and skills from IEAs and FTs. Children should use a range of decorative finishing techniques to ensure a well finished final product that matches the intended user and purpose. **Evaluate** Evaluate throughout and the final product in use, comparing it to the original design specification. Critically evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for the intended user and purpose. ***Links to prior learning*** *Experience of axles, axle holders and wheels that are fixed or free moving.* *Basic understanding of electrical circuits, simple switches and components.* *Experience of cutting and joining techniques with a range of materials including card, plastic and wood.* *An understanding of how to strengthen and stiffen structures*	Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Explore a range of Victorian toys Know how to select from and use a wider range of tools and equipment to perform practical tasks. **Make** Know what tools and techniques are required to make a Victorian toy. How to use different tools and equipment safely Know how to work within constraints of time, resources and cost. **Evaluate** Know how to investigate and analyse existing products Know how to evaluate ideas and products against own design criteria and consider the views of others ***Links to prior learning*** *Experience of levers and linkages.* *Basic understanding of different types of movement.* *Experience of cutting and joining techniques with a range of materials including card, plastic and wood.* *Experience of using tools such as saws, bench hooks and glue guns.*	and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Make** Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluate** Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. ***Links to prior learning*** *Have some knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.* *Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.*	

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6	**Why should rainforests be important to us all? Geography**	**Who did WW2 impact our local area? History** **Making a belt for garden tools (Dig for Victory)** **Design** Know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. **Make** Fabrics can be strengthened, stiffened and reinforced when appropriate Know how to use the equipment safely Explore a range of fabrics **Evaluate** Know the intended user Know how to compare the product to the original design specification Similar textile products ***Links to prior learning*** *Experience of basic stitching, joining textiles and finishing techniques.* *Experience of making and using simple pattern pieces.*	**Food – Research, design & make an afternoon tea for a group of local elderly residents** **Design** Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Make** Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluate** Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. ***Links to prior learning***	**What will our coast look like in 20 years' time? Geography**	**How will the Humber go carbon neutral?** **Geography/ Science** **Design a wind turbine** **Design** Carry out research into land and sea based wind turbines. Develop a simple design specification to guide the development of their ideas and product. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches **Make** Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making **Evaluate** Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development. ***Links to prior learning*** *Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.* *Experience of using tools such as saw, bench hook and glue gun.* *Experience of creating shell structures.* *Understanding of how to strengthen structures.*

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			Have good knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. *Be able to use appropriate equipment and utensils, safely and with confidence, and apply a range of techniques for measuring out, preparing and combining ingredients.*		