Design Technology Curriculum

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| Year 1 | ALL DT | Developing Planning Communicating: can use pictures and words to describe what they want to do and will put their ideas into practice with help. |
| Year 1 | ALL DT | Working with tools and materials: Can explain what they are making and describe the materials and tools that they are using |
| Year 1 | ALL DT | Evaluating Processes and Products: Can describe what they have made. |
| Year 1 | Cooking and Nutrition | Use the basic principles of a healthy and varied diet to prepare dishes |
| Year 1 | Cooking and Nutrition | Understand where food comes from |
| Year 1 | Design | Design purposeful, functional, appealing products for themselves and other users based on design criteria |
| Year 1 | Design | Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology |
| Year 1 | Evaluate | Explore and evaluate a range of existing products |
| Year 1 | Evaluate | Evaluate their ideas and products against design criteria |
| Year 1 | Make | Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |
| Year 1 | Make | Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |
| Year 2 | ALL DT | Developing Planning Communicating: can use models, words and pictures to describe ideas and will put their ideas into practice with some help. |
| Year 2 | ALL DT | Working with tools and materials: Can explain how they are using tools and materials to create and end product |
| Year 2 | ALL DT | Evaluating Processes and Products: Can talk about what they like and what they would change in an object they have made |
| Year 2 | Cooking and Nutrition | Use the basic principles of a healthy and varied diet to prepare dishes |
| Year 2 | Cooking and Nutrition | Understand where food comes from |
| Year 2 | Design | Design purposeful, functional, appealing products for themselves and other users based on design criteria |
| Year 2 | Design | Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology |
| Year 2 | Evaluate | Explore and evaluate a range of existing products |
| Year 2 | Evaluate | Evaluate their ideas and products against design criteria |
| Year 2 | Make | Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |
| Year 2 | Make | Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |
| Year 2 | Technical Knowledge | Build structures, exploring how they can be made stronger, stiffer and more stable |
| Year 2 | Technical Knowledge | Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products |
| Year 3 | ALL DT | Developing Planning and Communicating Ideas: give detailed plans for their ideas, select appropriate tools, materials and an order of work |
| Year 3 | ALL DT | Working with tools and materials: Use tools with some accuracy and join materials in a variety of ways |
| Year 3 | ALL DT | Evaluating Processes and Products: Can recognise the successful elements of their work and make suggestions for improvements |
| Year 3 | Cooking and Nutrition | Understand and apply the principles of a healthy and varied diet |
| Year 3 | Cooking and Nutrition | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
| Year 3 | Cooking and Nutrition | Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |
| Year 3 | 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 |
| Year 3 | Design | Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design |
| Year 3 | Evaluate | Investigate and analyse a range of existing products |
| Year 3 | Evaluate | Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| Year 3 | Evaluate | Understand how key events and individuals in design and technology have helped shape the world |
| Year 3 | Make | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately |
| Year 3 | Make | 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 |
| Year 3 | Technical Knowledge | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| Year 3 | Technical Knowledge | Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |
| Year 3 | Technical Knowledge | Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |
| Year 3 | Technical Knowledge | Apply their understanding of computing to program, monitor and control their products |
| Year 4 | ALL DT | Developing Planning and Communicating Ideas: give detailed plans for their ideas, select appropriate tools, materials and an order of work. Show these clearly using words and pictures. |
| Year 4 | ALL DT | Working with tools and materials: Use tools accurately and select the best tool for a job. Join materials taking note of requirements like surface area and likely weak points |
| Year 4 | ALL DT | Evaluating Processes and Products: Can write an evaluation of their work using simple sentneces to point out strengths and weaknesses |
| Year 4 | Cooking and Nutrition | Understand and apply the principles of a healthy and varied diet |
| Year 4 | Cooking and Nutrition | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
| Year 4 | Cooking and Nutrition | Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |
| Year 4 | 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 |
| Year 4 | Design | Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design |
| Year 4 | Evaluate | Investigate and analyse a range of existing products |
| Year 4 | Evaluate | Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| Year 4 | Evaluate | Understand how key events and individuals in design and technology have helped shape the world |
| Year 4 | Make | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately |
| Year 4 | Make | 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 |
| Year 4 | Technical Knowledge | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| Year 4 | Technical Knowledge | Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |
| Year 4 | Technical Knowledge | Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |
| Year 4 | Technical Knowledge | Apply their understanding of computing to program, monitor and control their products |
| Year 5 | ALL DT | Developing Planning and Communicating Ideas: Select criteria by which to judge their work. Give detailed plans for their ideas, select appropriate tools, materials and an order of work. Show and amend these plans clearly and carefully |
| Year 5 | ALL DT | Working with tools and materials: Can select tools and methods of joining materials based on their own experience. |
| Year 5 | ALL DT | Evaluating Processes and Products: Can write a clear evaluation of the product considering specific criteria and possible improvements |
| Year 5 | Cooking and Nutrition | Understand and apply the principles of a healthy and varied diet |
| Year 5 | Cooking and Nutrition | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
| Year 5 | Cooking and Nutrition | Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |
| Year 5 | 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 |
| Year 5 | Design | Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design |
| Year 5 | Evaluate | Investigate and analyse a range of existing products |
| Year 5 | Evaluate | Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| Year 5 | Evaluate | Understand how key events and individuals in design and technology have helped shape the world |
| Year 5 | Make | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately |
| Year 5 | Make | 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 |
| Year 5 | Technical Knowledge | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| Year 5 | Technical Knowledge | Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |
| Year 5 | Technical Knowledge | Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |
| Year 5 | Technical Knowledge | Apply their understanding of computing to program, monitor and control their products |
| Year 6 | ALL DT | Developing Planning and Communicating Ideas: Carry out research to identify problems and possible solutions. Select criteria by which to judge their work. Give detailed plans for their ideas, select appropriate tools, materials and an order of work. Show and amend these plans clearly and carefully |
| Year 6 | ALL DT | Working with tools and materials: Are able to use a variety of tools, materials and processes. Can check their work as they go for possible flaws. |
| Year 6 | ALL DT | Evaluating Processes and Products: Can test and evaluate a product based on pre-agreed criteria and communicate this information clearly to others. |
| Year 6 | Cooking and Nutrition | Understand and apply the principles of a healthy and varied diet |
| Year 6 | Cooking and Nutrition | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
| Year 6 | Cooking and Nutrition | Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |
| Year 6 | 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 |
| Year 6 | Design | Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design |
| Year 6 | Evaluate | Investigate and analyse a range of existing products |
| Year 6 | Evaluate | Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| Year 6 | Evaluate | Understand how key events and individuals in design and technology have helped shape the world |
| Year 6 | Make | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately |
| Year 6 | Make | 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 |
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