Design & Technology Curriculum Map – Autumn Term

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Tudor Homes (Structures) Wheels and Axles Day (Mechanisms) D1,2,3,4,5,6,7,8			Greek Masks D1,3,5,6,7	
Autumn 2	Christmas Decorations (Textiles) D2,3,4		Sewing Christmas Bookmarks (Textiles) D1,2,3,4,6	Pyramid Packaging (Structures) D1,2,3,5,6,8	Greek Feast Day (Food) D12,13	Make Do & Mend (Textiles) D1,2,3,6

Design & Technology Curriculum Map – Spring Term

Spring 1		Creating a healthy meal (Science link) D9	Smoothie Making (Food) D2,4,5,12,14		Shanty Houses (Structures) D1,2,3,4,6	
Spring 2	Design & Make a Chocolate Bar Label D1,5,6,8,10	Raft Building (Structures) D1,2,3,4,6		Eco Fashion Show (Textiles) D1,2,3,4,6		Indian Food (Food) D3,4,13

Design & Technology Curriculum Map – Summer Term

Summer 1			Catapult Morning (Mechanisms) D1,2,3,4,5,6,7,8		Mechanisms: Cams D3,4,5,6,8,9	
Summer 2	Castles & Drawbridges (Structures) D3,4,7,8 Dragon Pop-Up Books (Mechanisms) D1,2,3,4,5,6,7,8	Finger Puppet Sewing (Textiles) D1,2,3,4,6	Roman Picnic Afternoon (Food) D12	Tudor Cooking (Food) D13,14	Shelter Building short unit (Structures) D3,4,5,6,7,8	Electrical Systems (Electrical) D1,2,4,6,10

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria (D1)

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (D2)

Make

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] (D3)

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (D4)

Evaluate

explore and evaluate a range of existing products (D5)

evaluate their ideas and products against design criteria (D6)

Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable (D7)

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (D8)

Cooking & Nutrition

use the basic principles of a healthy and varied diet to prepare dishes (D9)

understand where food comes from. (D10)

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

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 (D1)

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (D2)

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (D3)

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 (D4)

Evaluate

investigate and analyse a range of existing products (D5)

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (D6)

understand how key events and individuals in design and technology have helped shape the world (D7)

Technical knowledge

apply their understanding of how to strengthen, stiffen and reinforce more complex structures (D8)

understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] (D9)

understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] (D10)

apply their understanding of computing to program, monitor and control their products. (D11)

Cooking and nutrition

understand and apply the principles of a healthy and varied diet (D12)

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (D13)

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (D14)