

DT Curriculum Overview

Year Group/Term Number	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		<i>Pop up cards</i>	<i>Playgrounds</i>			<i>Fruit Salads</i>
Year 2	<i>Winding Mechanisms</i>	<i>Stockings</i>				<i>Cookies/Biscuits</i>
Year 3	<i>Healthy Drinks</i>		<i>Pneumatics</i>			<i>Structures in the home</i>
Year 4		<i>Levers</i>		<i>Savoury Meals/Pizza</i>		<i>Money containers</i>
Year 5		<i>Computer Control</i>		<i>Savoury Meals/Pizza</i>		<i>Electricity</i>
Year 6		<i>Bags</i>		<i>Bread</i>		<i>Cushions</i>

All of the units for DT should comply with the National Curriculum documents on the next page which go through the process of: Design, Make, Evaluate and Application.

Subject content

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

Make

- select from and use a range of tools and equipment to perform practical tasks such as 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

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

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

Make

- select from and use a wider range of tools and equipment to perform practical tasks, such as 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

Evaluate

- 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 work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors
- apply their understanding of computing to programme, monitor and control their products.