

# Design Technology

## KS1 Curriculum Map

	Unit 1	Unit 2	Unit 3
Year 1	<i>Fruit Salad</i>	<i>Moving pictures</i>	<i>Calendars</i>
Year 2	<i>Toast</i>	<i>Roly Poly</i>	<i>Fridge magnets</i>
Design	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking (yr1), templates, mock-ups (yr2) and, where appropriate, information and communication technology.</li> </ul>		
Make	<ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>		
Evaluate	<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>		
Technical knowledge	<ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms such as levers, sliders (yr2), wheels and axles (yr1), in their products.</li> </ul>		
Cooking and Nutrition	<ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>Understand where food comes from.</li> </ul>		

## KS2 Curriculum Map

	Unit 1	Unit 2	Unit 3
Year 3	<i>Party hats</i>	<i>Pop-up book</i>	<i>Cold drinks</i>
Year 4	<i>Treasure box</i>	<i>Pastry making</i>	<i>Pop up books</i>
Year 5	<i>Buggy (Vehicles)</i>	<i>Cooking &amp; Nutrition</i>	<i>Tea time!</i>
Year 6	<i>Bread</i>	<i>Fairground rides</i>	<i>Puppets</i>
Design	<ul style="list-style-type: none"> <li>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</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, (yr3-4) cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (yr5-6)</li> </ul>		
Make	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul>		
Evaluate	<ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>		
Technical knowledge	<ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex Structures. (yr3-4)</li> <li>Understand and use mechanical systems (yr3-4) in their products extending to gears, pulleys, (yr5) cams, levers and linkages (yr6).</li> <li>Understand and use electrical systems in their products such as series circuits incorporating switches, bulbs, buzzers and motors (linked with science)</li> <li>Apply their understanding of computing to program, monitor and control their products</li> </ul>		
Cooking and Nutrition	<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>		