

# Design Technology Overview: Year 1 to Year 6

## Davyhulme Primary School

Year	Autumn Term	Spring Term	Summer Term
Year 1	Homes	Eat More Fruit & Vegetables	Moving Vehicles
Year 2	Puppets	Flying Kites	Perfect Pizzas
Year 3	Pencil Cases	Moving Monsters	Making Mini Greenhouses

Year 4	Seasonal Stockings	Alarms	Seasonal Food
Year 5	Making African Instruments	Building Bridges	Fashion & Textiles (slippers)
Year 6	Programming Pioneers	Chinese Inventions	Burgers

# The National Curriculum - Design Technology

## 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 design and making. They should work in a range of relevant contexts (e.g. 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 others based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates,

### Make

- Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.
- Select from and use a wide range of materials and components, including construction materials,

### 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 (e.g. levers, sliders, wheels and axles), in their products

mock-ups and, where appropriate, information and communication technology	textiles and ingredients, according to their characteristics		
<u>Cooking and nutrition</u> <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>			

## The National Curriculum - Design Technology - Key Stage 2

<p>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 design and making. They should work in a range of relevant contexts (e.g. the home and school, gardens and playgrounds, the local community, industry and the wider environment). When designing and making, pupils should be taught to:</p>			
<u>Design</u> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design</li> </ul>	<u>Make</u> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to</li> </ul>	<u>Evaluate</u> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products</li> </ul>	<u>Technical Knowledge</u> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen</li> </ul>

<p>of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> <li>● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<p>perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	<p>and reinforce more complex structures</p> <ul style="list-style-type: none"> <li>● Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages)</li> <li>● Understand and use electrical systems in their products (e.g. series circuits, incorporating switches, bulbs, buzzers and motors)</li> <li>● Apply their understanding of computing to program, monitor and control their products</li> </ul>
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<u>Cooking and nutrition</u>			

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.