

Intent

At Leedstown, we aim to provide children with a DT education that is relevant in our rapidly changing world. We want to encourage our children to become problem solvers who can work creatively on a shared project. We believe that high-quality DT lessons will inspire children to think independently, innovatively and develop creative, procedural and technical understanding. Our DT curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work. Children will be exposed to a wide range of media including textiles, food and woodwork; through this, children will develop their skills, vocabulary and resilience.

Implementation

Our DT curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work. Children learn about Design & Technology through a variety of projects, linked to their topic learning in class or with a 'product' in mind for marketing and. Through the development of skills children begin designing appealing products for themselves before linking this understanding to the future design of purposeful and functional projects. Children are encouraged to evaluate existing products and discuss improvements to their designs and products.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Starlings A	What is special about me?	What's in the toy box?	Where do I live?	What is farming important to us?	Who were the Cornish inventors?	What is it like to live by the sea
		Kapow EYFS: Junk modelling		Knowledge The children will	Knowledge The children will	
				know:	know:	
		Textiles: Puppets		Cooking and nutrition:	Structures: Boats	
		Join fabrics together using pins,		Preparing fruit and vegetables	Design, make and evaluate	
		staples or glue. Design a puppet and use a template. Join their two		Design, make and evaluate a fruit / veg snack to take	a boat	
		puppets' faces together as one.		on a picnic	Kapow EYFS Structures: boats	
		Decorate a puppet to match their		on a pieme	Rapow ETFS Structures: boats	
		design.		Kapow Yr1: Making a smoothie		
		Kapow Yr1: Puppets				

Prior learning:	Prior Learning:	In this unit, children explore what is	
	Experience of common fruit and vegetables,	meant by 'waterproof,' 'floating,' and	
Explored and used different fabrics.	undertaking sensory activities i.e. appearance taste and smell.	'sinking,' then experiment and make	
Cut and joined fabrics with simple techniques. Thought about the user and purpose of	Experience of cutting soft fruit and vegetables	predictions with various materials to	
products.	using appropriate utensils.	carry out a series of tests. They learn	
products		about the different features of EYFS	
Skills	Skills	boats and ships before investigating	
The children will be able to:	The children will be able to:	their shape and structures to build	
The dimarch will be able to.		their own.	
Designing	Designing		
	Design appealing products for a particular user		
Design a functional and appealing product for a	based on simple design criteria.		
chosen user and purpose based on simple	Generate initial ideas and design criteria		
design criteria.	through investigating a variety of fruit and		
Generate, develop, model and communicate	vegetables.		
their ideas as appropriate through talking,	Communicate these ideas through talk and		
drawing, templates, mock-ups and information	drawings.		
and communication technology.	_		
Create annotated working drawings	Begin to annotate and label design drawings		
Making	Making		
Select from and use a range of tools and	Use simple utensils and equipment to e.g.		
equipment to perform practical tasks such as	peel, cut, slice, squeeze, grate and chop safely.		
marking out, cutting, joining and finishing.	Select from a range of fruit and vegetables		
Select from and use textiles according to their	according to their characteristics e.g. colour,		
characteristics.	texture and taste to create a chosen product.		
With some support, begin to use basic stitching	Evaluating		
<mark>technique</mark> s	Taste and evaluate a range of fruit and		
Make simple templates and 'mock ups	vegetables to determine the intended user's		
	preferences.		
Evaluating	Evaluate ideas and finished products against		
Explore and evaluate a range of existing textile products relevant to the project being	design criteria, including intended user and		
products relevant to the project being undertaken.	purpose.		
	Technical knowledge and understanding		
Evaluate their ideas throughout and their final products against original design criteria.	Understand where a range of fruit and		
	vegetables come from e.g. farmed or grown at		
Technical knowledge and understanding	home.		
	Understand and use basic principles of a		
Understand how simple 3-D textile products are	healthy and varied diet to prepare dishes,		
made, using a template to create two identical	including how fruit and vegetables are part of		
shapes.	The Eatwell Guide.		
Understand how to join fabrics using different	Know and use technical and sensory vocabulary		
techniques e.g. running stitch, glue, over stitch,	relevant to the project.		
stapling.			
*know that scissors used for cutting fabric MUST			
not be used for cutting any other material			
Explore different finishing techniques e.g. using			
painting, fabric crayons, stitching, sequins,			
buttons and ribbons.			
Know and use technical vocabulary relevant to the			
project.			

Starlings B What makes our school special?	Why do we celebrate?	What is it like to live in a cold place?	Who can help me?	What is the weather like today?	How have holidays in Cornwall changed?
	Knowledge The children will know:		Knowledge The children will know:	Knowledge The children will know:	•
	Cooking and nutrition: Christmas Biscuits Design, make and evaluate a Christmas biscuit to sell at		Mechanisms: Wheels and axles Design, make and evaluate an emergency vehicle	Mechanisms: Sliders and levers	
	a Christmas market		Kapow Year 1 – Mechanisms: Wheels and axles	Design, make and evaluate moving picture inspired by weather topic	
				Kapow Year 1: Making a moving storybook	
	NC Cooking and nutrition Across KS1 pupils should know:		Prior Learning: Assembled vehicles with moving wheels using construction kits. Explored moving vehicles through play. Developed some cutting, joining and finishing skills with card. Skills The children will be able to: Designing Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups. Making Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Evaluating Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria. Technical knowledge and understanding Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.	Prior Learning: Early experiences of working with paper and card to make simple flaps and hinges. Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. Skills The children will be able to: Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. Evaluating Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. Technical knowledge and understanding Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project	

		Evaluating • Taste and evaluate a range of biscuit products to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge and understanding • Understand and use basic principles of a healthy and varied diet to prepare dishes, including where biscuits are part of The Eatwell Guide. Know about the health issues surrounding sugary food. • Know and use technical and sensory vocabulary relevant to the project.				
Magpies A	What makes the UK special?	What was life like in the Stone Age?	What is it like to live in Rome today?	What did the Romans do for us?	Why is water important?	Were the Anglo Saxons really 'smashing'?
	Knowledge The children will know:	Art	Art	Knowledge The children will know:	Knowledge The children will know:	Art
	Textiles: Joining materials and adding details Design, make and evaluate			Structures: Freestanding structures Design, make and evaluate a freestanding Roman bath structure	Mechanisms: levers, linkages and pivots Design, make and evaluate a moving river monster	
	a holder/ purse/wallet for a friend or relative			Kapow (Y3): structuring a castle	Kapow Year 2: making a moving monster	
	Kapow Year 2: textiles, pouches					

Prior Learning: Have joined fabric in simple ways by gluing and stitching. Have used simple patterns and templates for marking out. Have evaluated a range of textile products. Painting Make colour wheels Use primary colours to mix secondary colours and add white and black to tint and shade

Skills

The children will be able to:

Designing

- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated and labelled sketches, prototypes, final product sketches and pattern pieces.

Making

- Learn and begin to use (and incorporate into their designs) more complex stitching
 techniques (eg. blanket stitch)
- *Plan the main stages of making.
- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
- Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.

Evaluating

- Investigate a range of 3-D textile products relevant to the project.
- Test their product against the original design criteria and with the intended user.

Technical knowledge and understanding

- Know how to strengthen, stiffen and reinforce existing fabrics.
- Understand how to securely join two pieces of fabric together.
- Understand the need for patterns and seam allowances.
- Know and use technical vocabulary relevant to the project.

- Identify complementary colours
- Experiment with paint to create a range of tones
- Use the paintbrush effectively to add different amounts of paint
- Manipulate the paint brush to paint effectively
- Mix colours fully to ensure an even shade
- Mix and paint to produce a gradient of colour
- Use a variety of techniques to produce different outcomes.

Prior Learning:

- Experience of using construction kits to build walls, towers and frameworks.
- Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.
- Experience of different methods of joining card and paper.

Skills The children will be able to:

Designing

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through talking, mock-ups and drawings.

Making

- Plan by suggesting what to do next.
- Select and use tools, skills and techniques, explaining their choices.
- Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.

Evaluating

- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

Technical knowledge and understanding

Know how to make freestanding structures stronger, stiffer and more stable.

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Skills

The children will be able to:

Drawing

- Use pressure to achieve different levels of tone
- Select a range of tools to achieve different outcomes (Hard and soft pencils)
- Accurately draw the outline of something, leaving out the smaller details
- Use line and shape to create form

Pastels or chalks

 Select colours of pastels or chalks to best match an observed subject

Computing

Use computing skills to produce a digital artefact (See previous computing learning skills)

Magpies B	Why are Rainforests unique? • art	What made the great fire of London great? Knowledge The children will know: Food: Healthy and varied diet Design, make and evaluate a bread-based product with a filling for lunch, such as a wrap, a sandwich, a roll, a blini or a toastie NC Cooking and nutrition Across KS2 pupils should know that a recipe can be adapted a by adding or substituting one or more ingredients that food is grown, reared and caught in the UK, Europe and the wider world how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking in early KS2 pupils should also know: that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate that to be active and healthy, food and drink are needed to provide energy for the body	How powerful is our world? art .	What was it like to be a tin miner? Knowledge The children will know: Mechanisms: Mine Winch/winder Kapow Yr2: Fairground wheel unit Designing and creating a functional Mining winch so that the wheel rotates and the structure stands freely.	How does a river change along its journey? art	How has transport changed in the last 100 years? Knowledge The children will know: Electrical systems: Electrical poster Kapow Yr 3– Electrical systems: Electrical poster Introducing information design and developing an electric museum display based on how travel has changed.
	•	Prior Learning: Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and The Eatwell Guide. Have used some equipment and utensils and prepared and combined ingredients to make a product. Have had experience designing, making and evaluating bread products Skills		Prior Learning: Experience of using different joining, cutting and finishing techniques with paper and card. A basic understanding of 2D and 3D shapes in mathematics and the physical properties and everyday uses of materials in science. Skills The children will be able to:		•

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				Designing		
l						
	•	The children will be able to:	•	Generate realistic ideas and design criteria	•	•
				collaboratively through discussion, focusing on		
		Designing		the needs of the user and purpose of the		
		Research bread products and fillings from		product.		
		Greece		Develop ideas through the analysis of existing		
		*Generate and clarify ideas through discussion		products and use annotated sketches and		
		with peers and adults to develop design		prototypes to model and communicate ideas.		
		criteria including appearance, taste, texture		*with support, draw simple shapes (cuboids)		
		and aroma for an appealing product for a		isometrically using isometric paper		
		particular user and purpose.				
				*draw precise nets with dimensions which		
		Use annotated sketches and appropriate		include glueing tabs		
		information and communication technology,		Making		
		such as web-based recipes, to develop and		Order the main stages of making.		
		communicate ideas.		Select and use appropriate tools to measure,		
		*Draw exploded diagrams of their product design		mark out, cut, score, shape and assemble with		
		Making		some accuracy.		
		 Plan the main stages of a recipe, listing 		Explain their choice of materials according to		
		ingredients, utensils and equipment.				
		Select and use appropriate utensils and		functional properties and aesthetic qualities.		
		equipment to prepare and combine ingredients.		Use finishing techniques suitable for the		
		Select from a range of ingredients to make		product they are creating.		
				Evaluating		
		appropriate food products, thinking about		Investigate and evaluate a range of existing shell		
		sensory characteristics.		structures including the materials, components		
		Evaluating		and techniques that have be en used.		
		Carry out sensory evaluations of a variety of		Test and evaluate their own products against		
		ingredients and products. Record the				
		evaluations using e.g. tables and simple graphs.		design criteria and the intended user and		
				purpose.		
		Evaluate the ongoing work and the final product with reference to the design oritoria and the		Technical knowledge and understanding		
		with reference to the design criteria and the		Develop and use knowledge of how to construct		
		views of others.		strong, stiff shell structures.		
		Technical knowledge and understanding		*know how to layer and 'ply' materials to		
		Know how to use appropriate equipment and		strengthen them. Understand that some		
		utensils to prepare and combine food.		materials, eg, corrugated cardboard, are		
		Know about a range of fresh and processed		stronger in one direction than the other		
				* How tabs can be used to increase the surface		
		ingredients appropriate for their product, and		area of materials for glueing		
		whether they are grown, reared or caught.				
		Know and use relevant technical and sensory		Develop and use knowledge of nets of		
		vocabulary appropriately.		cubes and cuboids and, where		
				appropriate, more complex 3D shapes.		
				• Know and use technical vocabulary		
				relevant to the project.		

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Eagles A	Where in the world is Nigeria and	What happened to the Ancient	The USA – the same or different?	<u>Victorians</u>	Why did the world go to war?	Why do people travel?
	what is it like to live there?	Kingdom of Benin?	art		art	
	art			Textiles: stuffed toys	•	knowledge The children will know:
		Structures: Playground				children will know:
		Design, make and evaluate		Making and designing a toy		
		playground featuring a				Mechanisms: mechanical cars
		variety of different		in a style to a Victorian		
				bear		Making and designing
		structures		Kapow Yr5: Textiles stuffed toys		
		Kapow Yr 6: playgrounds				mechanical cars that use
						different methods of
						movement.
						Kapow Yr4: mechanical
						systems/mechanical cars
		Pupils who are secure will be able to:		Pupils who are secure will be able to:		-
		Create five apparatus designs,		Design a stuffed toy,		
		applying the design criteria to		considering the main		
		their work.		component shapes of their		
		 Make suitable changes to their work after peer evaluation. 		toy. • Create an appropriate		
		Make roughly three different		template for their stuffed toy.		
		structures from their plans		Join two pieces of fabric using		
		using the materials available.		a blanket stitch.		
		 Complete their structures, improving the quality of their 		 Neatly cut out their fabric. Use appliqué or decorative 		
		rough versions and applying		stitching to decorate the front		
		some cladding to a few areas.		of their stuffed toy.		
		Secure their apparatus to a		Use blanket stitch to assemble		
		 base. Make a range of landscape 		their stuffed toy, repairing when needed.		
		features using a variety of		Identify what worked well and		
		materials which will enhance		areas for improvement.		
		their apparatus.				
Footoo D	Miles word the Afferrage 2	M/hy ave the North and Courth and an	Were the Vikings really vicious?	Milest makes and Fauth and 2	Why is Landon on insurant sit 2	How has space travel changed?
Eagles B	Who were the Mayans?	Why are the North and South poles so important?	were the vikings really vicious? art	What makes our Earth angry?	Why is London an important city?	art
	Cooking and developing	<u>art</u>	<u>art</u>	Structures: Bridges	Mechanisms, Gears and	art
	a recipe: Developing a			Designing and creating a	pulleys: Eco-bike	
				functional bridge that could		
	Mexican Chilli			withstand an earthquake.	and pulley systems and	
	Design, make and evaluate					
	a Mexican chilli			Kapow Yr5: structures bridges	exploring their uses.	
	a Wextean enim				Kapow Yr5: Gears and pulleys	
	Kapow Yr5: developing a recipe					
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Pupils who are secure will be able to: Describe the process of beef production. Research a traditional recipe and make changes to it. Add nutritional value to a recipe by selecting ingredients. Prepare and cook a version of chilli sauce.				Pupils who are secure will be able to: Give examples of machines that use gears and/or pulleys. Describe how gears and pulleys work and their purpose. Design and make a gear and pulley system. Write a problem statement. Write questions for market research, provide feedback and research market competitors. Write and use a design brief to guide design. Evaluate a product against a set of design criteria, provide useful feedback and incorporate changes. Draw and annotate an ecogadget bike design.	
Eagles C What did the Egyptians teach us today? art	Electrical systems: lighthouse Design, make and evaluate a lighthouse, with a simple switch and light. Kapow - electrical systems: torches	What was life like in Ancient Greece? art	Knowledge The children will know: Food: sustainable tropical plant based smoothie Design, make and evaluate a tropical, plant based, sustainable smoothie D&T association resource: none available DMC Resource: year 4 bone builder drinks Booklet available in D&T folder NC - Cooking and Nurtition Across KS2 pupils should know that a recipe can be adapted a by adding or substituting one or more ingredients that food is grown, reared and caught in the UK, Europe and the wider world In late KS2 pupils should also know: that seasons may affect the food available how food is processed into ingredients that can be eaten or used in cooking Across KS2 pupils should know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking In late KS2 pupils should also know: that recipes can be adapted to change the appearance, laste fexture and arome	Why do we need to look after the planet? art	Why are the Tudors remembered today? Textiles: book-sleeves Making and designing book sleeves Kapow Yr5: textiles – fastenings

Depth who are secure will be able to: Depth who are secure will be able to:		that different food and drink contain different		
Fugility who are secure will be able to: Internity we secretary introduces and the second of the				
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	 Pupils discuss how key events and individuals have helped shape the world through design. Pupils know how much their product costs to make and how sustainable and innovative it is 	

Areas of study distribution map

	autumn	spring	summer
Y1	Mechanisms Wheels and axels	Food Preparing fruit and veg	Mechanisms Sliders and levers
Y2	Structures Freestanding structures	Food biscuits	Textiles Puppet or bag
Y3	Food Bread product	Structures Shell structures - packaging	Textiles Purse or wallet
Y4	Electrical Torch	Mechanisms Lever toy	Food Pasties and pies
Y5	Mechanisms Cam toy	Mechanisms Powered vehicle	Structures Frame structure

Y 6	Food Tropiucal	Textiles Celtic	Electrical
	smoothie	clothing	Crumble behiucle

To Do

Cross reference topic packs

Link to booklets

Ensure progression in food tech

Drawing progression

Skills progression

Transfer changes to topic packs

Download and file useful DTA resources

Audit and purchase tools and consumables

Staff meeting

What to do about evidencing – where to keep booklets

Audit cookery equipment