



DT Curriculum

DT Overview

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Where does food come from?  Cooking and Nutrition What does healthy eating look like?		Outdoor Shelters  Design, Make and Evaluate What is the purpose of your shelter? Which materials will you select? How will you make your structure?		Beach Bags  Design, Make and Evaluate What will your bag need to carry? What will you put on your design? How will you carry your bag? How will it fasten?	
Year 4	Egyptian Shaduf  Design, Make and Evaluate How did the Egyptians take clean water from the Nile?		Labyrinth/ Greek Food  Design, Make and Evaluate Cooking and Nutrition What was the purpose of a labyrinth?		Roman Draw String Bag/ Roman coins  Design, Make and Evaluate Where do you keep your money?	
Year 5	Saxon Shields  Design, Make and Evaluate What were the reasons behind shield designs?		Volcanic Eruptions/ Roman Bread  Design, Make and Evaluate Cooking and Nutrition How can we incorporate a pneumatic mechanism into our design?		Brunel's Bridges  Design, Make and Evaluate How can we take inspiration from others?	
Year 6	Electrical Systems  Design, Make and Evaluate How could we create a circuit to power a lighthouse from a sustainable power source?		Investigate Architecture/ Mayan Food  Design, Make and Evaluate Cooking and Nutrition How does the structure of a Mayan temple link to the Mayan religion? What did the Maya eat? Where can these items/dishes be found today?		Sandals  Design, make and Evaluate What factors would an Ancient Greek sandal designer have to consider?	

Year 3

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Where does food come from? 		Outdoor Shelters 		Beach Bags 	
Suggested Content and Outcome	What does healthy eating look like? How do we make a balanced meal? What are local ingredients? To develop a love of cooking and apply the principles of nutrition.		What is the purpose of your shelter? Which materials will you select? How will you make your structure? To create a shelter that can support itself and protect from the elements.		What will your bag need to carry? What will you put on your design? How will you carry your bag? How will it fasten? To create a functional bag in accordance with the given criteria and apply their knowledge to evaluate based on function and aesthetic qualities.	
Key Vocab	Nutrition, healthy, balanced, local ingredients		Design, Make, Evaluate, Technical Knowledge, Cutting, shaping, joining, finishing, materials, components, construction		Cutting, shaping, joining, finishing, materials, components, construction, textiles, function, aesthetic qualities.	
National Curriculum Programme of Study						
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.		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.	
Make			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		Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	
Evaluate			Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		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	
Technical Knowledge	Understanding where food comes from. To understand and apply the principles of nutrition and know how to cook.		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Understand and use mechanical systems in their products.	
Cooking and nutrition	Understand and apply the principles of a healthy and varied diet.					

Year 4

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Egyptian Shaduf 		Labyrinth/ Greek Food 		Roman Draw String Bag/ Roman coins 	
Suggested Content and Outcome	<p>How did the Egyptians take clean water from the Nile?</p> <p>To design, model and make a Shaduf</p>		<p>What is the purpose of a labyrinth? What will you need to create your labyrinth? Work out how many pieces of each length of barrier you will need.</p>		<p>Where do you keep your money? What do you keep it in? What is it like?</p> <p>Design and make a simple Roman coin purse using a series of simple steps.</p>	
			<p>What key ingredients will you need to make a flatbread? Could you add a modern twist to it? What tools or equipment will you need?</p>		<p>How do you think you could make a purse like this? How will your embroidery look? How could I improve the design?</p> <p>Design a Roman coin.</p>	
Key Vocab	Design, Make, Evaluate, Technical Knowledge.		Design, Make, Evaluate, Technical Knowledge. Cutting, shaping, joining, finishing, materials, components, construction		Design, Make, Evaluate, Technical Knowledge.	
National Curriculum Programme of Study						
Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria.		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.		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.	
Make	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.		Select from and use a wider range of tools and equipment to perform practical tasks.		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	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Technical Knowledge	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].		Build structures, exploring how they can be made stronger, stiffer and more stable.			
Cooking and nutrition			Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			

Year 5

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Saxon Shields 		Volcanic Eruptions/ Roman Bread  		Brunel's Bridges 	
Suggested Content and Outcome	What were the reasons behind shield designs? Design and create shield to a specific criteria.		How can we improve our designs? Create a working model volcano.		How can we overcome challenges in the design process? How can we take inspiration from others?	
			Make Roman Spelt bread		Create a bridge using a range of resources inspired by Brunel.	
Key Vocab	Evaluate, Prototype. Designs. Exploded diagram		Pneumatic, air pressure, vent, mechanism, model, cross section		Create, test, modify and store instructions to control events, e.g., enter and store instructions	
National Curriculum Programme of Study						
Design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.		Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.	
Make	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.		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.		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	Understand how key events and individuals in design and technology have helped shape the world.		Investigate and analyse a range of existing products.		Understand how key events and individuals in design and technology have helped shape the world.	
Technical Knowledge			Learn techniques for making simple pneumatic systems.		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Cooking and nutrition			Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.			

Year 6

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Electrical Systems 		Investigate Architecture/ Mayan Food 		Sandals 	
Suggested Content	<p>How could we create a circuit to power a lighthouse from a sustainable power source?</p> <p>Create a working circuit that uses hydropower (a dynamo which produces current from the flow of water) and fit it inside lighthouse housing.</p>		<p>How does the structure of a Mayan temple link to the Mayan religion?</p> <p>Construct a prototype of a Mayan temple, considering the shape, structure and joints used.</p> <p>What did the Maya eat? Where can these items/dishes be found today? Research Maya food, and make and cook tortillas.</p>		<p>What factors would an Ancient Greek sandal designer have to consider?</p> <p>Create Ancient Greek sandals that fit and are durable.</p>	
Key Vocab	Evaluate, Analyse, Critique, Reinforce, Strengthen, Triangular		Construct, Structure, Model Prototype, Joint, Mitre, Savoury, Knead, Nutrition		Sole, Upper, Insole, Heel, Materials Construction	
National Curriculum Programme of Study						
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		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.		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.	
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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.		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	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Cooking and nutrition			Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.			

