St Andrew's D&T Curriculum

All projects will include the following steps: Design, make and evaluate. Key technical skills are indicated in red. Food in green.

Year A	**Autumn** **From Land's End to John O'Groats** ***What does it mean to be British?***	**Spring** **To the Edge of the World** ***What does it mean to have courage?***	**Summer** **All Things Bright and Beautiful** ***Why is it important to look after our world?***
Year 1&2	**Evaluating** **Bridges** **Evaluating, existing products** **Own ideas and products** *Talk about design ideas. Make simple judgments about bridges and their designs. Linked to Tamar Bridge and Prince of Wales Bridge, make models and draw designs* **Cooking and Nutrition** **Food – create a 'Great British Feast'.** **Where food comes from** *All food comes from plants or animals.* *Food has to be farmed, grown or caught*	**Designing** **Expedition transport** **Understand contexts, users and purposes** *Work confidently within a range of contexts, such as imaginary and story based. Design a sled/cart and explain how the product will be suitable for the intended user and terrain. Use design criteria to help develop their ideas.* **Generating, developing, modelling and communicating ideas** *Generate ideas from personal experiences. Evaluate existing products (sleds/carts) for different terrain. Draw and talk about ideas and materials. Make models. Use computer technology to communicate their ideas.*	**Making** **Explore bird feeders and design, build and evaluate children's own bird feeder** **Evaluate** **Evaluate existing products and evaluate own ideas and designs against design criteria** **Making, Planning & practical skills** *Select from a range of tools and equipment. Select from a range of materials and components according to their characteristics. Follow procedures for safety and hygiene. Use a range of materials and components. Measure, mark out, cut and shape materials and their components. Assemble, join and combine materials and components. Use finishing techniques, including those from art & design.* *Evaluate, cutting, joining finishing* *select from and use a wide range of materials and components*
Year B	**Autumn** **Where we Live** ***What does it mean to belong to a diverse community?***	**Spring** **Changing homes, changing times.** ***How can I become an agent of change?***	**Summer** **On the Farm** ***Where does our food come from and how can we make sure there's enough for everyone?***
Year 1&2	**Technical Knowledge** **Christmas linked DT- Levers and sliders in Christmas cards** **Making products work** *Learn about the simple working characteristics of materials and components. The movement of simple mechanisms such as leavers and sliders, wheels and axles. How freestanding structures can be made stronger and more stable.* **Food preparation, cooking and nutrition** **Plymouth's diverse diet** *Name and sort foods into the 5 groups in the Eatwell guide. That everyone should eat 5 portions of fruit and veg a day. How to prepare simple dishes, safely and hygienically without using a heat source. How to use techniques such as peeling, cutting & grating. Discuss where food comes from.*	**Design, make, evaluate** **Repurposing our rubbish. Designing and making a product from unwanted items.** *Talk about design ideas. Make simple judgments about products and their designs* *Cutting, joining finishing* *select from and use a wide range of materials and components*	**Making** **Cooking and nutrition** **Design and make a healthy sandwich using some home grown produce.** **Where food comes from** *-All food comes from plants or animals.* *Food has to be farmed, grown or caught*

Each D&T project in KS1 and KS2 includes Investigative and Evaluative Activities (IEAs), Focused Tasks (FTs) and a Design, Make and Evaluate Assignment (DMEA)

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Year A	**People on the Move** ***Why did people go on journeys?*** ***What does migration look like in modern times?***	**Spring** **Children of the World** ***How do different people live around the world?*** ***Why is diversity important?***	**Summer** **Our Strength Within** ***How do people adapt to challenges?***
Year 3&4	**Design, Make & Evaluate** **D.T: Settlements and building shelters. Developing, planning (2 x different view sections) and making. Working with tools and equipment (*Cutting, joining, finishing)*. Measure, tape, pin or cut, and join fabric. Evaluating during and after design.**	**Technical Knowledge** **Design, Make & Evaluate** Electrical circuits - design, make and evaluate a nightlight for another child	**Food preparation, Cooking and nutrition** **D.T:** WW2 recipes. Cooking linked to rations. Design and make a wartime stew using seasonal produce, if possible grown in the school grounds. Taste the basic recipe and improve using own ingredients (pool rations!) Linked to Designing Dig for Victory Gardens before planting. **- use a range of cooking techniques** How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. A healthy diet is made up of a balance of different food & drink. To understand that to be healthy, food and drink are needed to provide energy for the body. *Evaluate, design, make,evaluate. Handle tools safely when peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.* Food is grown, reared and caught in the UK, Europe and wider world. *Handle tools safely, food hygiene*
Year B	**Back to the Stone Age!** ***Why is it important to be resilient?***	**Roman Invaders!** ***What is Legacy? How do we see the Roman legacy today?***	**From the Moor to the Sea** ***How does learning about our local area affect how we protect it for the future?***
Year 3&4	**Design, Make & Evaluate:Stone Age tool / weapon construction. Developing, planning and making . Working with tools and equipment (*Cutting, joining, finishing)*. Learning techniques for papier mache. Evaluating during and after design.**	Technical Knowledge Levers and mechanisms - Catapults	**Design, Make & Evaluate** Design, make and evaluate and a moving picture using the local area for inspiration. E.g Boat moving, horse/sheep moving on the more. See projects on a page Mechanisms: Levers and Linkages

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Year A	**Autumn** **The Power of Propaganda** *How does the media impact/influence society?*	**Spring** **Echoes of Destruction** *What is the environmental impact of mankind?*	**Summer** **Citius, Altius, Fortius** *What will be your legacy?*
Year 5&6	**Evaluate** Analyse current billboard and promotion **technology** Using work from propaganda posters in Art, use micro bits to generate WW2 electronic public service messages. **Cooking and nutrition** Recipes can be adapted to change the appearance, taste, texture and aroma. All different food and drink contain different substances, nutrients, water and fibre, that are needed for health. **Cooking:** Ration based recipes	**Design, make and evaluate:** Build an irrigation system to capture rainwater to water plants (Science unit) using recyclable materials. **Link to Science:** Add a filtration section in preparation for the Summer terms materials and properties unit. **Link to Maths:** collect water and chart mm collected over each week / month. (filtration from beach pebbles, sand; materials from old guttering) **Technical Knowledge** Moving toy made from recycled materials	**Design, Make and Evaluate** **Design, make and evaluate** the construction of a scale model using the acropolis for inspiration. The model should reflect their vision for Plymouth. **Cooking and Nutrition** How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. *Evaluate, design, make,evaluate. Handle tools safely when peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.* **Cooking:** Greek food festival (Instructions and promotion materials) Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
Year B	**Autumn** **A single thread does not make a cloth** ***How is our culture enriched by diversity?***	**Spring** **The Winds of Change…** *What Can We Learn From Our Ancestors?*	**Summer** **All Aboard!** *Is progress always positive?*
Year 5&6	**Design, make and evaluate:** Traditional West African Textiles **Cooking and nutrition** Food is grown, reared and caught in the UK, Europe and the wider world. Know that seasons may affect the food available. How food is processed into ingredients that can be eaten or used in cooking **Cooking:** West African traditional dish.	**No DT**	**Technical Knowledge** Design locomotives using technology: Explore and use gears, pulleys, cams and levers. **Design, make and evaluate** **Cooking:**Make and evaluate pasties-Victorian link-(according to nutritional value as well as taste, texture and appearance)

Food is grown, reared and caught in the UK, Europe and wider world.
Upper KS2 Know that seasons may affect the food available. How food is processed into ingredients that can be eaten or used in cooking.

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