



## DESIGN TECHNOLOGY/COOKING AND NUTRITION COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 2

Intent: Providing and develop a creative Cooking and Nutrition curriculum which encourages active engagement in learning, equipping pupils with skills to facilitate independence within the kitchen and an understanding of good nutrition.

|        |   | Cycle A (2025-2026)                                                                                                                                                                                                              | Cycle B (2026-2027)                                                                                                                                                                                                                   | Cycle C (2027-2028)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Cycle D (2028-2029)                                                                                                                                                                                                             | Running throughout each cycle                                                                                                                                                |
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| Autumn | 1 | <p><b>Theme – Europe<br/>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>Understand and apply the principles of a healthy and varied diet.</p> | <p><b>Theme – Going Green<br/>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>Understand and apply the principles of a healthy and varied diet.</p> | <p><b>Theme - Maps<br/>Design Technology</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• <b>DESIGN:</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</li> <li>• <b>MAKE:</b> Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</li> <li>• <b>EVALUATE:</b> investigate and analyse a range of existing products</li> </ul> | <p><b>Theme – Water<br/>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>Understand and apply the principles of a healthy and varied diet.</p> | <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> |
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|  | 2 | <p>Theme – Victorian Britain<br/> <b>Design Technology</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• <b>DESIGN:</b> Generate, develop, model and communicate their ideas through discussion, notated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li> <li>• <b>MAKE:</b> 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> <li>• <b>EVALUATE:</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> | <p>Theme – Stone Age to Iron Age<br/> <b>Design Technology</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• Understand and use the mechanical systems in their products (e.g. gears, pulleys, cams, leaver and linkages)</li> </ul> | <p>Theme – Our Local History<br/> <b>Cooking &amp; Nutrition</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> </ul> | <p>Theme – Anglo Saxons<br/> <b>Design Technology</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• <b>DESIGN:</b> Generate, develop, model and communicate their ideas through discussion, notated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li> <li>• <b>MAKE:</b> 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> <li>• <b>EVALUATE:</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> |  |
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| Spring | 1 | <p>Theme – Volcanoes and Earthquakes<br/><b>Design Technology</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Build a structure and apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul> | <p>Theme – The United Kingdom<br/><b>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> </ul>                                                                                                                                       | <p>Theme – Our World<br/><b>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>                                                                                                    | <p>Theme – North and South America<br/><b>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>                                                                                                                                                                                                                                                                                                                    |  |
|        | 2 | <p>Theme – Ancient Greece<br/><b>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>                        | <p>Theme – Mayan Civilisation<br/><b>Design Technology</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Build a structure and apply their understanding of how to strengthen, stiffen and reinforce more complex structures and apply their understanding of computing to program, monitor and control their product.</li> </ul> | <p>Theme – Vikings<br/><b>Design Technology</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Build a structure and apply their understanding of how to strengthen, stiffen and reinforce more complex structures and apply their understanding of computing to program, monitor and control their product.</li> </ul> | <p>Theme – Roman Empire (Britain)<br/><b>Design Technology</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li><b>DESIGN:</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</li> <li><b>MAKE:</b> Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</li> <li><b>EVALUATE:</b> investigate and analyse a range of existing products</li> </ul> |  |

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| Summer | 1 | <p><b>Theme – Where We Live</b><br/><b>Design Technology</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• <b>DESIGN:</b> Generate, develop, model and communicate their ideas through discussion, notated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li> <li>• <b>MAKE:</b> 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> <li>• <b>EVALUATE:</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> | <p><b>Theme – What's the Difference?</b><br/><b>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> | <p><b>Theme – Land</b><br/><b>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> | <p><b>Theme – Settlements</b><br/><b>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> |  |
|        | 2 | <p><b>Theme – Ancient China</b><br/><b>Cooking &amp; Nutrition</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• Understand seasonality</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Theme – Ancient Egypt</b><br/><b>Design Technology</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• <b>DESIGN:</b> Use research</li> </ul>                                                                                                    | <p><b>Theme – The Battle of Britain</b><br/><b>Design Technology</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• <b>DESIGN:</b> Use research</li> </ul>                                                                          | <p><b>Theme – Changes in Social History</b><br/><b>Design Technology</b></p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>• To understand and</li> </ul>                                                                                       |  |

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|  |  | and know where and how a variety of ingredients are grown, reared, caught and processed. | <p>and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</p> <ul style="list-style-type: none"> <li>• <b>MAKE:</b> Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</li> <li>• <b>EVALUATE:</b> investigate and analyse a range of existing products</li> </ul> | <p>and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</p> <ul style="list-style-type: none"> <li>• <b>MAKE:</b> Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)</li> <li>• <b>EVALUATE:</b> investigate and analyse a range of existing products</li> </ul> | <p>use electrical systems in their products (e.g. series circuits, incorporating switches, bulbs, buzzers and motors)</p> <ul style="list-style-type: none"> <li>• Apply their understanding of computing to program, monitor and control their products.</li> </ul> |  |
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**Thematic curriculum to be delivered at 3 differentiated developmental levels to include all pupils in class group.**