



Brookside Primary School

BROOKSIDE DESIGN TECHNOLOGY CURRICULUM 2022-2024

Supported by Kapow Primary

| BROOKSIDE DESIGN TECHNOLOGY CURRICULUM | | | | | | |
|--|--|---|---|---|---|---|
| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| YEAR 1 | <u>Structures</u> Windmills KS1: 1, 2, 3, 4, 5, 6, 7, 8 | | <u>Textiles</u> Puppets KS1: 1, 2, 3, 4, 6 | <u>Stand Alone DT Day</u> <u>Mechanisms</u> Making a Moving Story (1) KS1: 1, 2, 3, 4, 5, 6, 8 | <u>Cooking and Nutrition</u> Fruit and vegetables KS1: 3, 4, 5, 9, 10 | |
| YEAR 2 | <u>Stand Alone DT Day</u> <u>Cooking and Nutrition</u> A balanced diet (1) KS1: 4, 5, 9, 10 | <u>Structures</u> Making a chair KS1: 1, 2, 3, 4, 6, 7 | | <u>Mechanisms</u> Making a Moving Monster KS1: 1, 2, 3, 4, 5, 6, 8 | | <u>Mechanisms</u> Fairground Wheel KS1: 1, 2, 3, 4, 5, 6, 7, 8 |
| YEAR 3 | <u>Electrical Systems</u> Electric Charm KS2: 1, 2, 3, 4, 6, 7, 11 | <u>Stand Alone DT Day</u> <u>Mechanical Systems</u> Pneumatic Toys (1 and 2) KS2: 1, 2, 3, 4, 5, 6, 7, 9 | <u>Cooking and Nutrition</u> Eating Seasonally KS2: 1, 4, 12, 13, 14 | | <u>Structures</u> Castles KS2: 1, 2, 3, 4, 5, 6, 8 | <u>Stand Alone DT Day</u> <u>Textiles</u> Cross Stitch & Applique (1) KS2: 1, 2, 3, 4, 6 |
| YEAR 4 | | <u>Electrical Systems</u> Torches KS2: 1, 2, 3, 4, 5, 6, 7, 10 | <u>Stand Alone DT Day</u> <u>Cooking and Nutrition</u> Adapting a Recipe (1) KS2: 1, 4, 5, 6, 12, 13, 14 | <u>Mechanical Systems</u> Sling-Shot Car KS2: 1, 2, 3, 4, 5, 6, 7, 9 | <u>Stand Alone DT Day</u> <u>Textiles</u> Fastenings (1) KS2: 1, 2, 3, 4, 5, 6 | <u>Structures</u> Pavilions KS2: 1, 2, 3, 4, 5, 6, 8 |
| YEAR 5 | <u>Electrical Systems</u> Doodlers KS2: 1, 3, 5, 6, 8, 10 | | <u>Mechanical Systems</u> Making a Pop-Up Book KS2: 1, 2, 3, 4, 5, 6, 9 | | <u>Cooking and Nutrition</u> What could be healthier? KS2: 1, 2, 4, 7, 12, 13, 14 | |
| YEAR 6 | | <u>Textiles</u> Waistcoats KS2: 1, 2, 3, 4, 5, 6 | | <u>Structures</u> Playgrounds KS2: 1, 2, 3, 4, 5, 6, 8 | | <u>Digital World</u> Navigating the World KS2: 1, 2, 3, 6, 11 |



Key Stage One DESIGN TECHNOLOGY Objectives

When designing and making, pupils should be taught to:

Design

1. design purposeful, functional, appealing products for themselves and other users based on design criteria
2. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

3. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
4. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

5. explore and evaluate a range of existing products
6. evaluate their ideas and products against design criteria

Technical knowledge

7. build structures, exploring how they can be made stronger, stiffer and more stable
8. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

9. use the basic principles of a healthy and varied diet to prepare dishes
10. understand where food comes from.



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Key Stage Two DESIGN TECHNOLOGY Objectives

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 designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

1. 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
2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

3. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
4. 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

5. investigate and analyse a range of existing products
6. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
7. understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

8. apply their understanding of how to strengthen, stiffen and reinforce more complex structures
9. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]



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10. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
11. apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

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Pupils should be taught to:

12. understand and apply the principles of a healthy and varied diet
13. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
14. understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed