



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
KS1	Y1 Africa	My town. My school. My road.	United Kingdom	Toys	Paws, Claws and Whiskers	Kenya	Seaside Holidays!	
		National Curriculum (All Projects)						
		Design <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 			Make <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 		Evaluate <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	
		National Curriculum (Project Specific)						
		<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from 		<ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 		<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 		
Knowledge and Understanding: End Point Assessment								
<ul style="list-style-type: none"> Know that all food comes from plants and animals Know that you should eat five portions of F&V a day and know the names of some of the foods (vocabulary) Know how to prepare a simple dish from a set of ingredients with support 		<ul style="list-style-type: none"> Know how materials can be joined by fixing Know about the movement of simple mechanisms such as levers and sliders Know about simple working characteristics of materials and components and begin to understand why they are used (i.e. wood can be used to make tables and chairs because ...) 		<ul style="list-style-type: none"> Understand how simple 3-D textile products are made, using a template Understand how to join fabrics using different techniques e.g. gluing, stapling 				



		Fighting Fit!	Around the World	Fire, Fire!	Land Ahoy!	Nightingale and Seacole	Go Wild!
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		Knowledge and Understanding: End Point Assessment					
Y2	UK, Australasia and Oceania	<ul style="list-style-type: none"> Know that all food can be farmed, grown or caught Know that there are 5 food groups and be able to correctly sort some foods into the groups Know the names of different equipment and foods (vocabulary) Know how to prepare simple dishes from a set of ingredients safely and hygienically 			<ul style="list-style-type: none"> Know how to make freestanding structures stronger, stiffer and more stable Know about the movements and uses of wheels, axles and axle holders and know how to make a product using them Know and use technical vocabulary relevant to the project Know and be able to explain why certain materials are used for certain objects (e.g, wellies are made from rubber because they are waterproof) 		<ul style="list-style-type: none"> Understand how to join material together using a basic running stitch Understand the importance of using hand tools safely and know how to do so (needles) Understand how simple 3D textile products are made following a WAGOLL to create their own



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
LKS2	Y3 Europe	Tribal Tales		Mountains, Volcanoes and Natural Disasters	Plants of the World	Espana	Gods and Mortals		
		National Curriculum (All Projects)							
		Design <ul style="list-style-type: none"> 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 			Make <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <ul style="list-style-type: none"> 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 		
		National Curriculum (Project Specific)							
		<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 		<ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products 					<ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
		Knowledge and Understanding: End Point Assessment							
<ul style="list-style-type: none"> Begin to understand that food comes from UK, Europe and wider world and know that food is grown, reared and caught Know that a healthy diet is made from a variety and balance of different foods & drink Know that food and drink are needed to provide energy and that different dishes are comprised of multiple food groups 		<ul style="list-style-type: none"> Understand that materials have both functional properties and aesthetic qualities Know how pneumatics work and know how to create a product that moves using this technique Understand how their modifications can strengthen their product and make it function better or have better aesthetic 				<ul style="list-style-type: none"> Know about different traditional Greek dishes and have tasted some of these 	<ul style="list-style-type: none"> Understand how to join material together using a basting stitch, running stitch or over stitch Know how to use hand tools with accuracy (needles) Understand how use finishing techniques to add detail to their created design 		



		Tribal Tales	Electricity	Water World	Romans	India	The Sound of Music
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National Curriculum (Project Specific)							
Y4 Asia		<ul style="list-style-type: none"> 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 				<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<ul style="list-style-type: none"> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
	Knowledge and Understanding: End Point Assessment						
		<ul style="list-style-type: none"> Know how simple electrical circuits and components can be used to create functional products Know mechanical and electrical systems have an input, process and output Understand that all parts in their circuit need to function for their product to work 				<ul style="list-style-type: none"> Know that food is imported from the UK, Europe and wider world and understand that this is integral to the food we eat at home Know about different traditional Indian dishes and have tasted some of these Understand the importance of food and drink for active, healthy bodies 	<ul style="list-style-type: none"> Understand the difference between loose pivots and fixed pivots Know how to use a lever mechanism Know how to independently modify their design to be a better functioning product Know how to create a sturdy shell structure with a purpose



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
UKS2	Y5 North America	Anglo-Saxons	Vikings	Extreme Environments	The Ancient Maya	Natural Resources	Star Gazers	
		National Curriculum (All Projects)						
		Design <ul style="list-style-type: none"> 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 			Make <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <ul style="list-style-type: none"> 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 	
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Knowledge and Understanding: End Point Assessment								
<ul style="list-style-type: none"> Know and understand that seasons can affect the food available Understand that a dish is comprised of multiple elements Know that different substances/ingredients in food/drink are needed for health Understand and model safe practice in the kitchen and around hazards 	<ul style="list-style-type: none"> Understand how linkages and pulleys are created to create movement Understand that mechanical systems have an input, process and an output Understand how pulleys can be used to speed up and slow down movement Know how to create a shell structure without a net template 					<ul style="list-style-type: none"> Understand the different structures of bags and what makes them different Know how to produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics Understand how fabrics can be strengthened, stiffened and reinforced where appropriate 		



	Life in Tudor Times	Heart Beaters	Brazil, Biomes and Urbanisation	Crime and Punishment	Global Trade
Y6 South America	National Curriculum (All Projects)				
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Knowledge and Understanding: End Point Assessment					
	<ul style="list-style-type: none"> Know that a recipe can be adapted by adding or substituting one or more ingredients Know that foods are broken down into macronutrients and our bodies need a balance of all 3 Know where to find the nutritional value on food packaging and know the amounts an adult and child should consume 			<ul style="list-style-type: none"> Understand how gears are used to control speed of movement Know how to create an electrical mechanism with a motor Know how to use gears and pulleys to make their product move and change speed Know how to plan their design using ICT and control their product using a computer Know how to join materials safely using construction materials 	