



# HEYHOUSES C.E. PRIMARY SCHOOL DESIGN TECHNOLOGY CURRICULUM





**At Heyhouses we aspire to be all that God has created us to be.**

*'I can do all thing through Christ who strengthens me.'* Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

**— Firm Foundations — Ambitious Learning — Flourishing for life —**

# Curriculum Intent



Our Design and Technology scheme of work (Kapow) aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others.

We aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Our curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. EYFS (Reception) units provide opportunities for pupils to work towards the Development Matters statements and the Early Learning Goals.

Our curriculum has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils return to the key strands again and again during their time in primary school.
- ✓ Increasing depth: Each time the key strand is revisited it is covered with greater complexity.
- ✓ Prior knowledge: Upon returning to each key strand, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Through our curriculum we intend to inspire children and young people to create, experience, and participate in great arts and culture throughout their school journey.



# Curriculum Map

Reception Design Technology	
Structures	Textiles
Junk Modelling Boats	Bookmarks

Structures: Constructing a windmill			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Making verbal plans and material choices.</li> <li>Developing a junk model.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Designing a junk model boat.</li> <li>Using knowledge from exploration to inform design.</li> </ul>	<ul style="list-style-type: none"> <li>Improving fine motor/scissor skills with a variety of materials.</li> <li>Joining materials in a variety of ways (temporary and permanent).</li> <li>Joining different materials together.</li> <li>Describing their junk model, and how they intend to put it together.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Making a boat that floats and is waterproof, considering material choices.</li> </ul>	<ul style="list-style-type: none"> <li>Giving a verbal evaluation of their own and others' junk models with adult support.</li> <li>Checking to see if their model matches their plan.</li> <li>Considering what they would do differently if they were to do it again.</li> <li>Describing their favourite and least favourite part of their model.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Making predictions about, and evaluating different materials to see if they are waterproof.</li> <li>Making predictions about, and evaluating existing boats to see which floats best.</li> <li>Testing their design and reflecting on what could have been done differently.</li> <li>Investigating the how the shapes and structure of a boat affect the way it moves.</li> </ul>
Knowledge	<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>To know there are a range to different materials that can be used to make a model and that they are all slightly different.</li> <li>Making simple suggestions to fix their junk model.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To know that 'waterproof' materials are those which do not absorb water.</li> </ul>		<p><b>Additional</b></p> <ul style="list-style-type: none"> <li>To know that some objects float and others sink.</li> <li>To know the different parts of a boat.</li> </ul>

# Curriculum Map



Structures: Constructing a windmill				
<b>Skills</b>	<b>Design</b>		<b>Make</b>	<b>Evaluate</b>
	<ul style="list-style-type: none"> <li>• Designing a castle with key features to appeal to a specific person/purpose.</li> <li>• Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.</li> <li>• Designing and/or decorating a castle tower on CAD software.</li> </ul>		<ul style="list-style-type: none"> <li>• Constructing a range of 3D geometric shapes using nets.</li> <li>• Creating special features for individual designs.</li> <li>• Making facades from a range of recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.</li> <li>• Suggesting points for modification of the individual designs.</li> </ul>
<b>Knowledge</b>	<b>Technical</b>		<b>Additional</b>	
	<ul style="list-style-type: none"> <li>• To understand that wide and flat based objects are more stable.</li> <li>• To understand the importance of strength and stiffness in structures.</li> </ul>		<ul style="list-style-type: none"> <li>• To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose.</li> <li>• To know that a façade is the front of a structure.</li> <li>• To understand that a castle needed to be strong and stable to withstand enemy attack.</li> <li>• To know that a paper net is a flat 2D shape that can become a 3D shape once assembled.</li> <li>• To know that a design specification is a list of success criteria for a product.</li> </ul>	

# Curriculum Map



Year 1 Design Technology			
Mechanisms/ Mechanical Systems	Textiles	Cooking and nutrition	Structures
Making a moving story book <i>Wheels and axels</i>	Puppets	Smoothies	Constructing a windmill

Mechanisms/Mechanical Systems: Making a moving story book <i>Wheels and axels</i>			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Explaining how to adapt mechanisms, using bridges or guides to control the movement.</li> <li>Designing a moving story book for a given audience.</li> </ul> <hr/> <ul style="list-style-type: none"> <li><i>Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move.</i></li> <li><i>Creating clearly labelled drawings that illustrate movement.</i></li> </ul>	<ul style="list-style-type: none"> <li>Following a design to create moving models that use levers and sliders.</li> </ul> <hr/> <ul style="list-style-type: none"> <li><i>Adapting mechanisms, when:</i> <ul style="list-style-type: none"> <li><i>they do not work as they should.</i></li> <li><i>to fit their vehicle design.</i></li> <li><i>to improve how they work after testing their vehicle.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed.</li> <li>Reviewing the success of a product by testing it with its intended audience.</li> </ul> <hr/> <ul style="list-style-type: none"> <li><i>Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.</i></li> </ul>
Knowledge	<p style="text-align: center;"><b>Technical</b></p> <ul style="list-style-type: none"> <li>To know that a mechanism is the parts of an object that move together.</li> <li>To know that a slider mechanism moves an object from side to side.</li> <li>To know that a slider mechanism has a slider, slots, guides and an object.</li> <li>To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.</li> </ul> <hr/> <ul style="list-style-type: none"> <li><i>To know that wheels need to be round to rotate and move.</i></li> <li><i>To understand that for a wheel to move it must be attached to a rotating axle.</i></li> <li><i>To know that an axle moves within an axle holder which is fixed to the vehicle or toy.</i></li> <li><i>To know that the frame of a vehicle (chassis) needs to be balanced.</i></li> </ul>		<p style="text-align: center;"><b>Additional</b></p> <ul style="list-style-type: none"> <li>To know that in Design and technology we call a plan a 'design'</li> </ul> <hr/> <ul style="list-style-type: none"> <li><i>To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles.</i></li> </ul>

# Curriculum Map



Structures: Constructing a windmill			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>• Learning the importance of a clear design criteria.</li> <li>• Including individual preferences and requirements in a design.</li> </ul>	<ul style="list-style-type: none"> <li>• Making stable structures from card.</li> <li>• Following instructions to cut and assemble the supporting structure of a windmill.</li> <li>• Making functioning turbines and axles which are assembled into a main supporting structure.</li> <li>• Finding the middle of an object.</li> <li>• Puncturing holes.</li> <li>• Adding weight to structures.</li> <li>• Creating supporting structures.</li> <li>• Cutting evenly and carefully</li> </ul>	
Knowledge	Technical	Additional	
	<ul style="list-style-type: none"> <li>• To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses).</li> <li>• To understand that axles are used in structures and mechanisms to make parts turn in a circle.</li> <li>• To begin to understand that different structures are used for different purposes.</li> <li>• To know that a structure is something that has been made and put together.</li> <li>• To know that the sails or blades of a windmill are moved by the wind.</li> <li>• To know that a structure is something built for a reason.</li> <li>• To know that stable structures do not topple.</li> <li>• To know that adding weight to the base of a structure can make it more stable</li> </ul>	<ul style="list-style-type: none"> <li>• To know that design criteria is a list of points to ensure the product meets the clients needs and wants.</li> <li>• To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity.</li> <li>• To know that windmill turbines use wind to turn and make the machines inside work.</li> <li>• To know that a windmill is a structure with sails that are moved by the wind.</li> <li>• To know the three main parts of a windmill are the turbine, axle and structure.</li> <li>• To know that windmills are used to generate power and were used for grinding flour.</li> </ul>	

# Curriculum Map



Cooking and nutrition: Smoothies			
Skills	Design	Make	Evaluate
		<ul style="list-style-type: none"> <li>• Designing smoothie carton packaging by-hand or on ICT software.</li> </ul>	<ul style="list-style-type: none"> <li>• Chopping fruit and vegetables safely to make a smoothie.</li> <li>• Identifying if a food is a fruit or a vegetable.</li> <li>• Learning where and how fruits and vegetables grow.</li> </ul>
Knowledge	Technical		
	<ul style="list-style-type: none"> <li>• To know that a blender is a machine which mixes ingredients together into a smooth liquid.</li> <li>• To know that a fruit has seeds.</li> <li>• To know that fruits grow on trees or vines.</li> <li>• To know that vegetables can grow either above or below ground.</li> <li>• To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).</li> </ul>		

Textiles: Puppets			
Skills	Design	Make	Evaluate
		<ul style="list-style-type: none"> <li>• Using a template to create a design for a puppet.</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting fabric neatly with scissors.</li> <li>• Using joining methods to decorate a puppet.</li> <li>• Sequencing steps for construction.</li> </ul>
Knowledge	Technical		
	<ul style="list-style-type: none"> <li>• To know that 'joining technique' means connecting two pieces of material together.</li> <li>• To know that there are various temporary methods of joining fabric by using staples, glue or pins.</li> <li>• To understand that different techniques for joining materials can be used for different purposes.</li> <li>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</li> <li>• To know that drawing a design idea is useful to see how an idea will look.</li> </ul>		



# Curriculum Map



Year 2 Design Technology			
Mechanisms/ Mechanical Systems	Textiles	Cooking and nutrition	Structures
Fairground wheel <i>Making a moving monster</i>	Pouches	Balanced diet	Baby bear's chair

Mechanisms/Mechanical Systems: Fairground wheel <i>Making a moving monster</i>			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Selecting a suitable linkage system to produce the desired motion.</li> <li>Designing a wheel.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Creating a class design criteria for a moving monster.</li> <li>Designing a moving monster for a specific audience in accordance with a design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting materials according to their characteristics.</li> <li>Following a design brief.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Making linkages using card for levers and split pins for pivots.</li> <li>Experimenting with linkages adjusting the widths, lengths and thicknesses of card used.</li> <li>Cutting and assembling components neatly</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating different designs.</li> <li>Testing and adapting a design.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Evaluating own designs against design criteria.</li> <li>Using peer feedback to modify a final design.</li> </ul>
Knowledge	<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>To know that different materials have different properties and are therefore suitable for different uses.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.</li> <li>To know that there is always an input and output in a mechanism.</li> <li>To know that an input is the energy that is used to start something working.</li> <li>To know that an output is the movement that happens as a result of the input.</li> <li>To know that a lever is something that turns on a pivot.</li> <li>To know that a linkage mechanism is made up of a series of levers.</li> </ul>		<p><b>Additional</b></p> <ul style="list-style-type: none"> <li>To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder.</li> <li>To know that it is important to test my design as I go along so that I can solve any problems that may occur.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To know some real-life objects that contain mechanisms.</li> </ul>

# Curriculum Map



Structure: Baby bear's chair			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Generating and communicating ideas using sketching and modelling.</li> </ul>	<ul style="list-style-type: none"> <li>Making a structure according to design criteria.</li> <li>Creating joints and structures from paper/card and tape.</li> <li>Building a strong and stiff structure by folding paper.</li> </ul>	<ul style="list-style-type: none"> <li>Testing the strength of own structure.</li> <li>Identifying the weakest part of a structure.</li> <li>Evaluating the strength, stiffness and stability of own structure.</li> </ul>
Knowledge	<p style="text-align: center;"><b>Technical</b></p> <ul style="list-style-type: none"> <li>To know that materials can be manipulated to improve strength and stiffness.</li> <li>To know that a structure is something which has been formed or made from parts.</li> <li>To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.</li> <li>To know that a 'strong' structure is one which does not break easily.</li> <li>To know that a 'stiff' structure or material is one which does not bend easily.</li> </ul>		

Cooking and nutrition: Balanced diet			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Designing a healthy wrap based on a food combination which works well together.</li> </ul>	<ul style="list-style-type: none"> <li>Slicing food safely using the bridge or claw grip.</li> <li>Constructing a wrap that meets a design brief.</li> </ul>	<ul style="list-style-type: none"> <li>Taste testing food combinations and final products.</li> <li>Describing the information that should be included on a label.</li> <li>Evaluating which grip was most effective.</li> </ul>
Knowledge	<p style="text-align: center;"><b>Technical</b></p> <ul style="list-style-type: none"> <li>To know that 'diet' means the food and drink that a person or animal usually eats.</li> <li>To understand what makes a balanced diet.</li> <li>To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</li> <li>To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.</li> <li>To know that 'ingredients' means the items in a mixture or recipe</li> </ul>		

# Curriculum Map



Textiles: Pouches			
<b>Skills</b>	<b>Design</b>	<b>Make</b>	<b>Evaluate</b>
	<ul style="list-style-type: none"> <li>• Designing a pouch.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and cutting fabrics for sewing.</li> <li>• Decorating a pouch using fabric glue or running stitch.</li> <li>• Threading a needle.</li> <li>• Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.</li> <li>• Neatly pinning and cutting fabric using a template.</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshooting scenarios posed by teacher.</li> <li>• Evaluating the quality of the stitching on others' work.</li> <li>• Discussing as a class, the success of their stitching against the success criteria.</li> <li>• Identifying aspects of their peers' work that they particularly like and why.</li> </ul>
<b>Knowledge</b>	<b>Technical</b>		
	<ul style="list-style-type: none"> <li>• To know that sewing is a method of joining fabric.</li> <li>• To know that different stitches can be used when sewing.</li> <li>• To understand the importance of tying a knot after sewing the final stitch.</li> <li>• To know that a thimble can be used to protect my fingers when sewing.</li> </ul>		

# Curriculum Map



Year 3 Design Technology				
Mechanisms/ Mechanical Systems	Textiles	Cooking and nutrition	Structures	Digital World
Pneumatic toys	Egyptian collars	Eating seasonally	Constructing a castle	Wearable technology

Structures: Constructing a castle			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>• Designing a castle with key features to appeal to a specific person/purpose.</li> <li>• Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.</li> <li>• Designing and/or decorating a castle tower on CAD software.</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a range of 3D geometric shapes using nets.</li> <li>• Creating special features for individual designs.</li> <li>• Making facades from a range of recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.</li> <li>• Suggesting points for modification of the individual designs.</li> </ul>
Knowledge	Technical	Additional	
	<ul style="list-style-type: none"> <li>• To understand that wide and flat based objects are more stable.</li> <li>• To understand the importance of strength and stiffness in structures.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose.</li> <li>• To know that a façade is the front of a structure.</li> <li>• To understand that a castle needed to be strong and stable to withstand enemy attack.</li> <li>• To know that a paper net is a flat 2D shape that can become a 3D shape once assembled.</li> <li>• To know that a design specification is a list of success criteria for a product.</li> </ul>	

# Curriculum Map



Digital world: Wearable technology		
	Design	Make
Skills	<ul style="list-style-type: none"> <li>• Problem solving by suggesting which features on a micro:bit might be useful and justifying my ideas.</li> <li>• Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge.</li> <li>• Developing design ideas through annotated sketches to create a product concept.</li> <li>• Developing design criteria to respond to a design brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Following a list of design requirements.</li> <li>• Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.</li> </ul>
Knowledge	Technical	Additional
	<ul style="list-style-type: none"> <li>• To understand that, in programming, a 'loop' is code that repeats something again and again until stopped.</li> <li>• To know that a micro:bit is a pocket-sized, codeable computer.</li> <li>• To know that a simulator is able to replicate the functions of an existing piece of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what is meant by 'point of sale display.'</li> <li>• To know that CAD stands for 'Computer-aided design'.</li> </ul>

Mechanisms/Mechanical Systems: Pneumatic toys			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>• Designing a toy which uses a pneumatic system.</li> <li>• Developing design criteria from a design brief.</li> <li>• Generating ideas using thumbnail sketches and exploded diagrams.</li> <li>• Learning that different types of drawings are used in design to explain ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a pneumatic system to create a desired motion.</li> <li>• Building secure housing for a pneumatic system.</li> <li>• Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy.</li> <li>• Selecting materials due to their functional and aesthetic characteristics.</li> <li>• Manipulating materials to create different effects by cutting, creasing, folding and weaving.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the views of others to improve designs.</li> <li>• Testing and modifying the outcome, suggesting improvements.</li> <li>• Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.</li> </ul>
Knowledge	Technical	Additional	
	<ul style="list-style-type: none"> <li>• To understand how pneumatic systems work.</li> <li>• To understand that pneumatic systems can be used as part of a mechanism.</li> <li>• To know that pneumatic systems operate by drawing in, releasing and compressing air.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how sketches, drawings and diagrams can be used to communicate design ideas.</li> <li>• To know that exploded-diagrams are used to show how different parts of a product fit together.</li> <li>• To know that thumbnail sketches are small drawings to get ideas down on paper quickly.</li> </ul>	

# Curriculum Map



Cooking and nutrition: Eating seasonally			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination.</li> <li>Following the instructions within a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>Establishing and using design criteria to help test and review dishes.</li> <li>Describing the benefits of seasonal fruits and vegetables and the impact on the environment.</li> <li>Suggesting points for improvement when making a seasonal tart.</li> </ul>
Knowledge	Technical		
	<ul style="list-style-type: none"> <li>To know that vegetables and fruit grow in certain seasons.</li> <li>To know that cooking instructions are known as a 'recipe'. To know that imported food is food which has been brought into the country.</li> <li>To know that exported food is food which has been sent to another country.</li> <li>To know that eating seasonal foods can have a positive impact on the environment.</li> <li>To know that similar coloured fruits and vegetables often have similar nutritional benefits.</li> <li>To know that the appearance of food is as important as taste.</li> </ul>		

Textiles: Cross-stitch and appliqué - Egyptian collars			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Designing and making a template from an existing cushion and applying individual design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Following design criteria to create a cushion or Egyptian collar.</li> <li>Selecting and cutting fabrics with ease using fabric scissors.</li> <li>Threading needles with greater independence.</li> <li>Tying knots with greater independence.</li> <li>Sewing cross stitch to join fabric.</li> <li>Decorating fabric using appliqué.</li> <li>Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars).</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating an end product and thinking of other ways in which to create similar items.</li> </ul>
Knowledge	Technical		
	<ul style="list-style-type: none"> <li>To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces.</li> <li>To know that when two edges of fabric have been joined together it is called a seam.</li> <li>To know that it is important to leave space on the fabric for the seam.</li> <li>To understand that some products are turned inside out after sewing so the stitching is hidden.</li> </ul>		

# Curriculum Map



Year 4 Design Technology				
Mechanisms/ Mechanical Systems	Textiles	Cooking and nutrition	Structures	Electric systems
Making a slingshot car	Fastenings	Adapting a recipe	Pavilions	Torches

Structures: Pavilions			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.</li> <li>Building frame structures designed to support weight.</li> </ul>	<ul style="list-style-type: none"> <li>Creating a range of different shaped frame structures.</li> <li>Making a variety of free standing frame structures of different shapes and sizes.</li> <li>Selecting appropriate materials to build a strong structure and cladding.</li> <li>Reinforcing corners to strengthen a structure.</li> <li>Creating a design in accordance with a plan.</li> <li>Learning to create different textural effects with materials.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating structures made by the class.</li> <li>Describing what characteristics of a design and construction made it the most effective.</li> <li>Considering effective and ineffective designs.</li> </ul>
Knowledge	Technical	Additional	
	<ul style="list-style-type: none"> <li>To understand what a frame structure is.</li> <li>To know that a 'free-standing' structure is one which can stand on its own.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a pavilion is a decorative building or structure for leisure activities.</li> <li>To know that cladding can be applied to structures for different effects.</li> <li>To know that aesthetics are how a product looks.</li> <li>To know that a product's function means its purpose.</li> <li>To understand that the target audience means the person or group of people a product is designed for.</li> <li>To know that architects consider light, shadow and patterns when designing.</li> </ul>	

# Curriculum Map



Mechanisms/Mechanical Systems: Making a sling shot			
Skills	Design	Make	Evaluate
	<ul style="list-style-type: none"> <li>• Designing a shape that reduces air resistance.</li> <li>• Drawing a net to create a structure from.</li> <li>• Choosing shapes that increase or decrease speed as a result of air resistance.</li> <li>• Personalising a design.</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring, marking, cutting and assembling with increasing accuracy.</li> <li>• Making a model based on a chosen design.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</li> </ul>
Knowledge	Technical	Additional	
	<ul style="list-style-type: none"> <li>• To know that air resistance is the level of drag on an object as it is forced through the air.</li> <li>• To understand that the shape of a moving object will affect how it moves due to air resistance.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that aesthetics means how an object or product looks in design and technology.</li> <li>• To know that a template is a stencil you can use to help you draw the same shape accurately.</li> <li>• To know that a birds-eye view means a view from a high angle (as if a bird in flight).</li> <li>• To know that graphics are images which are designed to explain or advertise something.</li> <li>• To know that it is important to assess and evaluate design ideas and models against a list of design criteria.</li> </ul>	

Electric systems: Torches			
Skills	Design	Make	Evaluate
	<ul style="list-style-type: none"> <li>• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Making a torch with a working electrical circuit and switch.</li> <li>• Using appropriate equipment to cut and attach materials.</li> <li>• Assembling a torch according to the design and success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating electrical products.</li> <li>• Testing and evaluating the success of a final product</li> </ul>
Knowledge	Technical	Additional	
	<ul style="list-style-type: none"> <li>• To know that an electrical circuit must be complete for electricity to flow.</li> <li>• To know that a switch can be used to complete and break an electrical circuit.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens.</li> <li>• To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.</li> </ul>	



# Curriculum Map



Cooking and nutrition: Adapting a recipe			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>• Designing a biscuit within a given budget, drawing upon previous taste testing judgements.</li> </ul>	<ul style="list-style-type: none"> <li>• Following a baking recipe, from start to finish, including the preparation of ingredients.</li> <li>• Cooking safely, following basic hygiene rules.</li> <li>• Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet).</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the impact of the budget on the selection of ingredients.</li> <li>• Evaluating and comparing a range of food products.</li> </ul>
Knowledge	<p style="text-align: center;"><b>Technical</b></p> <ul style="list-style-type: none"> <li>• To know that the amount of an ingredient in a recipe is known as the 'quantity.'</li> <li>• To know that safety and hygiene are important when cooking.</li> <li>• To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping.</li> <li>• To understand the importance of budgeting while planning ingredients for biscuits.</li> <li>• To know that products often have a target audience.</li> </ul>		

Textiles: Fastenings			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>• Writing design criteria for a product, articulating decisions made.</li> <li>• Designing a personalised book sleeve.</li> </ul>	<ul style="list-style-type: none"> <li>• Making and testing a paper template with accuracy and in keeping with the design criteria.</li> <li>• Measuring, marking and cutting fabric using a paper template.</li> <li>• Selecting a stitch style to join fabric, working neatly by sewing small, straight stitches.</li> <li>• Incorporating fastening to a design.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing and evaluating an end product against the original design criteria.</li> <li>• Deciding how many of the criteria should be met for the product to be considered successful.</li> <li>• Suggesting modifications for improvement.</li> <li>• Articulating the advantages and disadvantages of different fastening types.</li> </ul>
Knowledge	<p style="text-align: center;"><b>Technical</b></p> <ul style="list-style-type: none"> <li>• To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro.</li> <li>• To know that different fastening types are useful for different purposes.</li> <li>• To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.</li> </ul>		

# Curriculum Map



Year 5 Design Technology				
Mechanisms/ Mechanical Systems	Cooking and nutrition	Structures	Digital world	Electrical systems
Pop-up book	Developing a recipe	Bridges	Monitoring devices	Doodlers

Structures: Bridges			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Designing a stable structure that is able to support weight.</li> <li>Creating a frame structure with a focus on triangulation.</li> </ul>	<ul style="list-style-type: none"> <li>Making a range of different shaped beam bridges.</li> <li>Using triangles to create truss bridges that span a given distance and support a load.</li> <li>Building a wooden bridge structure.</li> <li>Independently measuring and marking wood accurately.</li> <li>Selecting appropriate tools and equipment for particular tasks.</li> <li>Using the correct techniques to saws safely.</li> <li>Identifying where a structure needs reinforcement and using card corners for support.</li> <li>Explaining why selecting appropriating materials is an important part of the design process.</li> <li>Understanding basic wood functional properties.</li> </ul>	<ul style="list-style-type: none"> <li>Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary.</li> <li>Suggesting points for improvements for own bridges and those designed by others.</li> </ul>
Knowledge	Technical		Additional
	<ul style="list-style-type: none"> <li>To understand some different ways to reinforce structures.</li> <li>To understand how triangles can be used to reinforce bridges.</li> <li>To know that properties are words that describe the form and function of materials.</li> <li>To understand why material selection is important based on properties.</li> <li>To understand the material (functional and aesthetic) properties of wood.</li> </ul>		<ul style="list-style-type: none"> <li>To understand the difference between arch, beam, truss and suspension bridges.</li> <li>To understand how to carry and use a saw safely.</li> </ul>

# Curriculum Map



Mechanisms/Mechanical Systems: Pop-up book		
	Design	Make
Skills	<ul style="list-style-type: none"> <li>Designing a pop-up book which uses a mixture of structures and mechanisms.</li> <li>Naming each mechanism, input and output accurately.</li> <li>Storyboarding ideas for a book.</li> </ul>	<ul style="list-style-type: none"> <li>Following a design brief to make a pop-up book, neatly and with focus on accuracy.</li> <li>Making mechanisms and/or structures using sliders, pivots and folds to produce movement.</li> <li>Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.</li> </ul>
Knowledge	Technical	Additional
	<ul style="list-style-type: none"> <li>To know that mechanisms control movement.</li> <li>To understand that mechanisms can be used to change one kind of motion into another.</li> <li>To understand how to use sliders, pivots and folds to create paper-based mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a design brief is a description of what I am going to design and make.</li> <li>To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.</li> </ul>

Electrical Systems: Doodlers			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product.</li> <li>Developing design criteria based on findings from investigating existing products.</li> <li>Developing design criteria that clarifies the target user.</li> </ul>	<ul style="list-style-type: none"> <li>Altering a product's form and function by tinkering with its configuration.</li> <li>Making a functional series circuit, incorporating a motor.</li> <li>Constructing a product with consideration for the design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.</li> <li>Determining which parts of a product affect its function and which parts affect its form.</li> <li>Analysing whether changes in configuration positively or negatively affect an existing product.</li> </ul>
Knowledge	Technical		Additional
	<ul style="list-style-type: none"> <li>To know that series circuits only have one direction for the electricity to flow.</li> <li>To know when there is a break in a series circuit, all components turn off.</li> <li>To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.</li> <li>To know a motorised product is one which uses a motor to function.</li> </ul>		<ul style="list-style-type: none"> <li>To know that product analysis is critiquing the strengths and weaknesses of a product.</li> <li>To know that 'configuration' means how the parts of a product are arranged.</li> </ul>

# Curriculum Map



Cooking and nutrition: Developing a recipe			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.</li> <li>Writing an amended method for a recipe to incorporate the relevant changes to ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>Cutting and preparing vegetables safely.</li> <li>Using equipment safely, including knives, hot pans and hobs.</li> <li>Knowing how to avoid cross-contamination.</li> <li>Following a step-by-step method carefully to make a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the nutritional differences between different products and recipes.</li> <li>Identifying and describing healthy benefits of food groups</li> </ul>
Knowledge	<p align="center"><b>Technical</b></p> <ul style="list-style-type: none"> <li>To know that recipes can be adapted to suit nutritional needs and dietary requirements.</li> <li>To know that I can use a nutritional calculator to see how healthy a food option is.</li> <li>To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.</li> <li>To know that coloured chopping boards can prevent cross-contamination.</li> <li>To know that nutritional information is found on food packaging.</li> </ul>		

Digital world: Monitoring devices			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>Researching (books, internet) for a particular (user's) animal's needs.</li> <li>Developing design criteria based on research.</li> <li>Generating multiple housing ideas using building bricks.</li> <li>Understanding what a virtual model is and the pros and cons of traditional and CAD modelling.</li> <li>Placing and manoeuvring 3D objects, using CAD.</li> <li>Changing the properties of, or combining one or more 3D objects, using CAD.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the functional and aesthetic properties of plastics.</li> <li>Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range.</li> </ul>	<ul style="list-style-type: none"> <li>Stating an event or fact from the last 100 years of plastic history.</li> <li>Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices.</li> <li>Explaining key functions in my program (audible alert, visuals).</li> <li>Explaining how my product would be useful for an animal carer including programmed features.</li> </ul>
Knowledge	<p align="center"><b>Technical</b></p> <ul style="list-style-type: none"> <li>To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record.</li> <li>To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose.</li> <li>To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met.</li> </ul>		<p align="center"><b>Additional</b></p> <ul style="list-style-type: none"> <li>To understand key developments in thermometer history.</li> <li>To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future.</li> <li>To know the 6Rs of sustainability.</li> <li>To understand what a virtual model is and the pros and cons of traditional vs CAD modelling.</li> </ul>

# Curriculum Map



Year 6 Design Technology				
Mechanisms/ Mechanical Systems	Cooking and nutrition	Structures	Electrical systems	Digital world
Automata toys	Come dine with me	Playgrounds	Steady hand game	Navigating the world

Structures: Playgrounds			
Skills	Design	Make	Evaluate
	<ul style="list-style-type: none"> <li>Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs</li> </ul>	<ul style="list-style-type: none"> <li>Building a range of play apparatus structures drawing upon new and prior knowledge of structures.</li> <li>Measuring, marking and cutting wood to create a range of structures.</li> <li>Using a range of materials to reinforce and add decoration to structures.</li> </ul>	<ul style="list-style-type: none"> <li>Improving a design plan based on peer evaluation.</li> <li>Testing and adapting a design to improve it as it is developed.</li> <li>Identifying what makes a successful structure.</li> </ul>
Knowledge	Technical		Additional
	<ul style="list-style-type: none"> <li>To know that structures can be strengthened by manipulating materials and shapes.</li> </ul>		<ul style="list-style-type: none"> <li>To understand what a 'footprint plan' is.</li> <li>To understand that in the real world, design, can impact users in positive and negative ways.</li> <li>To know that a prototype is a cheap model to test a design idea.</li> </ul>

Electrical systems: Steady hand game			
Skills	Design	Make	Evaluate
	<ul style="list-style-type: none"> <li>Designing a steady hand game - identifying and naming the components required.</li> <li>Drawing a design from three different perspectives.</li> <li>Generating ideas through sketching and discussion.</li> <li>Modelling ideas through prototypes.</li> </ul>	<ul style="list-style-type: none"> <li>Constructing a stable base for a game.</li> <li>Accurately cutting, folding and assembling a net.</li> <li>Decorating the base of the game to a high-quality finish.</li> <li>Making and testing a circuit.</li> <li>Incorporating a circuit into a base.</li> </ul>	<ul style="list-style-type: none"> <li>Testing own and others finished games, identifying what went well and making suggestions for improvement.</li> </ul>
Knowledge	Technical		Additional
	<ul style="list-style-type: none"> <li>To know that batteries contain acid, which can be dangerous if they leak.</li> <li>To know the names of the components in a basic series circuit, including a buzzer.</li> </ul>		<ul style="list-style-type: none"> <li>To understand the diagram perspectives 'top view', 'side view' and 'back'.</li> </ul>

# Curriculum Map



Mechanisms/Mechanical Systems: Automata toys			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>• Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement.</li> <li>• Understanding how linkages change the direction of a force.</li> <li>• Making things move at the same time.</li> <li>• Understanding and drawing cross-sectional diagrams to show the inner-workings of my design.</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring, marking and checking the accuracy of the jelutong and dowel pieces required.</li> <li>• Measuring, marking and cutting components accurately using a ruler and scissors.</li> <li>• Assembling components accurately to make a stable frame.</li> <li>• Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles.</li> <li>• Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the work of others and receiving feedback on own work.</li> <li>• Applying points of improvement to their toys.</li> <li>• Describing changes they would make/do if they were to do the project again.</li> </ul>
Knowledge	Technical	Additional	
	<ul style="list-style-type: none"> <li>• To understand that the mechanism in an automata uses a system of cams, axles and followers.</li> <li>• To understand that different shaped cams produce different outputs.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that an automata is a hand powered mechanical toy.</li> <li>• To know that a cross-sectional diagram shows the inner workings of a product.</li> <li>• To understand how to use a bench hook and saw safely.</li> <li>• To know that a set square can be used to help mark 90° angles.</li> </ul>	

Digital world: Navigating the world			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> <li>• Writing a design brief from information submitted by a client.</li> <li>• Developing design criteria to fulfil the client's request.</li> <li>• Considering and suggesting additional functions for my navigation tool.</li> <li>• Developing a product idea through annotated sketches.</li> <li>• Placing and manoeuvring 3D objects, using CAD.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).</li> <li>• Explaining material choices and why they were chosen as part of a product concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.</li> <li>• Developing an awareness of sustainable design.</li> <li>• Identifying key industries that utilise 3D CAD modelling and explaining why.</li> <li>• Describing how the product concept fits the client's request and how it will benefit the customers.</li> <li>• Explaining the key functions in my program, including any additions.</li> <li>• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.</li> <li>• Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch.</li> <li>• Demonstrating a functional program as part of a product concept pitch.</li> </ul>

# Curriculum Map



	<ul style="list-style-type: none"> <li>• Changing the properties of, or combining one or more 3D objects, using CAD.</li> </ul>	<ul style="list-style-type: none"> <li>• Programming an N,E, S, W cardinal compass.</li> </ul>	
<b>Knowledge</b>	<b>Technical</b>		<b>Additional</b>
	<ul style="list-style-type: none"> <li>• To know that accelerometers can detect movement.</li> <li>• To understand that sensors can be useful in products as they mean the product can function without human input.</li> </ul>		<ul style="list-style-type: none"> <li>• To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request.</li> <li>• To know that 'multifunctional' means an object or product has more than one function.</li> <li>• To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.</li> </ul>