

An overview of the DT Curriculum at St Gregory's

Please find an overview of the Design Technology Curriculum below. This is an indication of some of the things your child will be learning in each term.

	Autumn 'We are Chorley, Lancashire, UK'	Spring 'All Around the World'	Summer 'Our Amazing Planet'
Year 1	<p>Food – fruit kebabs</p> <p>We evaluate a range of different fruit kebabs including ones made by the teacher. We then learn the steps and the process for making fruit kebabs.</p> <p>We then think about the different fruits that could be put onto our kebab and design our own. We practise the skills of chopping and dicing and learn how to use the equipment safely. We then make the kebab that we have designed. When we have made our kebab, we get chance to taste it and then evaluate it, thinking about how we might improve it if we were to make it again.</p>	<p>Structures - houses</p> <p>We look at a range of houses and their structure. We learn different skills to ensure that structures stay strong including rolling, folding, joining and layering. We then design our own house that could be built for a fairy tale character and decide on the purpose of that house. We then make a prototype of that building using the skills that we have learnt. Finally, we evaluate our work and decide if there is anything that we would change. We make improvements and continue to evaluate as we make. We make a final evaluation on our completed structure.</p>	<p>Mechanisms – pop ups and levers</p> <p>We look at simple pop ups and levers through exploring existing products. We design and plan our own pop ups or levers linked to our work on animals in Science. We create our pop ups or levers for our product. We talk about our design as it develops and identify good and bad points. We evaluate our final product by saying what they like or do not like.</p>
Year 2	<p>Food technology – Chorley cakes</p> <p>After watching the BBC's 'My World Kitchen', we discuss how a boy from Chorley has made, the local favourite, Chorley cakes. We look at the current shape, texture and taste of existing Chorley cakes and set about to make our own versions that might appeal more to children. We cut, peel, grate and chop a range of ingredients. We work safely and hygienically. Once cooked, we then evaluate our product and make suggestions for even tastier versions. Also, we examine the Eatwell plate by analysing the weekly eating habits of a teacher and give advice for a healthier diet. Alongside</p>	<p>Mechanisms - vehicles</p> <p>Researching existing products, we use pictures to study farming machines, especially the Australian Ute. We then propose a vehicle to help with farming or bushfires. We discuss materials, techniques and tools to a range of drawings and mock-ups. During our focused tasks, we will join materials, try out different axle fittings and attach wheels. Once we have finished construction, we will try the vehicle on terrain (e.g sand tray) to test if our passengers stay inside! We evaluate our product on whether it is functional.</p>	<p>Textiles - puppets</p> <p>Our focus task will be to design a range of puppets for a seaside puppet show. We will begin by looking at existing products. Once we have made drawings, we will make a template and draw around this onto fabric. Using an appropriate method, such as running stitch, we will join fabrics and finish our design with decorations. Finally, we will test the design and evaluate it against our design criteria - answering questions about what might be done differently if this product was to be made again.</p>

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	<p>this, we look at where this food has come from.</p>		
Year 3	<p>Food – WW2 Cakes</p> <p>We will look at different types of cake and their ingredients. We will then move on to comparing a modern day cake recipe to one from World War 2. We will compare the ingredients and why these changes were made, discussing the limitations that rationing caused during the war. We will then follow the WW2 recipe to make our own cakes which we will evaluate. From this we will make changes and add extra ingredients for flavour and appearance, again in keeping with ingredients which were available during the war.</p>	<p>Structure – Prehistoric shelter/ round houses</p> <p>We will be looking at how shelter developed from the stone age through the bronze age to the iron age. In doing this we will look at what is needed to make a shelter successful through using the woodland area to build our own large scale structures. We will then look at specific shelter designs and think about the materials we will need to create our own small scale shelters. We will design and build our own shelters based upon the traditional 'round house'. We will then evaluate our own and one another's designs based upon the original criteria we had decided makes a successful shelter.</p>	<p>Mechanical Systems – Roman Chariots</p> <p>We will look at different styles of Roman vehicles with a particular focus upon the chariot. We will explore different mechanism systems and the impact these have on how an object moves. We will then work in groups to propose different ideas and designs for our own Roman Chariots, testing the use of different mechanisms and deciding which would be the most appropriate. We will then test our designs in a 'chariot race' and evaluate their success.</p>
Year 4	<p>Electrical Games</p> <p>We use our knowledge learnt in Science to explore electronic games. We test games and decide on features we would like in our own. We create two designs and do product research to decide which design to make. We use 'Makey Makey' invention kit to explore how electronic games can be controlled by computer programmes and explore how to connect wires to this. We use circuits to make buzzers buzz and lights light when the answer</p>	<p>Sewing – Money Containers</p> <p>We look at mass produced wallets and purses. We explore how they are sewn together and how decoration is used to make them appealing. We explore different stitches and make a prototype of our design. We then use felt to stitch our own purse or wallet and decorate it. We test our products using real money to check it holds our valuable coins!</p>	<p>Food Technology – Humous</p> <p>We look at Mediterranean/North African food and the traditional foods eaten in Egypt. We look at a balanced diet and how to include the advice from the Eat Well plate into our diet. We then taste different Humous flavours and explore how companies add flavour. We discuss flavours we could add and design our own flavoured humous recipe that we make in groups. We</p>

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	is right, or when you get something wrong! We test our games on our classmates and other pupils to evaluate them.		discuss food hygiene and how to keep utensils and equipment clean.
Year 5	<p>Moving Vehicles</p> <p>Children will design a vehicle with a clear audience and purpose and research existing products.</p> <p>They will sketch and annotate their own designs and ensure appropriate measurements are prepared. Materials are selected and suitable safety measures will be put in place. Children will then use appropriate tools and work collaboratively to mark, cut and glue joins. When constructed, groups will investigate and experiment with strategies to attach power supplies and gear systems to move the vehicle.</p>	<p>Food Technology – Greek Cuisine</p> <p>Children will research and describe common aspects of traditional Greek cuisine that is sourced from local produce.</p> <p>They will then use these ingredients to plan and prepare their own salads and sides for a traditional Greek family meal. They will focus on how to work safely, hygienically and show awareness of a healthy diet.</p> <p>These are evaluated within and across groups and children will make links to history and geography learning during this topic.</p>	<p>Textiles</p> <p>In the Summer Term, we will support our understanding of Amazon adventures by creating a design brief for an explorers supply bag.</p> <p>We will carry out research and evaluate existing products and decide on an appropriate style, annotating our thoughts and reasoning.</p> <p>Our products are made using patterns joins / seams.</p> <p>The process will involve children needing to pin and tack fabric pieces together, join fabrics using over sewing and back stitching.</p> <p>Products are evaluated and refined using complementary fabrics to suit the purpose and needs of the user and environment.</p>
Year 6	<p>Project Focus: Food – Chefs as Food Heroes</p> <p>In this unit we design a healthy meal using our knowledge of The Eatwell Plate (A Product, for a Stated Purpose and a Stated User) through an <i>Iterative</i> Process.</p>	<p>Structures</p> <p>As part of our Change for Life programme we use tools to help garden and maintain our grounds. Our Change for Life leaders work with us on this. We are taught about safety and learn how to hold and carry tools with care.</p>	<p>Project Focus: A fairground ride with movement and lights.</p> <p>Through an <i>iterative</i> (changing things until we are right) Process we will create a structure. A Product, for a Stated Purpose and a Stated User. We research and explore</p>

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<p>We start this unit by researching the work of chefs such as Jamie Oliver and his influence on school meals. We use research techniques such as questionnaires to evaluate existing school meals. We evaluate existing school meals and work with Year 2 to design a meal for a primary school child designed for health and nutrition. We create blogs to research recipes for Lancashire hotpot and choose a recipe to make our own version.</p>	<p>We create structures/ take part in projects as needed/ dictated by our environment. For example, we create structures using palettes for our forest school area and work on how to keep our environment safe. We look at our pond area and if need, create habitats (such as a bug hotel) for the insects that call our school grounds home.</p>	<p>existing products and use our visit to the Blackpool to research examples. We construct the supporting structure such that it will fit the various components and be stable and strong enough to stand up. Finally, we have a grand 'switch on' and have time to evaluate our products against our design criteria. We consider holding a celebratory parents' evening and we take videos of our final displays.</p>
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