



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 (2023-2024)	Cycle B (2024-2025)	Cycle C (2025-2026)	Cycle D (2026-2027)	Running throughout each cycle
Autumn	1	<p style="text-align: center;">Theme - Maps Design Technology <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • DESIGN: 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. • MAKE: Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) • EVALUATE: investigate and analyse a range of existing products 	<p style="text-align: center;">Theme – Going Green Design Technology <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • DESIGN: 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. • MAKE: Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) • EVALUATE: investigate and analyse a range of existing products 	<p style="text-align: center;">Theme – Europe Cooking & Nutrition <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. 	<p style="text-align: center;">Theme – Water Cooking & Nutrition <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. 	<p style="text-align: center;">Evaluating</p> <ul style="list-style-type: none"> • Understand how key events and individuals in decide and technology have helped shape the world.

	2	<p>Theme – Victorian Britain Cooking & Nutrition <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. 	<p>Theme – Stone Age to Iron Age Design Technology – Technical Knowledge <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Understand and use the mechanical systems in their products (e.g. gears, pulleys, cams, leaver and linkages) 	<p>Theme – Our Local History Design Technology <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> DESIGN: Generate, develop, model and communicate their ideas through discussion, notated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. MAKE: 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: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>Theme – Anglo Saxons Design Technology <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> DESIGN: Generate, develop, model and communicate their ideas through discussion, notated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. MAKE: 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: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	
Spring	1	<p>Theme – Volcanoes and Earthquakes Design Technology – Technical Knowledge <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – The United Kingdom Cooking & Nutrition <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – Our World Cooking & Nutrition <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p>	<p>Theme – North and South America Cooking & Nutrition <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p>	

		<ul style="list-style-type: none"> Build a structure and 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. 	<ul style="list-style-type: none"> To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 	<ul style="list-style-type: none"> To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
	2	<p>Theme – Ancient Greece</p> <p>Cooking & Nutrition National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 	<p>Theme – Mayan Civilisation</p> <p>Cooking & Nutrition National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. 	<p>Theme – Vikings</p> <p>Design Technology – Technical Knowledge National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> 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. 	<p>Theme – Roman Empire (Britain)</p> <p>Design Technology National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> DESIGN: 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. MAKE: Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) EVALUATE: investigate and analyse a range of existing products
Summer	1	<p>Theme – Where We Live</p> <p>Design Technology National Curriculum coverage to be taught at differentiated Developmental steps.</p>	<p>Theme – Where We Live</p> <p>Design Technology National Curriculum coverage to be taught at differentiated Developmental steps.</p>	<p>Theme – Land</p> <p>Cooking & Nutrition National Curriculum coverage to be taught at differentiated Developmental steps.</p>	<p>Theme – Settlements</p> <p>Cooking & Nutrition National Curriculum coverage to be taught at differentiated Developmental steps.</p>

	<ul style="list-style-type: none"> • DESIGN: Generate, develop, model and communicate their ideas through discussion, notated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. • MAKE: 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: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> • DESIGN: Generate, develop, model and communicate their ideas through discussion, notated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. • MAKE: 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: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	
2	<p>Theme – Ancient China</p> <p>Cooking & Nutrition <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Theme – Ancient Egypt</p> <p>Cooking & Nutrition <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Theme – The Battle of Britain</p> <p>Design Technology <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • DESIGN: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for 	<p>Theme – Changes in Social History</p> <p>Design Technology – Technical Knowledge <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> • To understand and use electrical systems in their products (e.g. series circuits, 	

				<p>purpose, aimed at individuals or groups.</p> <ul style="list-style-type: none"> • MAKE: Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) • EVALUATE: investigate and analyse a range of existing products 	<p>incorporating switches, bulbs, buzzers and motors)</p> <ul style="list-style-type: none"> • Apply their understanding of computing to program, monitor and control their products. 	
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Thematic curriculum to be delivered at 3 differentiated developmental levels to include all pupils in class group.