

DESIGN & TECHNOLOGY – Connected Curriculum Key Learning – KS1 Overview

From The National Curriculum in England – framework document 2013

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 1

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 and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- 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

- 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

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- 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.

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.

KS1

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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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	Autumn 1	Autumn 2	Spring 1 (D&T Focus)	Spring 2	Summer 1	Summer 2
Year 1	<p>Why do we play...? Evaluating baby toys Make a baby toy (mobile or Topsy Turvey) Design and make a game Make a friendship bracelet</p>	<p>Hello I'm new here. Construction kits Play road map Design a model of the school to help a new child</p>	<p>What can learn about our world from stories Finger puppets Designing & making puppets Making gingerbread man/woman Shadow puppets Class Chinese Lion</p>	<p>Starry Night</p>	<p>Why is water so precious Create a fish tank Make a water shaker</p>	<p>Where could we go for a great day out? Designing and making posters and labels Being and inventor</p>
Year 2	<p>Can Party Food be Healthy? Plan a party lunch for the class Prepare healthy party foods Design and make a party hat or party decorations</p>	<p>Pride in Place Design a city that will not burn Design and build apparatus for a safe playground</p>	<p>What is the best way for Mrs Armitage travel? Investigating toy vehicles Tool skills Making a prototype chassis Design a vehicle Make the vehicle Evaluate the finished product</p>	<p>Where do bong trees grow?</p>	<p>What makes us like other animals? A home for the 'egg pet' Clay/salt dough animals Nodding animals</p>	<p>How did families have fun in the past?</p>



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EYFS-Y 6	Also see Whole School learning Units – The Ancient Greeks and The Global Dimension – for use every 4 years Further opportunities to explore and provide experiences in this subject area
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