

Design and Technology Long Term Plan – Curriculum Map

The design and technology curriculum at Kingswood Parks matches the breadth and ambition of the National Curriculum. The key substantive and disciplinary knowledge has been mapped out so teachers know precisely what to teach and when, can demonstrate a logical progression and can cite how new knowledge and skills build upon what has been taught before. D&T vocabulary is mapped out so that teachers know precisely what to teach and when. This is in a logical progression so that vocabulary development builds over time. End points have been defined as curricular goals which pupils will work towards. These end points are progressive and enable pupils to apply their knowledge and skills in an open-ended, measurable way which teachers can then assess against. Curriculum plans are adapted to meet the needs of SEND pupils as well as providing pupils with opportunities to deepen their understanding through challenging outcomes which are not limiting. Provision for SEND pupils is personalised for individuals and strategies used will be indicated in planning.

EYFS – Foundation Stage One

Creating with Materials

Key Concept – Joining / Exploring Materials

Big Question: What are you making today?

Curricular Goal:

Pupils can explore simple joining techniques through a range of given materials in order to begin to develop their ideas

Construction

Key Concept – Building

Big Question: What are you building today?

Curricular Goal:

Pupils can use a range of blocks and construction materials to build a range of ‘small worlds’ imaginatively

EYFS – Foundation Stage Two

Creating With Materials

Key Concept – Joining / Exploring Materials / Safety

Big Question: What have you made today and how could you make it even better?

Curricular Goal:

Pupils can use their imaginations to create a final piece, joining a variety of materials together and explain what they have made and how

Year 1

Textiles

Key Concept – Joining

Big Question: What is a book mark and when would we use one?

Curricular Goal:

Pupils can design and make a book mark

Food Technology

Key Concept – Hygiene and Safety / Healthy

Big Question: What do you know about healthy food?

Curricular Goal:

Pupils can combine ingredients to make a sandwich for a celebration picnic

Construction

Key Concept – Strengthening

Big Question: What is a maze and what are its features?

Curricular Goal:

Pupils can design and construct a maze toy with a travelling sphere

Year 2

Textiles

Key Concept – Joining

Big Question: How do you get ready for a celebration?

Curricular Goal:

Pupils can design and make bunting for a purpose

Food Technology

Key Concept – Hygiene and Safety

Big Question: What is the best biscuit you have ever had?

Curricular Goal:

Pupils can design and bake a biscuit beginning to explain what went well and what could be done differently

Construction

Key Concept – Strengthening

Big Question: What does a vehicle need to move and are they all the same?

Curricular Goal:

Pupils can plan, design and construct a moving vehicle using wheels and axles beginning to explain what went well and what could be done differently

Year 3

Textiles

Key Concept – Joining

Big Question: What is a Sash and who might wear one?

Curricular Goal:

Pupils can plan and design a sash for a purpose evaluating their own and pre-existing products

Food Technology

Key Concept – Hygiene and Safety / Healthy

Big Question: Where does wheat come from and what is it used for?

Curricular Goal:

Pupils can follow a recipe to bake bread, evaluating their own and pre-existing products

Construction

Key Concept – Strengthening

Big Question: How do builders prevent bridges from falling down?

Curricular Goal:

Pupils can investigate how to strengthen a bridge by stiffening a given part, or reinforcing a part of the structure, and evaluate how successful this was

Year 4

Textiles

Key Concept – Joining

Big Question: What are the benefits of working together as a team to make a final product?

Curricular Goal:

Pupils can plan and design a panel for a patchwork quilt evaluating the appearance and usability of their own and pre-existing products

Food Technology

Key Concept – Hygiene and Safety

Big Question: What makes the perfect cake?

Curricular Goal:

Pupils can bake a cake
Pupils can select ingredients to influence the flavour and presentation of a cake evaluating the appearance of their own and others

Construction

Key Concept – Technology

Big Question: What is the purpose of an alarm?

Curricular Goal:

Pupils can create an alert system for an avalanche using the Crumble Kit evaluating the usability of the product

Year 5

Textiles

Key Concept – Joining

Big Question: What are the important factors people need to consider when designing and making something to sell?

Curricular Goal:

Pupils can plan, design and make a bracelet ensuring it is fit for purpose whilst considering the aesthetic qualities and functionality

Food Technology

Key Concept – Hygiene and Safety / Healthy

Big Question: Why do we need to be safe when handling raw meat?

Curricular Goal:

Pupils can make a sausage roll observing the correct food hygiene processes and assess any improvements in practice that could have been made

Construction

Key Concept – Technology

Big Question: What are the benefits of electrical powered vehicles?

Curricular Goal:

Pupils can construct a wind up vehicle with safety features using the Crumble Kit whilst considering its functionality and assessing whether it is fit for purpose

Year 6

Textiles

Key Concept – Joining

Big Question: In business why is it important to stick to a budget?

Curricular Goal:

Pupils can work within a budget to produce a cushion for commercial use justifying their choices based upon sustainability, functionality and costing

Food Technology

Key Concept – Hygiene and Safety / Healthy

Big Question: What do Chefs need to consider when cooking for others?

Curricular Goal:

Pupils can work within a budget to safely produce a two course meal for guests justifying their choices based upon sustainability, costing and aesthetic qualities

Construction

Key Concept – Strengthening / Technology

Big Question: Why was it important to have a strong vehicle in WWII?

Curricular Goal:

Pupils can construct a WWII moving vehicle considering the strength of the product and enhancing with an electrical system using the Crumble Kit justifying their choices based upon its functionality