

**DESIGN AND TECHNOLOGY**  
**NEW CURRICULUM OVERVIEW: TOPIC COVERAGE**

Highlighted sections revision of skills from previous years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Design</b>	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on a design criteria</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and where appropriate ICT</li> </ul>	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on a design criteria</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and where appropriate ICT</li> </ul>	<ul style="list-style-type: none"> <li>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>To generate, model and communicate their ideas through discussion, annotated sketches and prototypes</li> </ul>	<ul style="list-style-type: none"> <li>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>To generate, model and communicate their ideas through discussion, annotated sketches and prototypes</li> </ul>	<ul style="list-style-type: none"> <li>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>To generate, model and communicate their ideas through discussion, pattern pieces, cross-sectional and exploded diagrams</li> </ul>	<ul style="list-style-type: none"> <li>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>To generate, model and communicate their ideas through discussion, pattern pieces, cross-sectional and exploded diagrams</li> <li>To generate, model and communicate ideas using computer-aided design.</li> </ul>
<b>Make</b>	<ul style="list-style-type: none"> <li>To select and use a range of tools and equipment to perform practical tasks</li> <li>To select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>To select and use a range of tools and equipment to perform practical tasks</li> <li>To select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials, <i>textiles</i> and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately such as cutting, shaping, joining and finishing</li> <li>To select from a wider range of materials and components including construction materials, <i>textiles</i> and ingredients, according to their functional properties and aesthetic qualities</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> </ul> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<ul style="list-style-type: none"> <li>To investigate and analyse a range of existing products</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>To understand how key events and individuals (in design and technology) have helped shape the world.</li> <li>To investigate and analyse a range of existing products</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>To understand how key events and individuals (in design and technology) have helped shape the world.</li> <li>To investigate and analyse a range of existing products</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>

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<p><b>Technical Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms eg levers, sliders, wheels and axels in their products.</li> </ul>	<ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms eg levers, sliders, wheels and axels in their products.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and use mechanical systems in their products e.g gears, pulleys, cams, levers and linkages.</li> <li>• To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<ul style="list-style-type: none"> <li>• To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and use mechanical systems in their products e.g gears, pulleys, cams, levers and linkages.</li> <li>• To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and use electrical systems in their products eg series, circuits incorporating switches, bulbs, buzzers and motors.</li> <li>• To apply their understanding of computing to program monitor and control their products.</li> </ul>
<p><b>Cooking and Nutrition</b></p>	<ul style="list-style-type: none"> <li>• To use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• To understand where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>• To use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• To understand where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and apply the principles of a healthy diet</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown</li> </ul>			