

National Curriculum Aims

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

- (A1) develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- (A2) 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
- (A3) critique, evaluate and test their ideas and products and the work of others
- (A4) understand and apply the principles of nutrition and learn how to cook.

Weobley Primary School Aims

- (WA1)To foster enjoyment, purpose and a sense of pride in designing and making.
- (WA2)To develop thinkers who can solve creative problems as individuals and members of a team.
- (WA3)To optimise the Design and Technology facilities at our federated High School.

National Curriculum Aims and Attainment Targets - KS1

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

- (D1) design purposeful, functional, appealing products for themselves and other users based on design criteria
- (D2) generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- (M1) select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- (M2) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- (E1) explore and evaluate a range of existing products
- (E2) evaluate their ideas and products against design criteria

Technical knowledge

- (TK1) build structures, exploring how they can be made stronger, stiffer and more stable
- (TK2) explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

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.

Pupils should be taught to:

- (CN1) use the basic principles of a healthy and varied diet to prepare dishes
- (CN2) understand where food comes from.

Year groups	Term 1		Term 2		Term 3	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
Year 1	Childhood then and now—Toys	Fire Engines	Windmills	Cooking	Butterfly feeders	Beach Huts
	A1	D1	A1	A1	A1	A1
	A2	D2	A2	A2	A2	A2
	A3	M1	A3	A4	A3	A3
	D1	M2	WA1	WA1	WA1	WA1
	D2	TK2	WA2	CN1	WA2	WA2
	M1	WA1	D1	CN2	D1	D1
	E2	WA2	M1		D2	D2
	WA1	A1	M2		M1	M1
	WA2	A2	E1		M2	M2
Year 2		A3	E2		E1	E1
			TK2		E2	E2
					TK1	TK1
					TK2	TK2
	Kings and Queens	Kings and Queens	Continents	Continents	Comparing Countries	Comparing Countries
	D1		D1		D1	
	D2		D2		D2	
	M1		M1		M1	
	M2		M2		M2	
	E2		E1		E1	
	CN2		E2		E2	
	WA1		TK1		TK1	
	A4		WA1		WA1	
			WA2		WA2	
			A1		A1	
			A2		A2	
			A3		A3	

National Curriculum Aims and Attainment Targets - KS2

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, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

- Design
- (D1) 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
 - (D2) generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

- Make
- (M1) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
 - (M2) 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
- (E1) investigate and analyse a range of existing products
 - (E2) evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 - (E3) understand how key events and individuals in design and technology have helped shape the world

- Technical Knowledge
- (TK1) apply their understanding of how to strengthen, stiffen and reinforce more complex structures
 - (TK2) understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
 - (TK3) understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
 - (TK4) apply their understanding of computing to program, monitor and control their products.

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.

- Pupils should be taught to:
- (CN1) understand and apply the principles of a healthy and varied diet
 - (CN2) prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
 - (CN3) understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Year groups	Term 1		Term 2		Term 3	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
Year 3	Prehistoric Britain	Prehistoric Britain	Romans	Volcanoes	Wonderful world	Wonderful world
		Moving Monsters D1 D2 M1 M2 E1 E2 TK2 WA1 WA2 A1 A2 A3		Roman purses D1 D2 M1 M2 E2 TK1 WA1 WA2 A1 A2 A3		Edible Garden CN1 CN2 CN3 E2 WA1 WA2 A4
Year 4	Ancient Egypt	Ice cream	Rainforests	Clocks	Water	Patchwork
		CN2 E2		D1 M1 M2 E1 E2 WA1 WA2 WA3 TK3 TK4		D1 D2 M1 M2 TK1 E1 E2 E3 WA1 WA2
Year 5	Vikings & Anglo-Saxon	Marble Run-structures	Ancient Greece	Making salad and pitta bread	Geographical Skills	Worry Monsters-Textiles
		D1 D2 M1 M2 E1 E2 WA1 WA2 A1 A2 A3 TK1		D1 CN1 CN2 E2 WA1 WA2 A4		D1 D2 M1 M2 E1 E2 WA1 WA2 A1 A2 A3
Year 6	Mountains	Mountains	Changing Britain	Changing Britain	Isle of Wight	Isle of Wight
	Shelters D1 D2 M1 M2 E1 E2 E3 TK1 WA1 WA2		Cook a meal for four for under £5 CN1 CN2 CN3 E2 WA1 WA2			Fair Ground Rides D1 D2 M1 M2 E1 E2 E3 TK3 WA1 WA2