

## DT Curriculum Audit

### Early Years

#### **EYFS Framework 2021**

**Expressive Arts and Design area of learning:** The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

[Taken from EYFS Framework 2021](#)

[Taken from Development Matters 2021](#)

| <b>Subject content from the programme of study</b>  | <b>What are our DT themes or unit titles?</b><br>Content may be split between themes or units.   | <b>When will pupils be taught this?</b>   | <b>Links with other subjects?</b>  | <b>Opportunities for pupils to apply basic skills</b>   |
|---|--|---|--|---|
| <p><b><u>Creating with Materials ELG</u></b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> | <p><b><u>Let’s Celebrate!</u></b><br/><b>DT - Textiles unit:</b> Design and make a stocking for Father Christmas to hide gifts in.</p> <p><b><u>What a Wonderful World</u></b><br/><b>DT – Structures/ Textiles unit – Wooden Toys from the past:</b> Design and make a Peg Doll to be used in the Small World Area for a child to play with.</p> <p><b><u>Differences and Similarities</u></b><br/><b>DT – Food unit- Fruit Kebabs:</b> Design and make a fruit kebab for Handa (character) to share with her friend, Akeyo.</p> <p><b><u>All Change</u></b><br/><b>DT – Food unit-</b> Design and make dips and dippers for a Reception multicultural snack.</p> | <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 2</p>   | <p>History</p>   | <p>Mark Making</p>  |
| <p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Begin to show accuracy and care when drawing [ELG: Fine Motor skills]</a></li> <li>• <a href="#">Explore, use and refine a variety of artistic effects to</a></li> </ul>  | <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Use a range of small tools, including scissors, paint brushes and cutlery [ELG: Fine Motor skills]</a></li> <li>• <a href="#">Safely use and explore a variety of materials, tools and techniques, experimenting with</a></li> </ul>  | <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Share their creations, explaining the process they have used [ELG: Creating with materials]</a></li> <li>• Adapt work if necessary.</li> </ul> | <p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Show an interest in technological toys.</li> </ul> | <p><b><u>Food Technology</u></b></p> <ul style="list-style-type: none"> <li>• Begin to understand some food preparation tools, techniques and processes.</li> </ul> |

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| <p>express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Select appropriate resources.</li> <li>• Use gestures, talking and arrangements of materials and components to show design.</li> <li>• Use contexts set by the teacher and myself.</li> <li>• Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</li> </ul> | <p>colour, design, texture, form and function<br/>[ELG: Creating with materials]</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Construct with a purpose, using a variety of resources.</li> <li>• Use simple tools and techniques.</li> <li>• Build / construct with a wide range of objects</li> <li>• Select tools &amp; techniques to shape assemble and join.</li> <li>• Replicate structures with materials / components.</li> <li>• Discuss how to make an activity safe and hygienic.</li> <li>• Record experiences by drawing, writing, voice recording.</li> </ul> | <ul style="list-style-type: none"> <li>• Dismantle, examine, talk about existing objects/structures.</li> <li>• Consider and manage some risks.</li> <li>• Practice some appropriate safety measures independently.</li> <li>• Talk about how things work.</li> <li>• Look at similarities and differences between existing objects / materials / tools.</li> <li>• Describe textures.</li> </ul> | <ul style="list-style-type: none"> <li>• Practice stirring, mixing, pouring, blending.</li> <li>• Discuss how to make an activity safe and hygienic.</li> <li>• Discuss use of senses</li> <li>• Understand need for variety in food.</li> <li>• Begin to understand that eating well contributes to good health.</li> </ul> |
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| Key Stage One <sup>1</sup>  |   |   |   |   |
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| Subject content from the programme of study   | What are our DT themes or unit titles?<br>Content may be split between themes or units.   | When will pupils be taught this?  | Links with other subjects?  | Opportunities for pupils to apply basic skills  |
| <p><u>Design</u></p> <p>Pupils should be taught to design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> | <p><b><u>Year 1 – It’s Cold Outside</u></b><br/>(Design &amp; make a clothing item to keep your hands warm at playtimes.)</p> <p><b><u>Year 1 - Transport</u></b><br/>(Design and make an aeroplane that can be moved in all directions for Emma Jane (character) to help her fly over the places she visits.)</p> <p><b><u>Year 1 - Where shall I go next?</u></b><br/>(Design &amp; make a fruit salad presented in a way to appeal to Y1 children.)</p> <p><b><u>Year 2 – Intrepid Explorers</u></b><br/>(Design &amp; make a moon buggy that can be pushed or pulled by a Reception child.)</p> <p><b><u>Year 2 – Royal</u></b><br/>(Design and make a bag for Paddington to take his marmalade sandwiches to London.)</p> <p><b><u>Year 2 – Tragedy in London!</u></b><br/>(Design and make a cake for a banquet for King Charles II.)</p> | <p>Autumn 2</p> <p>Summer 1</p> <p>Spring 1</p> <p>Summer 2</p> <p>Autumn 1</p> <p>Spring 1</p> | <p>Maths – measuring<br/>Science- seasonal change<br/>Geography – Hot and Cold</p> <p>Maths – measuring<br/>Geography</p> <p>Geography</p> <p>Geography/<br/>Science</p> <p>Geography,<br/>Maths-<br/>measuring</p> | <p>Labelling diagrams/<br/>evaluating</p> <p>Writing recipe</p> <p>Instructions</p> <p>Labelling diagrams/<br/>evaluating</p> <p>Writing recipe</p> |

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| <p>Pupils should be taught to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> | <p><b><u>Year 1 – It’s Cold Outside - Textiles</u></b></p> <ul style="list-style-type: none"> <li>describe how their own idea works</li> <li>Develop their design ideas applying findings from their earlier research</li> <li>make a simple plan before making.</li> </ul>  | Autumn 2 | <p>Maths – measuring<br/>Science- seasonal change<br/>Geography – Hot and Cold</p> | Measuring      |
|  | <p><b><u>Year 1 – Transport – Structures &amp; Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>design a product which moves</li> <li>explain to someone else how they want to make their product</li> </ul>  | Summer 1 | <p>Maths – measuring<br/>Geography</p>   |                |
|  | <p><b><u>Year 1 - Where shall I go next? - Food</u></b></p> <ul style="list-style-type: none"> <li>explain to someone else how they want to make their product</li> <li>Taste tests</li> </ul>   | Spring 1 | <p>Maths/<br/>Science</p>  | Writing recipe |
|  | <p><b><u>Year 2 – Intrepid Explorers – Structures &amp; Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>think of an idea and plan what to do next</li> <li>Generate ideas by drawing on their own and other people's experiences.</li> <li>Develop their design ideas through discussion, observation, drawing and modelling</li> <li>Make simple drawings and label parts</li> <li>Identify simple design criteria</li> </ul> | Summer 2 | <p>Geography</p>   | Instructions   |
|  | <p><b><u>Year 2 – Royal - Textiles</u></b></p> <ul style="list-style-type: none"> <li>explain why they have chosen specific materials.</li> <li>Make simple drawings and label parts</li> <li>Identify simple design criteria</li> </ul>   | Autumn 1 | <p>History</p>   |                |
|  | <p><b><u>Year 2 – Tragedy in London! - Food</u></b></p> <ul style="list-style-type: none"> <li>Identify simple design criteria</li> <li>Identify a purpose for what they intend to design and make</li> </ul>  | Spring 1 |  | Writing recipe |
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| <p><b><u>Make</u></b></p> <p>Pupils should be taught to select from and use a range of tools and equipment to perform practical tasks.</p> | <p><b><u>Year 1 – It’s Cold Outside</u></b> (Design &amp; make a clothing item to keep your hands warm at playtimes.)</p> <ul style="list-style-type: none"> <li>- <i>With help measure, mark out, cut and shape a range of materials</i></li> <li>- <i>Use tools eg scissors and a hole punch safely</i></li> <li>- <i>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</i></li> <li>- <i>Join a seam using Velcro or glue.</i></li> </ul>                              | Autumn 2 | Maths – measuring<br>Science- seasonal change<br>Geography – Hot and Cold | Measuring |              |
|  | <p><b><u>Year 1 - Where shall I go next?</u></b> (Design &amp; make an appetising fruit salad.)</p> <ul style="list-style-type: none"> <li>- <i>Select and use appropriate fruit and vegetables, processes and tools</i></li> <li>- <i>Use basic food handling, hygienic practices and personal hygiene</i></li> </ul>  | Spring 1 | Geography   |           |              |
|  | <p><b><u>Year 1 - Transport</u></b></p> <p>Moving pictures – Structures and Mechanisms - aeroplane flight.</p> <ul style="list-style-type: none"> <li>- <i>Use tools eg scissors and a hole punch safely</i></li> <li>- <i>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</i></li> <li>- <i>Use simple finishing techniques to improve the appearance of their product</i></li> <li>- <i>With help measure, mark out, cut and shape a range of materials</i></li> </ul> | Summer 1 | Geography<br>Science  |           |              |
|  | <p><b><u>Year 2 – Intrepid Explorers</u></b></p> <p>(Vehicles - mechanisms – wheels and axles) Design and make a toy that can be pushed or pulled.)</p> <ul style="list-style-type: none"> <li>- <i>Begin to select tools and materials; use vocab' to name and describe them</i></li> <li>- <i>Measure, cut and score with some accuracy</i></li> <li>- <i>Use hand tools safely and appropriately</i></li> <li>- <i>Assemble, join and combine materials in order to make a product</i></li> </ul>  | Summer 2 | Geography/<br>Maths   |           | Instructions |
|  | <p><b><u>Year 2 – Royal</u></b></p> <p>Textiles - Design and make a bag for Paddington to take his marmalade sandwiches to London. (running stitch / template making, cutting fabric)</p> <ul style="list-style-type: none"> <li>- <i>Begin to select tools and materials; use vocab' to name and describe them</i></li> <li>- <i>Measure, cut and score with some accuracy</i></li> <li>- <i>Use hand tools safely and appropriately</i></li> <li>- <i>Assemble, join and combine materials in order to make a product</i></li> </ul>                | Autumn 1 | History   |           |              |

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|   | <ul style="list-style-type: none"> <li>- <i>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</i></li> <li>- <i>Choose and use appropriate finishing techniques</i></li> </ul> <p><b><u>Year 2 – Tragedy in London!</u></b> Design and make a cake for a banquet for King Charles II.</p> <ul style="list-style-type: none"> <li>- <i>Begin to select tools and materials; use vocab' to name and describe them</i></li> <li>- <i>Use hand tools safely and appropriately</i></li> <li>- <i>Assemble, join and combine materials in order to make a product</i></li> <li>- <i>Follow safe procedures for food safety and hygiene</i></li> </ul>  | Spring 1 |   | Writing recipe |
| <p>Pupils should be taught to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> | <p><b><u>Year 1 – It’s Cold Outside – Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Select appropriate resources and tools e.g. felt, wadding, Velcro, decorative items [buttons, feathers]</li> </ul> <p><b><u>Year 1 - Where shall I go next? – Food</u></b></p> <ul style="list-style-type: none"> <li>• Select appropriate resources and tools e.g. knives, shaped cutters, fruit [e.g. apple, pear, kiwi, banana, grapes, blueberries]</li> </ul> <p><b><u>Year 1 - Transport</u></b></p> <ul style="list-style-type: none"> <li>• Use tools <i>eg scissors and a hole punch, paper fasteners</i> safely</li> <li>• With help measure, mark out, cut and shape a range of materials (e.g. card, plastic)</li> <li>• Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> </ul> <p><b><u>Year 2 – Intrepid Explorers – Structures &amp; Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>• measure materials to use in a model or structure (dowelling, card)</li> </ul> | Autumn 2 | Maths – measuring<br>Science- seasonal change<br>Geography – Hot and Cold | Measuring      |
|   |   | Spring 1 | Maths - geometry  | Writing recipe |
|   |   | Summer 1 | Maths – measuring<br>Geography  |                |
|   |   | Summer 2 | Geography/<br>Science   | Instructions   |

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|   | <ul style="list-style-type: none"> <li>• Begin to select tools and materials; use vocabulary to name and describe them (handsaw, doweling, pva glue, wheels)</li> </ul> <p><b><u>Year 2 – Royal – Textiles</u></b></p> <ul style="list-style-type: none"> <li>• choose tools and materials and explain why they have chosen them (felt, ribbon, press studs, hook and eye, buttons)</li> <li>• Begin to select tools and materials; use vocabulary to name and describe them (needle, thread, binca)</li> <li>• join materials and components in different ways (running stitch)</li> </ul> <p><b><u>Year 2 – Tragedy in London!</u></b></p> <ul style="list-style-type: none"> <li>• describe the ingredients used when making a dish or cake (flour, butter, sugar, eggs, lemon, banana)</li> <li>• Use hand tools safely and appropriately (wooden spoons, knives, sieves, lemon squeezer)</li> </ul>  | Autumn 1 | Geography         | Writing recipe |
| <p><u>Evaluate</u></p> <p>Pupils should be taught to explore and evaluate a range of existing products.</p> | <p><b><u>Y1 – Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Explore a range of products that keep hands warm e.g. different types of gloves [woollen, rubber, lacey], hand warmers.</li> </ul> <p><b><u>Y1 – Food</u></b></p> <ul style="list-style-type: none"> <li>• Sensory tests – taste a range of fruits and record in a table e.g. apple, pear, strawberries, blueberries, kiwi</li> <li>• Provide opportunities for children to handle, smell and taste fruit and vegetables in order to describe them through talking and drawing. e.g. What words can we use to describe the shape, colour, feel, taste?</li> <li>• Evaluate existing products to determine what the children like best; provide opportunities for the children to investigate preferences of their intended users/suitability for intended purposes e.g. What do you prefer and why? What might we want to include in our product to meet our</li> </ul> | Autumn 2 | Maths – measuring | Writing recipe |

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|  | <p>user's preferences? Which fruit/vegetables might be the best for our product to match the occasion/purpose?</p> <p><b><u>Y1 – Structures and Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>Explore books with moving pictures. How do the pictures move? Do the parts turn, pull, push?</li> </ul> <p><b><u>Y2 – Textiles</u></b></p> <ul style="list-style-type: none"> <li>Explore a range of different bags – lunch boxes, bum bags, back packs. How are the parts joined together?</li> </ul> <p><b><u>Y2 – Food</u></b></p> <ul style="list-style-type: none"> <li>Sensory tests - taste a range of healthy cake ingredients fruit e.g. banana, sour ingredients e.g. lemon. Taste a range of existing cake products.</li> </ul> <p><b><u>Y2 – structures and mechanisms</u></b></p> <ul style="list-style-type: none"> <li>Explore a range of wheeled toys. Which parts move? How do they move? Which direction can they be moved? How many wheels do they have?</li> </ul> | <p>Summer 1</p> <p>Autumn 1</p> <p>Spring 1</p> <p>Summer 2</p> | <p>Science</p> <p>Geography</p> <p>History</p> | <p>Instructions</p> <p>Writing recipe</p> <p>Instructions</p> |
| <p>Pupils should be taught to evaluate their ideas and products against design criteria.</p> | <p><b><u>Y1 – Textiles</u></b></p> <ul style="list-style-type: none"> <li>Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>Evaluate their product by asking questions about what they have made and how they have gone about it.</li> </ul> <p><b><u>Y1 – Food</u></b></p> <ul style="list-style-type: none"> <li>Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>Evaluate their product by asking questions about what they have made and how they have gone about it.</li> </ul> <p><b><u>Y1 – Structures and Mechanisms</u></b></p>  | <p>Autumn 2</p> <p>Spring 1</p> <p>Summer 1</p>                 | <p>Maths – measuring<br/>Geography</p>         | <p>Writing recipe</p> <p>Instructions</p>                     |



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|  | <ul style="list-style-type: none"> <li>• Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it.</li> </ul> <p><b><u>Y2 – Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate against their design criteria.</li> <li>• Explain what went well with their work.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• Talk about their ideas, saying what they like and dislike about them.</li> </ul> <p><b><u>Y2 – Food</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate against their design criteria.</li> <li>• Explain what went well with their work.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• Talk about their ideas, saying what they like and dislike about them.</li> <li>•</li> </ul> <p><b><u>Y2 – structures and mechanisms</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate against their design criteria.</li> <li>• Explain what went well with their work.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• Talk about their ideas, saying what they like and dislike about them.</li> </ul> | Autumn 1 |         |                |
|  |  | Spring 1 |         | Writing recipe |
|  |  | Summer 2 | Science | Instructions   |

## DT Curriculum Audit

| Key Stage One <sup>2</sup>  |  |   |                                 |  |
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| Subject content from the programme of study   | What are our DT themes or unit titles?<br>Content may be split between themes or units.  | When will pupils be taught this?                                | Links with other subjects?      | Opportunities for pupils to apply basic skills |
| <p><u>Technical Knowledge</u></p> <p>Pupils should be taught to build structures, exploring how they can be made stronger, stiffer and more stable.</p> | <p><b><u>Y1 - Textiles</u></b></p> <ul style="list-style-type: none"> <li>Join a seam using Velcro or glue.</li> </ul> <p><b><u>Y1 – Structures &amp; Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>Join materials using tape, glue and paper fasteners.</li> <li>practise stiffening e.g. use straws/ pipe cleaners/ card strips to reinforce pictures to make them less floppy.</li> </ul> <p><b><u>Year 2 – Structures &amp; Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>Investigate different ways of creating fixed and unfixed axles.</li> </ul> <p><b><u>Year 2 – Textiles</u></b></p> <ul style="list-style-type: none"> <li>Use running stitch to join fabric.</li> <li>Use a fastening.</li> </ul> | <p>Autumn 2</p> <p>Summer 1</p> <p>Summer 2</p> <p>Autumn 1</p> | <p>Geography</p> <p>Science</p> | <p>Instructions</p>                            |
| <p>Pupils should be taught to explore and use mechanisms in their products.</p>   | <p><b><u>Year 1 – Structures and mechanisms</u></b></p> <ul style="list-style-type: none"> <li>Investigate making simple sliding mechanisms to make a picture move <i>side to side</i> and <i>up and down</i> using card strips and paper fasteners.</li> <li>Investigate simple lever mechanisms using card strips and paper fasteners to create a pivot.</li> <li>Use a hole punch to punch holes for a paper fastener lever.</li> </ul> <p><b><u>Year 2 – Structures and mechanisms</u></b></p> <ul style="list-style-type: none"> <li>use wheels and axles.</li> </ul>   | <p>Summer 1</p> <p>Summer 2</p>                                 | <p>Geography</p>                | <p>Instructions</p> <p>Instructions</p>        |

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|  | <ul style="list-style-type: none"> <li>Investigate different ways of creating fixed and unfixed axles.</li> </ul>  |  |  |  |
| <p><u>Cooking and Nutrition</u></p> <p>Pupils should be taught to use the basic principles of a healthy and varied diet to prepare dishes.</p> | <p><b><u>Year 1 - Food</u></b></p> <ul style="list-style-type: none"> <li>Discuss healthy eating advice, including eating more fruit and vegetables; talk about the importance of fruit and vegetables in our balanced diet e.g. Why is it good to eat fruit and vegetables? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them?</li> </ul> <p><b><u>Year 2 – Food</u></b></p> <ul style="list-style-type: none"> <li>How can we make a cake healthier? Look at ingredients and nutritional values on existing products – what can we substitute the ingredients for to make it healthier?</li> </ul> | <p>Spring 1</p><br><br><br><br><br><br><br><br><br><br><p>Spring 1</p> | <p>Maths – shape/ geometry</p><br><br><br><br><br><br><br><br><br><br><p>Maths measuring/ weighing ingredients</p> | <p>Writing a recipe</p><br><br><br><br><br><br><br><br><br><br><p>Writing a recipe</p> |
| <p>Pupils should be taught to understand where food comes from.</p>  | <p><b><u>Year 1 – Food</u></b></p> <ul style="list-style-type: none"> <li>Children examine a range of fruit/vegetables. Use questions to develop children’s understanding e.g. What is this called? Who has eaten this fruit/vegetable before? Where is it grown? When can it be <b>harvested</b>? What are its taste, smell, texture and appearance? What will it look like if we peel it or cut it in half? What are the different parts called?</li> </ul> <p><b><u>Year 2 – Food</u></b></p> <ul style="list-style-type: none"> <li>Look at ingredients on existing products – where have the ingredients come from? Where were they grown?</li> </ul>                 | <p>Spring 1</p><br><br><br><br><br><br><br><br><br><br><p>Spring 1</p> | <p>Maths</p>   | <p>Writing a recipe</p><br><br><br><br><br><br><br><br><br><br><p>Writing a recipe</p> |
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|  | <p><u>Design and make a dough-based product for a class Italian feast.</u></p> <ul style="list-style-type: none"> <li>• After exploring existing products create a set of design criteria as a class to use to design and make their own product.</li> </ul> <p><b><u>Year 5 – Anglo Saxons and Scots</u></b></p> <p><u>Design and make a hat to keep our heads warm in cold weather.</u></p> <ul style="list-style-type: none"> <li>• After exploring existing products create a set of design criteria as a class to use to design and make their own product.</li> </ul> <p><b><u>Year 5 – Who wants to be a Vicious Viking?</u></b></p> <p><u>Design and make a Viking Longship moving toy suitable for a Y1 child to play with.</u></p> <ul style="list-style-type: none"> <li>• After exploring existing products create a set of design criteria as a class to use to design and make their own product.</li> </ul> <p><b><u>Year 6 – Jurassic Coast</u></b></p> <p><u>Design and make a vehicle for a company which can carry a fragile object safely over different terrain.</u></p> <ul style="list-style-type: none"> <li>• After exploring existing products create a set of design criteria as a class to use to design and make their own product.</li> </ul> <p><b><u>Year 6 – Was the Industrial Revolution good for the pocket, bad for the health?</u></b></p> <p><u>Design and make an item of clothing for someone to wear when working in a factory (apron)</u></p> <ul style="list-style-type: none"> <li>• After exploring existing products create a set of design criteria as a class to use to design and make their own product.</li> </ul> | <p>Autumn 2</p> <p>Spring 1</p> <p>Autumn 1</p> <p>Summer 2</p> | <p>Maths,<br/>Science</p> <p>History<br/>Science<br/>Maths</p> <p>Maths<br/>Science<br/>History</p> <p>Maths<br/>Science -<br/>electricity</p> <p>Maths –</p> |  |
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## DT Curriculum Audit

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|   | <p><b><u>Year 6 – Guilty!</u></b><br/> <u>Design and make a healthy dish for a demonstration to Y6 on healthy living (pasta bake).</u></p> <ul style="list-style-type: none"> <li>• After exploring existing products create a set of design criteria as a class to use to design and make their own product.</li> </ul>  | Spring 2  | Maths – weighing/ scaling up/down  | Writing a recipe            |
| <p>Pupils should be taught to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> | <p><b><u>Year 3 - Walk like an Egyptian</u></b><br/> <u>(Structures &amp; Mechanisms: 2d to 3d Structures.</u><br/>         Design and make a container for storing your own items of 'treasure'.<br/>         - <i>Annotated sketches/ prototypes</i></p> <p><b><u>Year 3 – The Natural World</u></b><br/> <u>Textiles</u> - Design and make a drawstring bag to take on exploration travels - use running stitch to join and over stitch to edge)<br/>         - <i>Annotated sketches/ prototypes</i></p> <p><b><u>Year 4 – You’re such a Greek!</u></b><br/> <u>Structures &amp; Mechanisms (electrical control) –</u><br/>         Design and make a spotlight for a theatre company to use in a performance.<br/>         - <i>Annotated sketches/ prototypes/ cross sectional diagrams</i></p> <p><b><u>Year 4 – Food Glorious Food</u></b><br/> <u>Textiles</u> – Design a cushion to be displayed in a chocolate shop window to advertise a product to children. (seam – sewing machine, sewing patterns on – running stitch, over stitch, blanket stitch)<br/>         - Annotated diagrams</p> | <p>Spring 2</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Autumn 1</p> | <p>History<br/>         Maths-<br/>         geometry/<br/>         measuring</p> <p>Geography<br/>         Maths<br/>         Science</p> <p>History<br/>         Science<br/>         Maths</p> <p>English<br/>         Maths –</p> | <p>Writing instructions</p> |

## DT Curriculum Audit

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|  | <p style="text-align: center;">- Prototypes/ mock ups</p> <p><b><u>Year 4 – Rotten Romans</u></b><br/> <u>Food</u> – Design and make a dough-based product for a class Italian feast.<br/>         ➤ <i>Annotated sketches</i></p> <p><b><u>Year 5 – Anglo Saxons &amp; Scots</u></b><br/> <u>Textiles</u> – Design and make a hat to keep our heads warm in cold weather.<br/>         - <i>Annotated sketches/ prototypes/ pattern pieces</i><br/>         - <i>Measure head circumference</i></p> <p><b><u>Year 5 – Who Wants to be a Vicious Viking</u></b><br/> <u>Structures &amp; Mechanisms</u> (moving toys) Design and make a Viking Longship moving toy suitable for a Y1 child to play with – cam mechanism.<br/>         - <i>Annotated sketches/ prototypes/ cross sectional diagrams/ technical drawing</i></p> <p><b><u>Year 6 – Jurassic Coast</u></b><br/>         Controllable vehicles – Design and make a vehicle for a company which can carry a fragile object safely over different terrains - Build with a motor converting rotary motion to linear motion.<br/>         Computer aided design for vehicle body.<br/>         - <i>Annotated sketches/ cross sectional diagrams/ technical drawing</i></p> <p><b><u>Year 6 – Was the Industrial Revolution good for the packet, bad for the health?</u></b><br/> <u>Textiles</u> – Design and make an item of clothing for someone to wear when working in a factory (e.g. apron)</p> | <p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Summer 2</p> | <p style="text-align: center;">Maths,<br/>Science</p> <p style="text-align: center;">History<br/>Maths -<br/>weighing</p> <p style="text-align: center;">History<br/>Maths -<br/>measuring</p> <p style="text-align: center;">Maths<br/>Science</p> <p style="text-align: center;">Maths<br/>Science</p> <p style="text-align: center;">History/<br/>Maths</p> | <p style="text-align: center;">Writing a recipe</p> |
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## DT Curriculum Audit

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|  | <ul style="list-style-type: none"> <li>- Mock-ups/ pattern pieces</li> <li>- Labelled diagrams with measurements</li> </ul> <p><b><u>Year 6 – Guilty!</u></b><br/> <u>Food</u> – Design and make a healthy dish for a demonstration to Y6 on healthy living (pasta bake)</p> <ul style="list-style-type: none"> <li>- <i>Labelled diagrams</i></li> <li>- <i>Cross sectional diagrams</i></li> </ul>  | Spring 2 | Maths                                       |                         |
| <p><u>Make</u></p> <p>Pupils should be taught to select from a wider range of tools and equipment to perform practical tasks accurately.</p> | <p><b><u>Year 3 - Walk like an Egyptian</u></b><br/> <u>(Structures &amp; Mechanisms: 2d to 3d Structures. Design and make a container for storing your own items of 'treasure'.)</u></p> <ul style="list-style-type: none"> <li>- <i>Measure, mark out, cut, score and assemble components with more accuracy</i></li> <li>- <i>Work safely and accurately with a range of simple tools</i></li> <li>- <i>Use finishing techniques strengthen and improve the appearance of their product</i></li> <li>-</li> </ul> <p><b><u>Year 3 – The Natural World</u></b><br/> <u>Textiles</u> - Design and make a drawstring bag to take on exploration travels - use running stitch to join and over stitch to edge)</p> <ul style="list-style-type: none"> <li>- <i>follow a step-by-step plan, choosing the right equipment and materials</i></li> <li>- <i>select the most appropriate tools and techniques for a given task</i></li> <li>- <i>Measure, mark out, cut, score and assemble components with more accuracy</i></li> <li>- <i>Work safely and accurately with a range of simple tools</i></li> <li>- <i>Use finishing techniques strengthen and improve the appearance of their product</i></li> </ul> <p><b><u>Year 4 – You’re such a Greek!</u></b></p> | Spring 1 | History<br>Maths-<br>geometry/<br>measuring | Writing<br>instructions |
|  |   | Autumn 2 | Geography<br>Maths<br>Science               |                         |
|  |   | Spring 1 | History                                     |                         |





DT Curriculum Audit

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|  | <ul style="list-style-type: none"><li>- <i>Cut and join with accuracy to ensure a good-quality finish to the product.</i></li></ul> <p><b><u>Year 5 – Who Wants to be a Vicious Viking</u></b><br/><b>Structures &amp; Mechanisms</b> (moving toys) Design and make a Viking Longship moving toy suitable for a Y1 child to play with – cam mechanism.</p> <ul style="list-style-type: none"><li>- <i>Measure and mark out accurately</i></li><li>- <i>Use skills in using different tools and equipment safely and accurately.</i></li><li>- <i>Cut and join with accuracy to ensure a good-quality finish to the product.</i></li></ul> <p><b><u>Year 6 – Jurassic Coast</u></b><br/><b>Structures and Mechanisms</b> - Controllable vehicles – Design and make a vehicle for a company which can carry a fragile object safely over different terrains - Build with a motor converting rotary motion to linear motion. Computer aided design for vehicle body.</p> <ul style="list-style-type: none"><li>- <i>Assemble components make working models</i></li><li>- <i>Use tools safely and accurately</i></li><li>- <i>Construct products using permanent joining techniques</i></li><li>- <i>Make modifications as they go along</i></li><li>- <i>Achieve a quality product</i></li></ul> <p><b><u>Year 6 – Was the Industrial Revolution good for the packet, bad for the health?</u></b><br/><b>Textiles</b> – Design and make an item of clothing for someone to wear when working in a factory (e.g. apron)</p> <p><b><u>Year 6 – Guilty!</u></b></p> | Spring 1 | History<br>Science                       |                  |
|  |  | Autumn 1 | Maths<br>Science<br>History<br>Geography |                  |
|  |  | Summer 2 | History<br>Maths                         |                  |
|  |  | Spring 2 |  | Writing a recipe |

## DT Curriculum Audit

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|  | <p><u>Food</u> – Design and make a healthy dish for a demonstration to Y6 on healthy living (pasta bake)</p> <ul style="list-style-type: none"> <li>- <i>work within a budget to create a meal</i></li> <li>- <i>Follow a complex recipe.</i></li> <li>- <i>Use an oven/ hob to heat and cook food.</i></li> <li>- <i>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</i></li> <li>- <i>Use a range of tools to chop, slice, blend and grate food stuffs</i></li> </ul>  |   | <p>Maths – weighing ingredients</p>                        |                             |
| <p>Pupils should be taught to select from a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> | <p><b><u>Year 3 - Walk like an Egyptian</u></b></p> <ul style="list-style-type: none"> <li>• select the most appropriate tools and techniques for a given task – e.g. hand saws, square section wood, card, magnetic strips, buttons, press studs.</li> <li>• Work safely and accurately with a range of simple tools.</li> </ul> <p><b><u>Year 3 – The Natural World</u></b></p> <ul style="list-style-type: none"> <li>• select the most appropriate tools and techniques for a given task – calico cotton, camouflage colours (brusho), string, twine,</li> </ul> <p><b><u>Year 4 – You're such a Greek!</u></b></p> <ul style="list-style-type: none"> <li>• know which material is likely to give the best outcome e.g., materials which are conductors to complete circuits and make switches.</li> <li>• Know which tools to use for a particular task and show knowledge of handling the tool (wire strippers).</li> </ul> | <p>Spring 2</p><br><p>Autumn 2</p><br><p>Spring 1</p> | <p>History</p><br><br><p>History<br/>Science<br/>Maths</p> | <p>Writing instructions</p> |

## DT Curriculum Audit

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|  | <p><b><u>Year 4 – Food Glorious Food</u></b></p> <ul style="list-style-type: none"> <li>• Select appropriate tools and techniques for making their product (pins, needles, fabric scissors, sewing machine [with support]).</li> <li>• Join and combine materials and components accurately in temporary and permanent ways (felt fabric, applique lettering, cotton)</li> <li>•</li> </ul>   | Autumn 1 | English<br>Maths –           |  |
|  | <p><b><u>Year 4 – Rotten Romans</u></b></p> <ul style="list-style-type: none"> <li>• Use tools safely to slice, chop and grate ingredients.</li> <li>• Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking. (e.g., cheese, salami, pepperoni, ham, mushrooms, tomato, herbs)</li> </ul> | Summer 1 | Maths,<br>Science<br>History | Writing a recipe                       |
|  | <p><b><u>Year 5 – Anglo Saxons &amp; Scots</u></b></p> <ul style="list-style-type: none"> <li>• Select appropriate materials, tools and techniques (pins, needles, fabric scissors, sewing machine, felt, pom poms, tassels, buttons).</li> <li>• Use CAD &amp; 3D Printer to communicate design ideas. (Emblem for hat)</li> </ul>   | Autumn 2 | Maths<br>Science             | Writing a recipe<br><br>Writing recipe |
|  | <p><b><u>Year 5 – who Wants to be a Vicious Viking?</u></b></p> <ul style="list-style-type: none"> <li>• Select appropriate materials, tools and techniques (hand saws, drills, square section wood, strip wood, dowel, card, cams, wheels, tubing, washers)</li> </ul>   | Spring 1 | History Maths<br>Science     |  |

## DT Curriculum Audit

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|  | <ul style="list-style-type: none"><li>• Use CAD to communicate design ideas (Procreate design program for back drop).</li></ul> <p><b><u>Year 6 – Jurassic Coast!</u></b></p> <ul style="list-style-type: none"><li>• know which tool to use for a specific practical task. (Hand saws, electrical components, card, dowel, wheels)</li><li>• know how to use any tool correctly and safely (hand saws, hot glue gun, wire strippers).</li><li>• explain why a specific tool is best for a specific action.</li><li>• Construct products using permanent joining techniques.</li></ul> <p><b><u>Year 6 – Was the Industrial Revolution good for the pocket, bad for the health?</u></b></p> <ul style="list-style-type: none"><li>• know which tool to use for a specific practical task. (Pins, needles, fabric scissors, sewing machine)</li><li>• know how to use any tool correctly and safely (pins, needles, fabric scissors, sewing machine).</li><li>• explain why a specific tool is best for a specific action.</li><li>• Construct products using permanent joining techniques.</li></ul> <p><b><u>Year 6 – Guilty!</u></b></p> <ul style="list-style-type: none"><li>• know which tool to use for a specific practical task. (Knives, graters, blenders, cooker hobs, ovens)</li><li>• know how to use any tool correctly and safely (Knives, graters, blenders, cooker hobs, ovens).</li></ul> | Autumn 1 | Maths<br>Science     | Instructions |
|  |   | Summer 2 | Maths -<br>measuring |              |
|  |   | Spring 2 | Maths –<br>weighing. |              |

## DT Curriculum Audit

| <b>Key Stage Two<sup>2</sup></b>   |  |   |                                   |   |
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| <b>Subject content from the programme of study</b>   | <b>What are our DT themes or unit titles?</b><br>Content may be split between themes or units.   | <b>When will pupils be taught this?</b> | <b>Links with other subjects?</b> | <b>Opportunities for pupils to apply basic skills</b> |
| <p><u>Evaluate</u></p> <p>Pupils should be taught to investigate and analyse a range of existing products.</p> | <p><b><u>Year 3 – Walk like an Egyptian</u></b></p> <ul style="list-style-type: none"> <li>• Disassemble and evaluate familiar products - investigate a collection of different shell structures including packaging. <i>What is the purpose of the shell structure – protecting, containing, presenting? What material is it made from? How has it been constructed? Are the materials recyclable or reusable? How has it been stiffened i.e. folded, corrugated, ribbed, laminated? What size/shape/colour is it? What information does it show and why? How attractive is the design?</i></li> <li>• Children take a small package apart identifying and discussing parts of a net including the tabs e.g. <i>How are different faces of</i></li> </ul> | Spring 2                                | History, Maths                    | Instructions  |

## DT Curriculum Audit

*the package arranged? How are the tabs used to join the 'free' edges of the net?*

### **Year 3 – The Natural World**

- Investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.
- Disassemble bags to gain an understanding of 3-D shape, patterns and seam allowances.  
*What is its purpose? Which one is most suited to its purpose? What properties/characteristics does the fabric have? Why has this fabric been chosen? How has the fabric been joined together? How effective are its fastenings? How has it been decorated? Does its decoration have a purpose? What would the 2-D pattern piece look like? What are its measurements? How might you change the product?*

### **Year 4 – You're such a Greek!**

- Explore different types of spotlights [e.g., theatre, make-up, ring lights, desk lamps]  
Where and why they are used?  
How does the product work?

Autumn 2

Maths

Spring 1

Science  
History

Instructions

## DT Curriculum Audit

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|  | <p>What are its key features and components? How does the switch work? Is the product manually controlled or controlled by a computer? What materials have been used and why? How is it suited to its intended user and purpose?</p> <ul style="list-style-type: none"> <li>Investigate examples of switches, including those which are commercially available, which work in different ways e.g. push-to-make, push-to-break, toggle switch. Use them in simple circuits e.g. How might different types of switches be useful in different types of products?<br/>[Science Link]</li> </ul> <p><b><u>Year 4 – Rotten Romans</u></b></p> <ul style="list-style-type: none"> <li>Sensory Taste Tests -Evaluate different types of dough-based bread and toppings [e.g., ciabatta, pizza, focaccia, cheese, tomato, herbs and spices, salami, pepperoni etc]</li> </ul> <p><b><u>Year 4 – Food Glorious Food</u></b></p> <ul style="list-style-type: none"> <li>Investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.</li> </ul> | <p>Summer 1</p> <p>Autumn 1</p> | <p>Maths – weighing<br/>History<br/>Geography</p> <p>Maths<br/>English</p> | <p>Writing a recipe</p> |
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## DT Curriculum Audit

- Think about products from the past and what changes have been made in textile production and products e.g. the invention of zips and Velcro – link to other types of fastenings e.g., envelope, buttons
- Disassemble a selection of cushions to gain an understanding of 3-D shape, patterns and seam allowances. *What is its purpose? Which one is most suited to its purpose? What properties/characteristics does the fabric have? Why has this fabric been chosen? How has the fabric been joined together? How effective are its fastenings? How has it been decorated? Does its decoration have a purpose? What would the 2-D pattern piece look like? What are its measurements? How might you change the product?*

### Year 5 – Anglo Saxons & Scots

- Investigate, analyse and evaluate a range of hats which have been produced by combining fabric shapes. *Is the product functional or decorative? Who would use this product? What is its purpose? What design decisions have been made? Do the textiles used match the intended*

Autumn 2

Maths  
Science



## DT Curriculum Audit

vehicles e.g., trucks, tractors, diggers, heavy machinery] that cannot be explored through first-hand experience. *How innovative is the product? What design decisions have been made? What type of movement can be seen? What types of mechanical components are used and where are they positioned? How well does the product work? Why have the materials and components been chosen? How well has it been designed? How well has it been made?*

**Year 6 – Was the Industrial Revolution good for the pocket, bad for the health?**

- Investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. *Is the product functional or decorative? Who would use this product? What is its purpose? What design decisions have been made? Do the textiles used match the intended purpose? What components have been used to enhance the appearance?*
- Investigate and analyse how aprons, overalls etc have been constructed. Children disassemble a product and evaluate what the fabric shapes look like, how the parts have

Summer 2





## DT Curriculum Audit

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| <p>Pupils should be taught to understand how key events and individuals in design technology have helped shape the world.</p> | <p><b><u>Year 3 - Walk like an Egyptian</u></b><br/> <u>(Structures &amp; Mechanisms: 2d to 3d Structures. Design and make a container for storing your own items of 'treasure'.)</u><br/>                     - Sarcophagus</p>                    | Spring 2 | History<br>Maths – geometry/measuring |  |
|   | <p><b><u>Year 3 – The Natural World</u></b><br/> <u>Textiles</u> - Design and make a drawstring bag to take on exploration travels - use running stitch to join and over stitch to edge) <b>Explorer/ survival expert: Bear Grylls</b></p>          | Autumn 2 | History.<br>Geography, science        |  |
|   | <p><b><u>Year 4 – You’re such a Greek!</u></b><br/> <u>Structures &amp; Mechanisms</u> (electrical control) – Design and make a spotlight for a theatre company to use in a performance. <b>Scientist: Lewis Latimer</b></p>                        | Spring 1 | History<br>Science<br>Maths           |  |
|   | <p><b><u>Year 4 – Food Glorious Food</u></b><br/>                     Textiles/Fabrics – cushion which looks like the chocolate bar they designed. (seam – sewing machine, sewing patterns on – running stitch) <b>Designer: Justina Botwey</b></p> | Autumn 1 | Geography<br>Maths                    |  |
|   | <p><b><u>Year 5 – Anglo Saxons &amp; Scots</u></b><br/> <u>Textiles</u> – Design and make a hat to keep our heads warm in cold weather. <b>Designers/ Milliners: Philip Treacy, Laura Cathcart, Fernanda Lewis</b></p>                              | Autumn 2 | Maths - measuring                     |  |
|   | <p><b><u>Year 5 – Who Wants to be a Vicious Viking</u></b><br/> <u>Structures &amp; Mechanisms</u> (moving toys) Design and make a Viking Longship moving toy suitable for a Y1 child to play</p>   | Spring 1 | History<br>Science<br>Maths           |  |

## DT Curriculum Audit

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|  | <p>with – cam mechanism. <b>Inventor: Leonardo Da Vinci</b></p> <p><b><u>Year 6 – Jurassic Coast</u></b><br/> <u>Structures &amp; Mechanisms</u> - Controllable vehicles – Design and make a vehicle for a company which can carry a fragile object safely over different terrains - Build with a motor converting rotary motion to linear motion.<br/>           Computer aided design for vehicle body.<br/> <b>Production of the electric car.</b></p> <p><b><u>Year 6 – Was the Industrial Revolution good for the pocket, bad for the health?</u></b><br/> <u>Textiles</u> – Design and make an item of clothing for someone to wear when working in a factory (e.g. apron)<br/> <b>Designer: Coco Chanel</b></p> <p><b><u>Year 6 – Guilty!</u></b><br/> <u>Food</u> – Design and make a healthy dish for a demonstration to Y6 on healthy living (pasta bake) <b>Chef: Michael Caines</b></p> | <p>Autumn 1</p> <p>Summer 2</p> <p>Spring 2</p> | <p>Maths<br/>Science</p> <p>History/<br/>Maths</p> <p>Maths-<br/>weighing/<br/>measuring</p> | <p>Writing instructions</p> |
| <p><u>Technical knowledge</u></p> <p>Pupils should be taught to apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> | <p><b><u>Year 3 - Walk like an Egyptian</u></b></p> <ul style="list-style-type: none"> <li>know how to strengthen a product by stiffening a given part or reinforce a part of the structure (using cardboard triangles to strengthen structure of box)</li> </ul> <p><b><u>Year 3 – The Natural World</u></b></p> <ul style="list-style-type: none"> <li>know how to strengthen a product by stiffening a given part</li> </ul>   | <p>Spring 2</p> <p>Autumn 2</p>                 | <p>History<br/>Maths</p> <p>Maths</p>  | <p>Writing instructions</p> |





## DT Curriculum Audit

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|  | <ul style="list-style-type: none"> <li>• use electrical systems correctly and accurately to enhance a given product (vehicle)</li> <li>• know which IT product would further enhance a specific product (Microsoft Word/ publisher)</li> <li>• use knowledge to improve a made product by strengthening, stiffening or reinforcing (cardboard triangles to reinforce and strengthen chassis of vehicle)</li> </ul> <p><b><u>Year 6 – Was the Industrial Revolution good for the packet, bad for the health?</u></b></p> <ul style="list-style-type: none"> <li>• Fabrics can be strengthened, stiffened and reinforced where appropriate (bias binding, use of a sewing machine to join components).</li> </ul> | <p style="text-align: center;">Summer 2</p>   | <p>Science<br/>maths</p> <p>Maths -<br/>measuring</p>                                    |  |
| <p>Pupils should be taught to understand and use mechanical systems in their products.</p> | <p><b><u>Year 3 - Walk like an Egyptian</u></b></p> <ul style="list-style-type: none"> <li>- Design hinges to create a box that can be opened.</li> </ul> <p><b><u>Year 4 – You’re such a Greek!</u></b></p> <ul style="list-style-type: none"> <li>- Design switches to turn a spotlight on and off.</li> </ul> <p><b><u>Year 5 – Who Wants to be a Vicious Viking</u></b></p> <ul style="list-style-type: none"> <li>- Understand how cams can be used to produce different types of movement and change the</li> </ul>   | <p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Autumn 2</p> | <p>History</p> <p>History<br/>Science<br/>Maths</p> <p>History<br/>Science<br/>Maths</p> |  |

## DT Curriculum Audit

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|   | <p>direction of movement (rotary movement to linear movement)</p> <p><b><u>Year 6 – Jurassic Coast</u></b></p> <ul style="list-style-type: none"> <li>- Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement (reversible switch).</li> </ul>   | Autumn 1                                    | History<br>Science<br>Maths                                      |  |
| Pupils should be taught to understand and use electrical systems in their products.                               | <p><b><u>Year 4 – You’re such a Greek!</u></b></p> <ul style="list-style-type: none"> <li>- Understand and use electrical systems in their products, such as series circuits incorporating switches and bulbs.</li> </ul> <p><b><u>Year 6 – Guilty!</u></b></p> <ul style="list-style-type: none"> <li>- Build a working circuit that incorporates a battery, a motor and a handmade switch, such as a reversing switch.</li> </ul>   | Spring 1<br><br>Autumn 2                    | History<br>Science<br>Maths<br><br>Geography<br>Science<br>Maths |  |
| Pupils should be taught to apply their understanding of computing to program, monitor and control their products. | <p><b><u>Year 5 – Anglo Saxons &amp; Scots</u></b></p> <ul style="list-style-type: none"> <li>- Use CAD [Tinkercad and 3D Printer] to design emblem to stitch onto a hat.</li> </ul> <p><b><u>Year 5 – Who wants to be a Vicious Viking?</u></b></p> <ul style="list-style-type: none"> <li>- Use CAD (Procreate art program) to design a backdrop for moving toy.</li> </ul> <p><b><u>Year 6 – Jurassic Coast</u></b></p> <ul style="list-style-type: none"> <li>- Use Microsoft Word/ Publisher to create a net for a cab to</li> </ul> | Autumn 1/ 2<br><br>Spring 1<br><br>Autumn 1 | Art<br><br>Maths – nets  |  |

## DT Curriculum Audit

|  |   |          |                    |  |
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|  | <p>protect a fragile object in a vehicle.</p> <p><b><u>Year 6 – Was the Industrial Revolution good for the pocket, bad for the health?</u></b></p> <ul style="list-style-type: none"><li>- Use CAD [Tinkercad and 3D Printer] to design buttons to sew onto an apron.</li></ul> | Summer 2 | Maths – measuring. |  |
|--|---|----------|--------------------|--|

## DT Curriculum Audit

| Key Stage Two <sup>3</sup>  |   |                                  |  |  |
|---|---|----------------------------------|--|--|
| Subject content from the programme of study   | What are our DT themes or unit titles?<br>Content may be split between themes or units.   | When will pupils be taught this? | Links with other subjects?               | Opportunities for pupils to apply basic skills |
| <p><u>Cooking and Nutrition</u></p> <p>Pupils should be taught to understand and apply the principles of a healthy and varied diet.</p> | <p><b><u>Year 4 – Rotten Romans</u></b></p> <ul style="list-style-type: none"> <li>- Carry out relevant research into existing products to include personal/cultural preferences, ensuring a healthy diet/ meeting dietary needs. <i>What are the key ingredients needed to make a particular product? How have ingredients been processed? What is the nutritional value of a product? How can we promote healthy eating?</i></li> </ul> | Summer 1                         | Science<br>History                       | Writing a recipe                               |
|   | <p><b><u>Year 6 – Guilty!</u></b></p> <ul style="list-style-type: none"> <li>- Research key chefs (<b>Michael Caines</b>) and how they have promoted seasonality, local produce and healthy eating.</li> </ul>  | Spring 2                         | Maths – weighing.                        | Writing a recipe                               |
| <p>Pupils should be taught to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>       | <p><b><u>Year 4 – Rotten Romans</u></b></p> <ul style="list-style-type: none"> <li>• know how to be both hygienic and safe when using food.</li> <li>• bring a creative element to the food product being designed.</li> <li>• Cooking techniques – baking, kneading/ chopping, grating/ use of oven with support.</li> </ul>   | Summer 1                         | History<br>Geography<br>Maths – weighing | Writing a recipe                               |
|   | <p><b><u>Year 6 – Guilty!</u></b></p>   | Spring 2                         | History                                  | Writing a recipe                               |

### DT Curriculum Audit

|   |  |          |                                  |                  |
|---|--|----------|----------------------------------|------------------|
|   | <ul style="list-style-type: none"> <li>• be both hygienic and safe in the kitchen.</li> <li>• know how to prepare a meal by collecting the ingredients in the first place.</li> <li>• understand the difference between a savoury and sweet dish.</li> <li>• explain how food ingredients should be stored and give reasons.</li> <li>• Cooking techniques – baking/ chopping, grating, blending/ boiling pasta/ use of oven with support.</li> </ul>  |          | Geography<br>Maths –<br>weighing |                  |
| <p>Pupils should be taught to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (*For further links see below)</p> | <p><b><u>Year 4 – Rotten Romans</u></b></p> <ul style="list-style-type: none"> <li>• Carry out relevant research into existing products to include the availability of locally sourced/seasonal/organic ingredients. What ingredients are sourced locally/in the UK/from overseas? What are the key ingredients needed to make a pizza. Are they locally sourced, seasonal, Fair Trade (link to Ghana Learning in Geography) or organic?</li> <li>• Find out how a variety of ingredients used in pizzas are grown and harvested, reared, caught and processed e.g. <i>Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come</i></li> </ul> | Summer 1 | History<br>Maths –<br>weighing   | Writing a recipe |

## DT Curriculum Audit

|  |  |          |                  |                  |
|--|--|----------|------------------|------------------|
|  | <p style="text-align: center;"><i>from? How and why are they processed?</i></p> <p><b><u>Year 6 – Guilty!</u></b></p> <ul style="list-style-type: none"> <li>• know which season various foods are available for harvesting.</li> <li>• Find out how a variety of ingredients used in pasta bake are grown and harvested, reared, caught and processed e.g. <i>Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come from? How and why are they processed?</i></li> </ul> | Spring 2 | Maths – weighing | Writing a recipe |
|--|--|----------|------------------|------------------|

**\*Pupils should be taught to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.**

- **Y3** – Autumn 1 Geography – **Agriculture**: Know different types of farming, how land has adapted and how food and farming are linked. (What food grows where and when)
- **Y4** – Autumn 1 Geography – **Production of Chocolate**: Understanding of where cocoa is grown and why as well as how land-use and settlement has changed. Understand why Fair Trade was set up. Focus Study: Ghana (with a focus on Ghanaian farmers).
- **Y5** – Summer 1 Geography – **Agriculture in the Amazon Basin**: Review agriculture across the world and compare with Focus Study: Amazon River. Understand the supply chain and globalisation and Fair Trade (link back to Ghana in Y4). To revisit the different types of farming present in the UK (arable, pastoral and mixed). To know how farming/ agriculture varies across the world and why. To know the types of agriculture in the Amazon Basin, who are responsible (poor farmers; corporations) for it and the challenges it brings. To understand how agriculture and farming in the Amazon Basin is a key part of the global supply chain (**cattle, soy, Chocolate, vanilla, cinnamon, pepper, avocados, cashews, Brazil nuts sugar and coffee**).