Beckford Primary School.
DT Curriculum map.

Bold – National curriculum statement.
Green – Topic specific objective.
All other objectives to be covered repeatedly in each topic.

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].			
	Cooking and nutrition	process	Evaluation
Year 1	I can talk about what I eat and discuss what healthy foods are. I can say where some food comes from and give examples of food that is grown. I can use simple tools to prepare food safely.	I can create simple designs for a product. I can use pictures and words to describe what I want to do. I can select and use simple tools I would like to use to perform practical tasks e.g cutting, shaping, and joining and finishing. I can build structures, exploring how they can be made stronger, stiffer and more stable. I can use wheels and axles in a product.	I can ask simple questions about existing products and those I have made.
Year 2	I can understand the need for a variety of food in a diet. I can understand that all food has to be farmed, grown or caught.	I can design purposeful, functional, pleasing products for myself and other users based on a design brief.	I can evaluate and assess existing products and those I have made using a design criteria.

	I can use a wider range of cookery techniques to prepare food safely.	I can generate, develop, model and communicate my ideas through talking, drawing, templates and mock ups. I can choose tools I would like to use and select materials based on my knowledge of their properties. I can safely measure, mark out, cut and shape materials and components using a range of tools. I can investigate different techniques for stiffening a variety of materials (including construction materials, textiles and ingredients) and explore different methods of enabling structures to remain stable. I can explore and use mechanisms such as levers, sliders, wheels and axels in products.	
Key Stage Two.			
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].			
	Cooking and nutrition.	Process	Evaluate
Year 3	I can talk about the different food groups and name food from each group. I can understand that food has to be grown, farmed or caught in Europe and wider world.	I can use my knowledge of exciting products to design my own functional product. I create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.	I can investigate and analyse existing products and those I have made, considering a wide range of factors.

	I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely.	I can safely measure, mark out, cut assemble and join with some accuracy. I make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. I can strengthen frames with diagonal struts. I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement.	
Year4	**I can understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active.** **I can understand seasonality and the advantages of eating seasonal and locally produced food.** **I can read and follow recipes which involve several processes, skills and techniques.**	I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience (Steam making cars). I can create designs using exploding diagrams (Steam making cars). I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots (Steam making cars).	I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user (Steam making cars). I can make detailed evaluations about existing products and my own, considering the views of others to improve my work (Egyptians making torches).

		I use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them (Steam making cars). I can apply techniques I have learnt to strengthen structures and explore my own ideas (steam making cars). I can understand and use electrical systems in my products (Egyptians making torches).	
Year 5	I can understand main food groups and the different nutrients that are important for health. I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and tasty to eat. I can select appropriate ingredients and use a wide range of techniques to combine them.	I can use my research into existing products and my market research to inform the design of my own innovative product. I can create prototypes to show my ideas I can make careful and precise measurements so that joins, holes and openings are in exactly the right place. I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques including pattern pieces. I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable.	I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have. I can evaluate my ideas and products against my own design criteria.

		I can understand how to use more complex mechanical and electrical systems.	
Year 6	I can confidently plan a series of healthy meals based on the principles of a healthy varied diet. I can use information on food labels to inform choice. I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills.	I can use research I have done into famous designers and inventors to inform my design. I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, patterns pieces and computer-aided design. I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. Including construction materials. I can apply my understanding of computing to program, monitor and control my products.	I can apply my knowledge of material and techniques to refine and rework my product to improve its functional properties and aesthetic qualities. I can use my technical knowledge and accurate skills to problem solve during the making process.