

West Hampstead Primary School.
DT Curriculum map.

Bold – National curriculum statement.

Green – Topic specific objective.

All other objectives to be covered repeatedly in each topic.

<u>Key Stage 1</u>			
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].			
	<u>Cooking and nutrition</u>	<u>process</u>	<u>Evaluation</u>
<u>Year 1</u>	<p>I can talk about what I eat and discuss what healthy foods are.</p> <p>I can say where some food comes from and give examples of food that is grown.</p> <p>I can use simple tools to prepare food safely.</p> <p style="text-align: center;">Spring 1- Cooking</p>	<p>I can create simple designs for a product.</p> <p style="text-align: center;">Spring 1 Autumn 1 Autumn 2</p> <p>I can use pictures and words to describe what I want to do.</p> <p style="text-align: center;">Autumn 1</p> <p>I can select and use simple tools I would like to use to perform practical tasks e.g cutting, shaping, and joining and finishing.</p> <p style="text-align: center;">Spring 1 Autumn 2</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p style="text-align: center;">Autumn 2</p> <p>I can use wheels and axles in a product.</p> <p style="text-align: center;">Summer 2</p>	<p>I can ask simple questions about existing products and those I have made.</p> <p style="text-align: center;"><u>Autumn 2</u> <u>Summer 2</u></p>

<p><u>Year 2</u></p>	<p>I can understand the need for a variety of food in a diet.</p> <p>I can understand that all food has to be farmed, grown or caught.</p> <p>I can use a wider range of cookery techniques to prepare food safely.</p> <p>toys</p>	<p>I can design purposeful, functional, pleasing products for myself and other users based on a design brief.</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates and mock ups.</p> <p>I can choose tools I would like to use and select materials based on my knowledge of their properties.</p> <p>I can safely measure, mark out, cut and shape materials and components using a range of tools.</p> <p>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.</p> <p>toys and GFOL</p> <p>I can explore and use mechanisms such as levers, sliders, wheels and axels in products.</p> <p>toys</p>	<p>I can evaluate and assess existing products and those I have made using a design criteria.</p> <p>Toys</p>
<p><u>Key Stage Two.</u></p>			
<p>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].</p>			
	<p><u>Cooking and nutrition.</u></p>	<p><u>Process</u></p>	<p><u>Evaluate</u></p>

<p><u>Year 3</u></p>	<p>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.</p> <p>I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p>	<p>I can use my knowledge of exciting products to design my own functional product.</p> <p>I create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</p> <p>I can safely measure, mark out, cut assemble and join with some accuracy.</p> <p>I make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p> <p>I can strengthen frames with diagonal struts.</p> <p>I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p>	<p>I can investigate and analyse existing products and those I have made, considering a wide range of factors.</p>
<p><u>Year4</u></p>	<p>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.</p>	<p>I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience (Steam making cars).</p> <p>I can create designs using exploding diagrams (Steam making cars).</p>	<p>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).</p>

	<p>I can understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>I can read and follow recipes which involve several processes, skills and techniques.</p>	<p>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).</p> <p>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).</p> <p>I can apply techniques I have learnt to strengthen structures and explore my own ideas (steam making cars).</p> <p>I can understand and use electrical systems in my products (Egyptians making torches).</p>	<p>I can make detailed evaluations about existing products and my own, considering the views of others to improve my work (Egyptians making torches).</p>
<u>Year 5</u>	<p>I can understand main food groups and the different nutrients that are important for health.</p> <p>I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and tasty to eat.</p> <p>I can select appropriate ingredients and use a wide range of techniques to combine them.</p>	<p>I can use my research into existing products and my market research to inform the design of my own innovative product.</p> <p>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.</p> <p>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.</p>	<p>I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have.</p> <p>I can evaluate my ideas and products against my own design criteria.</p>

		<p>I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable.</p> <p>I can understand how to use more complex mechanical and electrical systems.</p>	
<u>Year 6</u>	<p>I can confidently plan a series of healthy meals based on the principles of a healthy varied diet.</p> <p>I can use information on food labels to inform choice.</p> <p>I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills.</p>	<p>I can use research I have done into famous designers and inventors to inform my design.</p> <p>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.</p> <p>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.</p> <p>I can apply my understanding of computing to program, monitor and control my products.</p>	<p>I can apply my knowledge of material and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.</p> <p>I can use my technical knowledge and accurate skills to problem solve during the making process.</p>