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| **Substantive knowledge**  Our curriculum enables pupils to:   * Understand concepts, themes and genres * Acquire and apply knowledge and skill * Develop vocabulary | | | **Disciplinary knowledge**  Our curriculum supports pupils to:   * Evaluate past and present design and technology * Develop a critical understanding of its impact on daily life and the wider world * Use skills relevant to the design brief * Evaluate the effectiveness of their own and other’s work | |
| **KS1 Cycle A + B – *all children will access Cycle A + Cycle B during their time in KS1. Where learning is repeated, this is because it is key learning which requires revisiting and reinforcing; formative assessment will be used to ensure knowledge has been retained and can be retrieved, applied and deepened. This learning is in bold.***  ***For 2023-24 only for children in Y2 the first time this curriculum was delivered.*** | | | | |
| Cycle A  **Key themes**  **Key vocabulary** | **Structures** | **Food** | | **Mechanical Systems** |
|  | Accessing Prior Learning:  **Can you demonstrate basic cutting and sticking skills safely and correctly?** (FS2 EAD – use of scissors, clay tools, glue, tape, saws). | Accessing Prior Learning:  **Can you identify different fruits?** (FS2 UTW/PSED – healthy eating) | | Accessing Prior Learning:  **Can you describe toys that move in different ways?** (FS2 UTW – Toys) |
| Acquiring & Attempting Subject Knowledge:  Make   * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Select from and use a wide range of materials and components, including construction materials, according to their characteristics   Technical knowledge   * Build structures, exploring how they can be made stronger, stiffer and more stable | Acquiring & Attempting Subject Knowledge:  Make   * Select from and use a wide range of materials and components, including ingredients, according to their characteristics   Technical knowledge   * Use the basic principles of a healthy and varied diet to prepare dishes * Understand where food comes from | | Acquiring & Attempting Subject Knowledge:  Make   * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Select from and use a wide range of materials and components, including construction materials, according to their characteristics   Technical knowledge   * Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products |
|  | Across all of DT  Design   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   Evaluate   * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria | | | |
| **Focus careers** | Builder  Architect | * Chef * Caterer | | Mechanic |
|  | Applying Essential Knowledge:  **Can you design, make and evaluate a model that represents a structure from different materials, using appropriate tools?** | Applying Essential Knowledge:  **Can you design, make and evaluate a healthy fruit smoothie/fruit salad, using appropriate tools?** | | Applying Essential Knowledge:  **Can you design, make and evaluate a vehicle/moving storybook, using appropriate tools?** |
| Impact evidence:   * Pupil knowledge * Sketch books * Class floor books * Displays * Finished pieces | | | | |
| Cycle B  **Key themes**  **Key vocabulary** | **Mechanical Systems** | **Textiles** | | **Food** |
|  | Accessing Prior Learning:  **Can you describe toys that move in different ways?** (FS2 UTW – Toys) | Accessing Prior Learning:  **Do you know what different material are like?**  (FS2 EAD/UTW – different materials for different jobs i.e boats, coats) | | Accessing Prior Learning:  **Can you identify different vegetables?**  (FS2 UTW/PSED – healthy eating) |
| Acquiring & Attempting Subject Knowledge:  Make   * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Select from and use a wide range of materials and components, including construction materials, according to their characteristics   Technical knowledge   * Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products | Acquiring & Attempting Subject Knowledge:  Make   * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Select from and use a wide range of materials and components, including textiles, according to their characteristics | | Acquiring & Attempting Subject Knowledge:  Make   * Select from and use a wide range of materials and components, including ingredients, according to their characteristics   Technical knowledge   * Use the basic principles of a healthy and varied diet to prepare dishes * Understand where food comes from |
|  | Across all of DT  Design   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   Evaluate   * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria | | | |
| **Focus careers** | Electrician | * Fashion Designer | | * Chef   Caterer |
|  | Applying Essential Knowledge:  **Can you design, make and evaluate a fairground wheel/moving monster, using appropriate tools?** | Applying Essential Knowledge:  **Can you design, make and evaluate a puppet, using appropriate tools?** | | Applying Essential Knowledge:  **Can you design, make and evaluate a healthy wrap?** |
| Impact evidence:   * Pupil knowledge * Sketch books * Class floor books * Displays * Finished pieces | | | | |