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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
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| **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 DTDesign* 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** | BuilderArchitect | * 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 DTDesign* 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
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