



KS1 Stoke Hill Federation Design Technology Curriculum 2020

Intent: by the end of KS1 children will have acquired the knowledge and skills for this subject, as set out below.

Implementation: we have allocated subject content to year groups. Curriculum delivery is typically planned weekly, although learning can be episodic. **NOTE:** for how learning in the Early Years prefaces learning in this subject see the EYFS curriculum documents.

Impact: we know that we will have delivered the curriculum successfully if children show us a thirst for design, technical knowledge and skills, are everyday curious and delighted to learn.

Through a variety of creative and practical activities, children are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

Children are taught to:

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

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, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Tier 3 vocabulary - bold underlined

Tier 2 vocabulary - bold





Year 1

Unit – *Outdoor Design* possibly bird feeder/table, bug hotel, garden guide

Year 2

Unit – *Sustainable Design*

Vocabulary	Knowledge and Skills	Vocabulary	Knowledge and Skills
<p><u>design</u> to draw a plan or pattern for something</p> <p><u>criteria</u> standard by which something may be judged</p> <p><u>generate</u> produce or create</p> <p><u>mock-up</u> make a model or imitation of something</p> <p><u>tool</u> something that you use to help you do a job</p> <p>tool names – as appropriate</p> <p>material something that you use to make other things e.g. wood</p> <p><u>evaluate</u> to form an idea about the value/quality of something</p>	<p>design a product based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates</p> <p>use a range of tools* and equipment to cut, join, finish</p> <p>use a wide range of wood, natural materials and components</p> <p>evaluate</p> <p><i>possibly for Stoke Hill Crescent?</i></p>	<p><u>repurpose</u> Adapt to use in a different way</p> <p><u>recyclable</u> able to be recycled</p> <p><u>template</u> a shaped piece of rigid material used as a pattern to help with cutting out, shaping, or drilling.</p>	<p>design a product based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and IT</p> <p>use a range of tools* and equipment to cut, join, finish</p> <p>use a wide range of recyclable and other materials/components</p> <p>evaluate</p> <p><i>possibly for St Katherines?</i></p>

*scissors, hammer, hack saw, clamp, glue, sandpaper

*glue gun, hammer, hacksaw, cable tie

1 or 2 Units - *Cooking to Live* (healthy options) possibly fruit kebabs? bread?

1 or 2 Unit - *Cooking to Celebrate (cultural)* possibly Devon scones? a non UK recipe

<p><u>ingredient</u> one of the items you mix together when you cook</p> <p><u>equipment</u> items you need for a particular purpose or job</p>	<p>Know that all food comes from plants and animals.</p> <p>Recognise and name a basic range of ingredients (see below)</p>	<p><u>Source</u> the place something has come from</p> <p><u>Food Allergy</u> a damaging by the body to a especially a particular food</p>	<p>Know which foods come from plant or animal sources.</p> <p>Name foods which grow above ground on bushes, trees and vines and those which grow</p>
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Tier 3 vocabulary - bold underlined

Tier 2 vocabulary - bold





<p>hygiene maintaining health and preventing disease through cleanliness.</p>	<p>Name a basic range of cooking equipment and explain what it does (see below) Get ready to cook hygienically with some help e.g. wash hands, put on apron, tie back hair</p>	<p>store/storage to keep things until you need them/ a place to keep things packaging a material that wraps or protects something culture the ideas, customs, faith, behaviour of a particular group of people e.g. Vegetarians, Muslims</p>	<p>below ground e.g. potatoes, carrots Name the task specific range of cooking equipment for this unit, and explain what each item does Explain why not all people eat the same foods (age, culture, allergy) Name some foods which come from Devon Identify and understand storage instructions on food packaging minimise waste Recycle packaging and compost appropriate food waste when cooking</p>
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<p><u>Y1 Basic Ingredients</u> Fruit - bananas, strawberries, peaches Salad - lettuce, cucumber, tomato Stored - flour, yeast</p>	<p><u>Y2 Basic Ingredients</u> Stored - flour, bread, margarine/butter, eggs, milk. cheese, yogurt, oats, sugar As per specific recipe -</p>
<p><u>Y1 Basic Equipment</u></p> <ul style="list-style-type: none"> • bowl (mixing) • spoon/fork (mixing) • knife (butter/table) • rolling pin • cutters 	<p><u>Y2 Task-Specific Equipment – as for Y1 plus possibly:</u></p> <ul style="list-style-type: none"> • baking tray • muffin tray • garlic press • peeler • vegetable knife

Tier 3 vocabulary - **bold underlined**

Tier 2 vocabulary - **bold**





<ul style="list-style-type: none">• weighing scales• chopping board• grater• saucepan• skewer	<ul style="list-style-type: none">• whisk• measuring spoons• blender• colander• sieve
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Assessment in Design and Technology

Assessment information will be gathered through:

- diagnostic questioning and discussion,
- elicitation
- observation

Evidence in children's own books, shared class books, the environment such as:

- annotated photos
- drawing
- quotes
- writing

Assessment of Attainment through:

- End of Project Assessment Tasks (Medium Term Assessment Grids)

Assessment of Progress

- Objective tracking over time (Evidence Gathering Grids)

Source Documents:

National Curriculum 2014

Oxford Junior Dictionary (2002)

Oxford English Dictionary online www.lexico.com

www.foodfactoflife.org.uk 2019

Food teaching in primary schools: A framework of knowledge and skills (Public Health England, 2015)

Tier 3 vocabulary - **bold underlined**

Tier 2 vocabulary - bold

