



National Curriculum 2014: Design & Technology Year 1 & Year 2 coverage

Design & Technology

Purpose of study

Design & technology is an inspiring, rigorous & practical subject. Using creativity & imagination, pupils design & make products that solve real & relevant problems within a variety of contexts, considering their own & others' needs, wants & values. They acquire a broad range of subject knowledge & draw on disciplines such as mathematics, science, engineering, computing & art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising & capable citizens. Through the evaluation of past & present design & technology, they develop a critical understanding of its impact on daily life & the wider world. High-quality design & technology education makes an essential contribution to the creativity, culture, wealth & well-being of the nation.

Aims

The national curriculum for design & technology aims to ensure that all pupils:

- develop the creative, technical & practical expertise needed to perform everyday tasks confidently & to participate successfully in an increasingly technological world
- build & apply a repertoire of knowledge, understanding & skills in order to design & make high-quality prototypes & products for a wide range of users
- critique, evaluate & test their ideas & products & the work of others
- understand & apply the principles of nutrition & learn how to cook.

Key Stage 1

Year by Year Design & Technology Curriculum:

	Autumn	Spring	Summer
Year 1	Moving pictures, levers & sliders	Building a fairytale castle, modelling, design for a purpose	Fruit salad Puppets, textiles
Year 2	Healthy eating plate, where food comes from Fire engines, wheels & axels	Toy mechanisms	Lighthouses

The timing of themes is provisional & may change.

Subject Content

Key Stage 1

Pupils should be taught:

- Through a variety of creative & practical activities, pupils should be taught the knowledge, understanding & skills needed to engage in an iterative process of designing & making. They should work in a range of relevant contexts (for example, the home & school, gardens & playgrounds, the local community, industry & the wider environment).

- When designing & making pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves & others based on design criteria
- Generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups & , where appropriate, information & communication technology

Make

- Select from & use a range of tools & equipment to perform practical tasks (for example, cutting, shaping, joining & finishing).
- Select from & use a wide range of materials & components, including construction materials, textiles & ingredients, according to their characteristics

Evaluate

- Explore & evaluate a range of existing products
- Evaluate their ideas & products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer & more stable
- Explore & use mechanisms (for example, levers, sliders, wheels & axles), in their products

Cooking and nutrition: As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.