

Design Technology Curriculum

Year 1

Year	Module	Focus: Mechanisms - Sliders and Levers
1	1	
Vocabulary for this unit:	Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards Design, make, evaluate, user, purpose, ideas, design criteria, product, function	
Objectives:	Technical knowledge and understanding • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. Evaluating • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.	
Assessment criteria for the year:	• Design a product for themselves, following design criteria • Explain the purpose of products • Begin to plan the stages of making • Beginning to select from a range of tools, equipment, materials and components • With support, assemble, join and combine materials and components together • Begin to make suggestions about how their products could be improved • Talk about existing products	

Design Technology Curriculum

Year 1

Year	Module	Focus: Food - Preparing Fruit and Vegetables
1	2 & 3	
Vocabulary for this unit:	Fruit and vegetable names, names of equipment and utensils Sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard Flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	
Objectives:	Technical knowledge and understanding - Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. - Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the Eatwell plate. - Know and use technical and sensory vocabulary relevant to the project. Designing - Design appealing products for a particular user based on simple design criteria. - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. - Communicate these ideas through talk and drawings. Making - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating - Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences. - Evaluate ideas and finished products against design criteria, including intended user and purpose.	
Assessment criteria for the year:	- Design a product for themselves, following design criteria - Explain the purpose of products - Begin to plan the stages of making - Beginning to select from a range of tools, equipment, materials and components - With support, assemble, join and combine materials and components together - Begin to make suggestions about how their products could be improved - Talk about existing products	

Design Technology Curriculum

Year 1

Year	Module	Focus: Food - Preparing Fruit and Vegetables
1	2 & 3	
Vocabulary for this unit:	Fruit and vegetable names, names of equipment and utensils Sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard Flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	
Objectives:	Technical knowledge and understanding - Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. - Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the Eatwell plate. - Know and use technical and sensory vocabulary relevant to the project. Designing - Design appealing products for a particular user based on simple design criteria. - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. - Communicate these ideas through talk and drawings. Making - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating - Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences. - Evaluate ideas and finished products against design criteria, including intended user and purpose.	
Assessment criteria for the year:	- Design a product for themselves, following design criteria - Explain the purpose of products - Begin to plan the stages of making - Beginning to select from a range of tools, equipment, materials and components - With support, assemble, join and combine materials and components together - Begin to make suggestions about how their products could be improved - Talk about existing products	

Design Technology Curriculum

Year 1

Year	Module	Focus: Structures - Freestanding Structures
1	4 & 5	
Vocabulary for this unit:	Cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder Design, make, evaluate, user, purpose, ideas, design criteria, product, function	
Objectives:	Technical knowledge and understanding • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. Making • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. Evaluating • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	
Assessment criteria for the year:	• Design a product for themselves, following design criteria • Explain the purpose of products • Begin to plan the stages of making • Beginning to select from a range of tools, equipment, materials and components • With support, assemble, join and combine materials and components together • Begin to make suggestions about how their products could be improved • Talk about existing products	

Design Technology Curriculum

Year 1

Year	Module	Focus: Structures - Freestanding Structures
1	4 & 5	
Vocabulary for this unit:	Cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder Design, make, evaluate, user, purpose, ideas, design criteria, product, function	
Objectives:	Technical knowledge and understanding - Know how to make freestanding structures stronger, stiffer and more stable. - Know and use technical vocabulary relevant to the project. Designing - Generate ideas based on simple design criteria and their own experiences, explaining what they could make. - Develop, model and communicate their ideas through talking, mock-ups and drawings. Making - Plan by suggesting what to do next. - Select and use tools, skills and techniques, explaining their choices. - Select new and reclaimed materials and construction kits to build their structures. - Use simple finishing techniques suitable for the structure they are creating. Evaluating - Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. - Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	
Assessment criteria for the year:	- Design a product for themselves, following design criteria - Explain the purpose of products - Begin to plan the stages of making - Beginning to select from a range of tools, equipment, materials and components - With support, assemble, join and combine materials and components together - Begin to make suggestions about how their products could be improved - Talk about existing products	

Design Technology Curriculum

Year 1

Year	Module	
1	6	Focus: Sandwiches
Vocabulary for this unit:	Chop, cut, spread, even, smooth, peel, slice, equal, knife, plate, grate, stack	
Objectives:	Technical Knowledge - Understand and use basic equipment safely. Designing - Generate ideas based on simple design criteria and their own experiences, explaining what they could make. - Develop, model and communicate their ideas through talking, mock-ups and drawings. - Design appealing products for a particular user based on simple design criteria. Making - Plan by suggesting what to do next. - Use simple tools to make the sandwich. Evaluating - Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	
Assessment criteria for the year:	- Design a product for themselves, following design criteria - Explain the purpose of products - Begin to plan the stages of making - Beginning to select from a range of tools, equipment, materials and components - With support, assemble, join and combine materials and components together - Begin to make suggestions about how their products could be improved - Talk about existing products	

Design Technology Curriculum

Year 2

Year	Module	
2	1 & 2	Focus: Textiles - Templates and Joining Techniques
Vocabulary for this unit:	Names of existing products, joining and finishing techniques, tools, fabrics and components template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function	
Objectives:	Technical knowledge and understanding - Understand how simple 3-D textile products are made, using a template to create two identical shapes. - Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. - Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. - Know and use technical vocabulary relevant to the project. Designing - Design a functional and appealing product for a chosen user and purpose based on simple design criteria. - Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making - Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. - Select from and use textiles according to their characteristics. Evaluating - Explore and evaluate a range of existing textile products relevant to the project being undertaken. - Evaluate their ideas throughout and their final products against original design criteria.	
Assessment criteria for the year:	- Design products for themselves and others using design criteria - Explain the purpose of the product - Plan the stages of making by suggesting what to do next - Select from a range of tools, equipment, materials and components, explaining their choices - Assemble, join and combine materials and components together - Begin to make suggestions about how their products could be improved - Talk about existing products	

Design Technology Curriculum

Year 2

Year	Module	Focus: Textiles - Templates and Joining Techniques
2	1 & 2	
Vocabulary for this unit:	Names of existing products, joining and finishing techniques, tools, fabrics and components template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function	
Objectives:	Technical knowledge and understanding - Understand how simple 3-D textile products are made, using a template to create two identical shapes. - Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. - Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. - Know and use technical vocabulary relevant to the project. Designing - Design a functional and appealing product for a chosen user and purpose based on simple design criteria. - Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making - Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. - Select from and use textiles according to their characteristics. Evaluating - Explore and evaluate a range of existing textile products relevant to the project being undertaken. - Evaluate their ideas throughout and their final products against original design criteria.	
Assessment criteria for the year:	- Design products for themselves and others using design criteria - Explain the purpose of the product - Plan the stages of making by suggesting what to do next - Select from a range of tools, equipment, materials and components, explaining their choices - Assemble, join and combine materials and components together - Begin to make suggestions about how their products could be improved - Talk about existing products	

Design Technology Curriculum

Year 2

Year	Module	
2	3	Focus: Mechanisms - Sliders and Levers (building on from Year 1 with greater complexity, independence and sophistication)
Vocabulary for this unit:		Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards Design, make, evaluate, user, purpose, ideas, design criteria, product, function
Objectives:		Technical knowledge and understanding • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. Evaluating • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.
Assessment criteria for the year:		• Design products for themselves and others using design criteria • Explain the purpose of the product • Plan the stages of making by suggesting what to do next • Select from a range of tools, equipment, materials and components, explaining their choices • Assemble, join and combine materials and components together • Begin to make suggestions about how their products could be improved • Talk about existing products

Design Technology Curriculum

Year 2

Year	Module	
2	4	Focus: Bread
Vocabulary for this unit:	Bake, bread, ingredients, size, dough, knead, batch, shape, flour, oven, temperature	
Objectives:	Technical knowledge and understanding - Understand and apply the principles of a healthy and varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Designing - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Making - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluating - Investigate and analyse a range of existing products - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - Understand how key events and individuals in design and technology have helped shape the world	
Assessment criteria for the year:	- Design products for themselves and others using design criteria - Explain the purpose of the product - Plan the stages of making by suggesting what to do next - Select from a range of tools, equipment, materials and components, explaining their choices - Assemble, join and combine materials and components together - Begin to make suggestions about how their products could be improved - Talk about existing products	

Design Technology Curriculum

Year 2

Year	Module	
2	5	Focus: Mechanisms - Wheels and Axles
Vocabulary for this unit:	Vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used Design, make, evaluate, purpose, user, criteria, functional	
Objectives:	Technical knowledge and understanding • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. Designing • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. Making • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Evaluating • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against the original criteria.	
Assessment criteria for the year:	• Design products for themselves and others using design criteria • Explain the purpose of the product • Plan the stages of making by suggesting what to do next • Select from a range of tools, equipment, materials and components, explaining their choices • Assemble, join and combine materials and components together • Begin to make suggestions about how their products could be improved • Talk about existing products	

Design Technology Curriculum

Year 2

Year	Module	
2	6	Focus: Freestanding Structures - Bug Hotel
Vocabulary for this unit:	cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, design, make, evaluate, user, purpose, ideas, design criteria	
Objectives:	Technical knowledge and understanding - Build structures, exploring how they can be made stronger, stiffer and more stable Designing - 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 Making - Select from and use a range of tools and equipment to perform practical tasks - Select from and use a wide range of materials and components, including construction materials, according to their characteristics Evaluating - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria	
Assessment criteria for the year:	- Design products for themselves and others using design criteria - Explain the purpose of the product - Plan the stages of making by suggesting what to do next - Select from a range of tools, equipment, materials and components, explaining their choices - Assemble, join and combine materials and components together - Begin to make suggestions about how their products could be improved - Talk about existing products	

Design Technology Curriculum

Year 3

Year	Module	Focus: Food - Healthy and Varied Diet
3	1	
Vocabulary for this unit:	Name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations	
Objectives:	Technical knowledge and understanding • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. Designing • Generate and clarify ideas through discussion with peers and adults to develop design criteria, including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using, e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	
Assessment criteria for the year:	• Generate realistic ideas considering its purpose • Design products, beginning to take into account the needs of others • Order the main stages of making with some support • Select suitable and appropriate tools, equipment, materials and components, beginning to think about their purpose • Perform practical tasks, beginning to develop some accuracy • Begin to use their design criteria to evaluate their completed product • Begin to evaluate existing products	

Design Technology Curriculum

Year 3

Year	Module	Focus: Textiles - 2D Shape to 3D Product
3	2	
Vocabulary for this unit:	Fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance User, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces	
Objectives:	Technical knowledge and understanding • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. Designing • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric.	
Assessment criteria for the year:	• Generate realistic ideas considering its purpose • Design products, beginning to take into account the needs of others • Order the main stages of making with some support • Select suitable and appropriate tools, equipment, materials and components, beginning to think about their purpose • Perform practical tasks, beginning to develop some accuracy • Begin to use their design criteria to evaluate their completed product • Begin to evaluate existing products	

Design Technology Curriculum

Year 3

Year	Module	Focus: Mechanical Systems - Pneumatics - Volcanoes
3	3	
Vocabulary for this unit:	Components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener, pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight linear, rotary, oscillating, reciprocating User, purpose, function, prototype, design criteria, innovative, appealing, design brief, research, evaluate, ideas, constraints, investigate	
Objectives:	Technical knowledge and understanding • Understand and use pneumatic mechanisms. • Know and use technical vocabulary relevant to the project. Designing • Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. Making • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. • Select from and use finishing techniques suitable for the product they are creating. Evaluating • Investigate and analyse books, videos and products with pneumatic mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make.	
Assessment criteria for the year:	• Generate realistic ideas considering its purpose • Design products, beginning to take into account the needs of others • Order the main stages of making with some support • Select suitable and appropriate tools, equipment, materials and components, beginning to think about their purpose • Perform practical tasks, beginning to develop some accuracy • Begin to use their design criteria to evaluate their completed product • Begin to evaluate existing products	

Design Technology Curriculum

Year 3

Year	Module	Focus: Mechanical Systems - Pneumatics - Egypt/Stone Age
3	4	
Vocabulary for this unit:	Components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener, pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight linear, rotary, oscillating, reciprocating User, purpose, function, prototype, design criteria, innovative, appealing, design brief, research, evaluate, ideas, constraints, investigate	
Objectives:	Technical knowledge and understanding • Understand and use pneumatic mechanisms. • Know and use technical vocabulary relevant to the project. Designing • Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. Making • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. • Select from and use finishing techniques suitable for the product they are creating. Evaluating • Investigate and analyse books, videos and products with pneumatic mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make.	
Assessment criteria for the year:	• Generate realistic ideas considering its purpose • Design products, beginning to take into account the needs of others • Order the main stages of making with some support • Select suitable and appropriate tools, equipment, materials and components, beginning to think about their purpose • Perform practical tasks, beginning to develop some accuracy • Begin to use their design criteria to evaluate their completed product • Begin to evaluate existing products	

Design Technology Curriculum

Year 3

Year	Module	
3	5	Focus: Electrical Systems - Simple Circuits and Switches
Vocabulary for this unit:	Series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device User, purpose, function, prototype, design criteria, innovative, appealing, design brief	
Objectives:	Technical knowledge and understanding - Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. - Apply their understanding of computing to program and control their products. - Know and use technical vocabulary relevant to the project. Designing - Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making - Order the main stages of making. - Select from and use tools and equipment to cut, shape, join and finish with some accuracy. - Select from and use materials and components, including construction materials and electrical components, according to their functional properties and aesthetic qualities. Evaluating - Investigate and analyse a range of existing battery-powered products. - Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.	
Assessment criteria for the year:	- Generate realistic ideas considering its purpose - Design products, beginning to take into account the needs of others - Order the main stages of making with some support - Select suitable and appropriate tools, equipment, materials and components, beginning to think about their purpose - Perform practical tasks, beginning to develop some accuracy - Begin to use their design criteria to evaluate their completed product - Begin to evaluate existing products	

Design Technology Curriculum

Year 3

Year	Module	
3	6	Focus: Structures - Shell Structures
Vocabulary for this unit:	Shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief, design criteria, innovative, prototype	
Objectives:	Technical knowledge and understanding - Develop and use knowledge of how to construct strong, stiff shell structures. - Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. - Know and use technical vocabulary relevant to the project. Designing - Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. - Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making - Order the main stages of making. - Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. - Explain their choice of materials according to functional properties and aesthetic qualities. - Use finishing techniques suitable for the product they are creating. Evaluating - Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. - Test and evaluate their own products against design criteria and the intended user and purpose.	
Assessment criteria for the year:	- Generate realistic ideas considering its purpose - Design products, beginning to take into account the needs of others - Order the main stages of making with some support - Select suitable and appropriate tools, equipment, materials and components, beginning to think about their purpose - Perform practical tasks, beginning to develop some accuracy - Begin to use their design criteria to evaluate their completed product - Begin to evaluate existing products	

Design Technology Curriculum

Year 4

Year	Module	
4	1	Focus: Food - Healthy and Varied Diet
Vocabulary for this unit:	Name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory, evaluations	
Objectives:	Technical knowledge and understanding - Know how to use appropriate equipment and utensils to prepare and combine food. - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. - Know and use relevant technical and sensory vocabulary appropriately. Designing - Generate and clarify ideas through discussion with peers and adults to develop design criteria, including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. - Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making - Plan the main stages of a recipe, listing ingredients, utensils and equipment. - Select and use appropriate utensils and equipment to prepare and combine ingredients. - Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating - Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using, e.g. tables and simple graphs. - Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	
Assessment criteria for the year:	- Design products that take into account the needs and wants of particular individuals and groups - Develop their own design criteria and use these to inform their ideas - Order the main stages of making - Select suitable and appropriate tools, equipment, materials and components, thinking about their purpose - Perform practical tasks with some accuracy - Design criteria to evaluate their completed product - Evaluate existing products	

Design Technology Curriculum

Year 4

Year	Module	
4	2	Focus: Mechanical Systems - Levers and Linkages
Vocabulary for this unit:	Mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating User, purpose, function, prototype, design criteria, innovative, appealing, design brief	
Objectives:	Technical knowledge and understanding - Understand and use lever and linkage mechanisms. - Distinguish between fixed and loose pivots. - Know and use technical vocabulary relevant to the project. Designing - Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. - Use annotated sketches and prototypes to develop, model and communicate ideas. Making - Order the main stages of making. - Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. - Select from and use finishing techniques suitable for the product they are creating. Evaluating - Investigate and analyse books and, where available, other products with lever and linkage mechanisms. - Evaluate their own products and ideas against criteria and user needs, as they design and make.	
Assessment criteria for the year:	- Design products that take into account the needs and wants of particular individuals and groups - Develop their own design criteria and use these to inform their ideas - Order the main stages of making - Select suitable and appropriate tools, equipment, materials and components, thinking about their purpose - Perform practical tasks with some accuracy - Design criteria to evaluate their completed product - Evaluate existing products	

Design Technology Curriculum

Year 4

Year	Module	
4	3	Focus: Mechanical Systems - Levers and Linkages
Vocabulary for this unit:	Mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating User, purpose, function, prototype, design criteria, innovative, appealing, design brief	
Objectives:	Technical knowledge and understanding - Understand and use lever and linkage mechanisms. - Distinguish between fixed and loose pivots. - Know and use technical vocabulary relevant to the project. Designing - Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. - Use annotated sketches and prototypes to develop, model and communicate ideas. Making - Order the main stages of making. - Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. - Select from and use finishing techniques suitable for the product they are creating. Evaluating - Investigate and analyse books and, where available, other products with lever and linkage mechanisms. - Evaluate their own products and ideas against criteria and user needs, as they design and make.	
Assessment criteria for the year:	- Design products that take into account the needs and wants of particular individuals and groups - Develop their own design criteria and use these to inform their ideas - Order the main stages of making - Select suitable and appropriate tools, equipment, materials and components, thinking about their purpose - Perform practical tasks with some accuracy - Design criteria to evaluate their completed product - Evaluate existing products	

Design Technology Curriculum

Year 4

Year	Module	Focus: Textiles - 2D Shape to 3D Project
4	4	
Vocabulary for this unit:	Fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance User, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces	
Objectives:	Technical knowledge and understanding - Know how to strengthen, stiffen and reinforce existing fabrics. - Understand how to securely join two pieces of fabric together. - Understand the need for patterns and seam allowances. - Know and use technical vocabulary relevant to the project. Designing - Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. - Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making - Plan the main stages of making. - Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. - Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating - Investigate a range of 3-D textile products relevant to the project. - Test their product against the original design criteria and with the intended user. - Take into account others' views. - Understand how a key event/individual has influenced the development of the chosen product and/or fabric.	
Assessment criteria for the year:	- Design products that take into account the needs and wants of particular individuals and groups - Develop their own design criteria and use these to inform their ideas - Order the main stages of making - Select suitable and appropriate tools, equipment, materials and components, thinking about their purpose - Perform practical tasks with some accuracy - Design criteria to evaluate their completed product - Evaluate existing products	

Design Technology Curriculum

Year 4

Year	Module	
4	5	Focus: Electrical Systems - Simple Programming and Control
Vocabulary for this unit:	Series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, light emitting diode (LED), bulb, bulb holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, process User, purpose, function, prototype, design criteria, innovative, appealing, design brief	
Objectives:	Technical knowledge and understanding - Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers. - Know and use technical vocabulary relevant to the project. Designing - Gather information about users' needs and wants, and develop design criteria to inform the design of products that are fit for purpose. - Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making - Order the main stages of making. - Select from and use tools and equipment to cut, shape, join and finish with some accuracy. - Connect simple electrical components and a battery in a series circuit to achieve a functional outcome. - Program a standalone control box, microcontroller or interface box to enhance the way the product works. Evaluating - Investigate and analyse a range of existing battery-powered products, including pre-programmed and programmable products. - Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding - Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers. - Know and use technical vocabulary relevant to the project.	
Assessment criteria for the year:	- Design products that take into account the needs and wants of particular individuals and groups - Develop their own design criteria and use these to inform their ideas - Order the main stages of making - Select suitable and appropriate tools, equipment, materials and components, thinking about their purpose - Perform practical tasks with some accuracy - Design criteria to evaluate their completed product - Evaluate existing products	

Design Technology Curriculum

Year 4

Year	Module	
4	6	Focus: Structures - Shell Structures Using CAD
Vocabulary for this unit:	Shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief, design criteria, innovative, prototype	
Objectives:	Technical knowledge and understanding • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Develop and use knowledge of how to construct strong, stiff shell structures. • Know and use technical vocabulary relevant to the project. Designing • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. • Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. Making • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use computer-generated finishing techniques suitable for the product they are creating. Evaluating • Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose.	
Assessment criteria for the year:	• Design products that take into account the needs and wants of particular individuals and groups • Develop their own design criteria and use these to inform their ideas • Order the main stages of making • Select suitable and appropriate tools, equipment, materials and components, thinking about their purpose • Perform practical tasks with some accuracy • Design criteria to evaluate their completed product • Evaluate existing products	

Design Technology Curriculum

Year 5

Year	Module	
5	1 & 2	Focus: Textiles - Using CAD in textiles
Vocabulary for this unit:	Computer aided design (CAD), computer aided manufacture (CAM), font, lettering, text, graphics, menu, scale, modify, repeat, copy, flip, design brief, design criteria, design decisions, innovative, prototype seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces names of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper annotate, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype	
Objectives:	Technical knowledge and understanding • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate. Designing • Generate innovative ideas through research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Evaluating • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work.	
Assessment criteria for the year:	• Begin to use research to support the design of products • Make design decisions considering time and resources • Create and follow a detailed step by step plan • Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose and functionality • Perform practical tasks with mainly accuracy • Test and evaluate the final product • Evaluate and discuss existing products	

Design Technology Curriculum

Year 5

Year	Module	
5	1 & 2	Focus: Textiles - Using CAD in textiles
Vocabulary for this unit:	Computer aided design (CAD), computer aided manufacture (CAM), font, lettering, text, graphics, menu, scale, modify, repeat, copy, flip, design brief, design criteria, design decisions, innovative, prototype seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces names of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper annotate, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype	
Objectives:	Technical knowledge and understanding • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate. Designing • Generate innovative ideas through research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Evaluating • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work.	
Assessment criteria for the year:	• Begin to use research to support the design of products • Make design decisions considering time and resources • Create and follow a detailed step by step plan • Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose and functionality • Perform practical tasks with mainly accuracy • Test and evaluate the final product • Evaluate and discuss existing products	

Design Technology Curriculum

Year 5

Year	Module	Focus: Mechanical Systems - Pulleys and Gears
5	3 & 4	
Vocabulary for this unit:	Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output Design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief	
Objectives:	Technical knowledge and understanding - Understand that mechanical and electrical systems have an input, process and an output. - Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. - Know and use technical vocabulary relevant to the project. Designing - Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. - Develop a simple design specification to guide their thinking. - Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making - Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. - Select from and use a range of tools and equipment to make products that are accurately assembled and well-finished. - Work within the constraints of time, resources and cost. Evaluating - Compare the final product to the original design specification. - Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Consider the views of others to improve their work. - Investigate famous manufacturing and engineering companies relevant to the project. - Technical knowledge and understanding - Understand that mechanical and electrical systems have an input, process and an output. - Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. - Know and use technical vocabulary relevant to the project.	
Assessment criteria for the year:	- Begin to use research to support the design of products - Make design decisions considering time and resources - Create and follow a detailed step by step plan - Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose and functionality - Perform practical tasks with mainly accuracy - Test and evaluate the final product - Evaluate and discuss existing products	

Design Technology Curriculum

Year 5

Year	Module	Focus: Mechanical Systems - Pulleys and Gears
5	3 & 4	
Vocabulary for this unit:	Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output, design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief	
Objectives:	Technical knowledge and understanding • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project. Designing • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well-finished. • Work within the constraints of time, resources and cost. Evaluating • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. • Technical knowledge and understanding • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.	
Assessment criteria for the year:	• Begin to use research to support the design of products • Make design decisions considering time and resources • Create and follow a detailed step by step plan • Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose and functionality • Perform practical tasks with mainly accuracy • Test and evaluate the final product • Evaluate and discuss existing products	

Design Technology Curriculum

Year 5

Year	Module	
5	5	Focus: Electrical Systems - Monitoring and Control
Vocabulary for this unit:	Reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit Function, innovative, design specification, design brief, user, purpose	
Objectives:	Technical knowledge and understanding • Understand and use electrical systems in their products. • Understand the use of computer control systems in products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project. Designing • Develop a design specification for a functional product that responds automatically to changes in the environment. • Generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams. Making • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable their electrical product to respond to changes in the environment. Evaluating • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose.	
Assessment criteria for the year:	• Begin to use research to support the design of products • Make design decisions considering time and resources • Create and follow a detailed step by step plan • Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose and functionality • Perform practical tasks with mainly accuracy • Test and evaluate the final product • Evaluate and discuss existing products	

Design Technology Curriculum

Year 5

Year	Module	
5	6	Focus: Food - Rations
Vocabulary for this unit:	ingredients, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, dairy, allergy, savoury, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, eat, roll out, shape, sprinkle, crumble design specification, innovative, research, evaluate, design brief	
Objectives:	Technical knowledge and understanding - Know how to use utensils and equipment including heat sources to prepare and cook food. - Understand about seasonality in relation to food products and the source of different food products. - Know and use relevant technical and sensory vocabulary. Designing - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making - Write a step-by-step recipe, including a list of ingredients, equipment and utensils - Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. - Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating - Carry out sensory evaluations of a range of relevant products and ingredients. - Record the evaluations using e.g. tables/graphs/charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. - Understand how key chefs have influenced eating habits to promote varied and healthy diets.	
Assessment criteria for the year:	- Begin to use research to support the design of products - Make design decisions considering time and resources - Create and follow a detailed step by step plan - Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose and functionality - Perform practical tasks with mainly accuracy - Test and evaluate the final product - Evaluate and discuss existing products	

Design Technology Curriculum

Year 6

Year	Module	
6	1	Focus: Textiles - Combining - Different Fabric Shapes
Vocabulary for this unit:	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper, design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype	
Objectives:	Technical knowledge and understanding • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate. Designing • Generate innovative ideas by carrying out research, including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Evaluating • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work.	
Assessment criteria for the year:	• Design innovative, functional and appealing products with an intended audience in mind • Develop simple design specifications to guide their thinking • Create, follow and adapt detailed step by step plans • Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose, functionality and aesthetic qualities • Perform practical tasks accurately, using techniques that involve a number of steps • Test and evaluate their ideas and products against their original design specifications • Complete thorough evaluations of existing products	

Design Technology Curriculum

Year 6

Year	Module	
6	2	Focus: Structures - Frame Structures
Vocabulary for this unit:	Frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent Design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional	
Objectives:	Technical knowledge and understanding - Understand how to strengthen, stiffen and reinforce 3-D frameworks. - Know and use technical vocabulary relevant to the project. Designing - Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. - Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. - Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making - Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. - Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. - Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating - Investigate and evaluate a range of existing frame structures. - Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. - Research key events and individuals relevant to frame structures.	
Assessment criteria for the year:	- Design innovative, functional and appealing products with an intended audience in mind - Develop simple design specifications to guide their thinking - Create, follow and adapt detailed step by step plans - Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose, functionality and aesthetic qualities - Perform practical tasks accurately, using techniques that involve a number of steps - Test and evaluate their ideas and products against their original design specifications - Complete thorough evaluations of existing products	

Design Technology Curriculum

Year 6

Year	Module	Focus: Mechanical Systems - Cams
6	3	
Vocabulary for this unit:	Cam, snail cam, off-centre cam, peg cam, pear-shaped cam, follower, axle, shaft, crank, handle, housing, framework, rotation, rotary motion, oscillating motion, reciprocating motion, annotated sketches, exploded diagrams, mechanical system, input movement, process, output, movement Design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief	
Objectives:	Technical knowledge and understanding - Understand that mechanical systems have an input, process and an output. - Understand how cams can be used to produce different types of movement and change the direction of movement. - Know and use technical vocabulary relevant to the project. Designing - Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. - Develop a simple design specification to guide their thinking. - Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making - Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. - Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. - Work within the constraints of time, resources and cost. Evaluating - Compare the final product to the original design specification. - Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Consider the views of others to improve their work. - Investigate famous manufacturing and engineering companies relevant to the project.	
Assessment criteria for the year:	- Design innovative, functional and appealing products with an intended audience in mind - Develop simple design specifications to guide their thinking - Create, follow and adapt detailed step by step plans - Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose, functionality and aesthetic qualities - Perform practical tasks accurately, using techniques that involve a number of steps - Test and evaluate their ideas and products against their original design specifications - Complete thorough evaluations of existing products	

Design Technology Curriculum

Year 6

Year	Module	Focus: Food - Celebrating Culture and Seasonality
6	4	
Vocabulary for this unit:	Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble Design specification, innovative, research, evaluate, design brief	
Objectives:	Technical knowledge and understanding - Know how to use utensils and equipment including heat sources to prepare and cook food. - Understand about seasonality in relation to food products and the source of different food products. - Know and use relevant technical and sensory vocabulary. Designing - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making - Write a step-by-step recipe, including a list of ingredients, equipment and utensils - Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. - Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating - Carry out sensory evaluations of a range of relevant products and ingredients. - Record the evaluations using e.g. tables/graphs/charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. - Understand how key chefs have influenced eating habits to promote varied and healthy diets.	
Assessment criteria for the year:	- Design innovative, functional and appealing products with an intended audience in mind - Develop simple design specifications to guide their thinking - Create, follow and adapt detailed step by step plans - Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose, functionality and aesthetic qualities - Perform practical tasks accurately, using techniques that involve a number of steps - Test and evaluate their ideas and products against their original design specifications - Complete thorough evaluations of existing products	

Design Technology Curriculum

Year 6

Year	Module	
6	5	Focus: Electrical Systems - More Complex Switches and Circuits
Vocabulary for this unit:		Series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart Function, innovative, design specification, design brief, user, purpose
Objectives:		Technical knowledge and understanding - Understand and use electrical systems in their products. - Apply their understanding of computing to program, monitor and control their products. - Know and use technical vocabulary relevant to the project. Designing - Use research to develop a design specification for a functional product that responds automatically to changes in the environment. - Take account of constraints including time, resources and cost. - Generate and develop innovative ideas and share and clarify these through discussion. - Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Making - Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. - Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. - Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. Evaluating - Continually evaluate and modify the working features of the product to match the initial design specification. - Test the system to demonstrate its effectiveness for the intended user and purpose. - Investigate famous inventors who developed ground-breaking electrical systems and components.
Assessment criteria for the year:		- Design innovative, functional and appealing products with an intended audience in mind - Develop simple design specifications to guide their thinking - Create, follow and adapt detailed step by step plans - Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose, functionality and aesthetic qualities - Perform practical tasks accurately, using techniques that involve a number of steps - Test and evaluate their ideas and products against their original design specifications - Complete thorough evaluations of existing products

Design Technology Curriculum

Year 6

Year	Module	
6	6	Focus: Plan, prepare and cook an entire meal building on the skills learnt in previous years.
Vocabulary for this unit:	Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble Design specification, innovative, research, evaluate, design brief	
Objectives:	Technical knowledge and understanding - Know how to use utensils and equipment including heat sources to prepare and cook food. - Understand about seasonality in relation to food products and the source of different food products. - Know and use relevant technical and sensory vocabulary. Designing - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making - Write a step-by-step recipe, including a list of ingredients, equipment and utensils - Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. - Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating - Carry out sensory evaluations of a range of relevant products and ingredients. - Record the evaluations using e.g. tables/graphs/charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. - Understand how key chefs have influenced eating habits to promote varied and healthy diets.	
Assessment criteria for the year:	- Design innovative, functional and appealing products with an intended audience in mind - Develop simple design specifications to guide their thinking - Create, follow and adapt detailed step by step plans - Select from and use a wider range of tools, equipment, materials and components, thinking about their purpose, functionality and aesthetic qualities - Perform practical tasks accurately, using techniques that involve a number of steps - Test and evaluate their ideas and products against their original design specifications - Complete thorough evaluations of existing products	