

# Subject Map for National Curriculum Objectives, DT

National Curriculum Subject: Design Technology							
		National Curriculum Objective					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Y1	<p>Explain, explore and evaluate a range of existing products</p> <p>Technical knowledge: explore and use mechanisms in their products</p>	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p>	<p>explore and evaluate a range of existing products</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explain evaluate their ideas and products against design criteria</p>	<p>Cooking and nutrition: understand where food comes from</p>	<p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Cooking &amp; Nutrition use the basic principles of a healthy and varied diet to prepare dishes</p>
	Y2	<p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p>	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p>	<p>Explain explore and evaluate a range of existing products</p> <p>Make select and from and use a range of tools and equipment to perform practical tasks</p> <p>Explain evaluate their ideas and products against design criteria</p>	<p>understand where food comes from</p>	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>explore and evaluate a range of existing products</p> <p>build structures, exploring how they can be made</p>	<p>Make select from and use a range of tools and equipment to perform practical tasks</p> <p>Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics</p>

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			build structures, exploring how they can be made stronger, stiffer and more stable			stronger, stiffer and more stable  explore and use mechanisms, in their products.	
Lower KS2	Y3	Design: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided-design Make: Select from and use a wider range of tools and equipment to perform practical tasks accurately Make: 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	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 select from and use a wider range of tools and equipment to perform practical tasks accurately understand and apply the principles of a healthy and varied diet cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures select from and use a wider range of tools and equipment to perform practical tasks accurately evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Evaluate: understand how key events and individuals in design and technology have helped shape the world	Cooking and nutrition: understand the source, seasonality and characteristics of a broad range of ingredients	Cooking and nutrition: understand and apply the principles of a healthy and varied diet
	Y4	Cooking and nutrition: cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Cooking and nutrition: become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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 understand and use mechanical systems in their products	understand how key events and individuals in design and technology have helped shape the world select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures Technical knowledge: understand and use mechanical systems in their products	understand and apply the principles of a healthy and varied diet cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]	Make: 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	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 Evaluate: investigate and analyse a range of existing products

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Upper KS2	Y5	<p>Make: 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</p>	<p>Cooking and nutrition: cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Cooking and nutrition: become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] Cooking and nutrition: understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>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 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>understand how key events and individuals in design and technology have helped shape the world generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>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 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 apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>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 select from and use a wider range of tools and equipment to perform practical tasks 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 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 and apply the principles of a healthy and varied diet cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques</p>
	Y6	<p>cook a repertoire of predominantly savoury dishes so that they are able to feed</p>	<p>generate, develop, model and communicate their ideas through discussion, annotated</p>	<p>select from and use a wider range of materials and components, including</p>	<p>investigate and analyse a range of existing products</p>	<p>use research and develop design criteria to inform the design of innovative,</p>	<p>understand and apply the principles of a healthy and varied diet</p>

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		<p>themselves and others a healthy and varied diet understand the source, seasonality and characteristics of a broad range of ingredients become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design understand how key events and individuals in design and technology have helped shape the world understand and use mechanical systems in their products apply their understanding of how to strengthen, stiffen and reinforce more complex structures select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>understand how key events and individuals in design and technology have helped shape the world understand and use electrical systems in their products apply their understanding of computing to programme, monitor and control their products.</p>	<p>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 apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>
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