



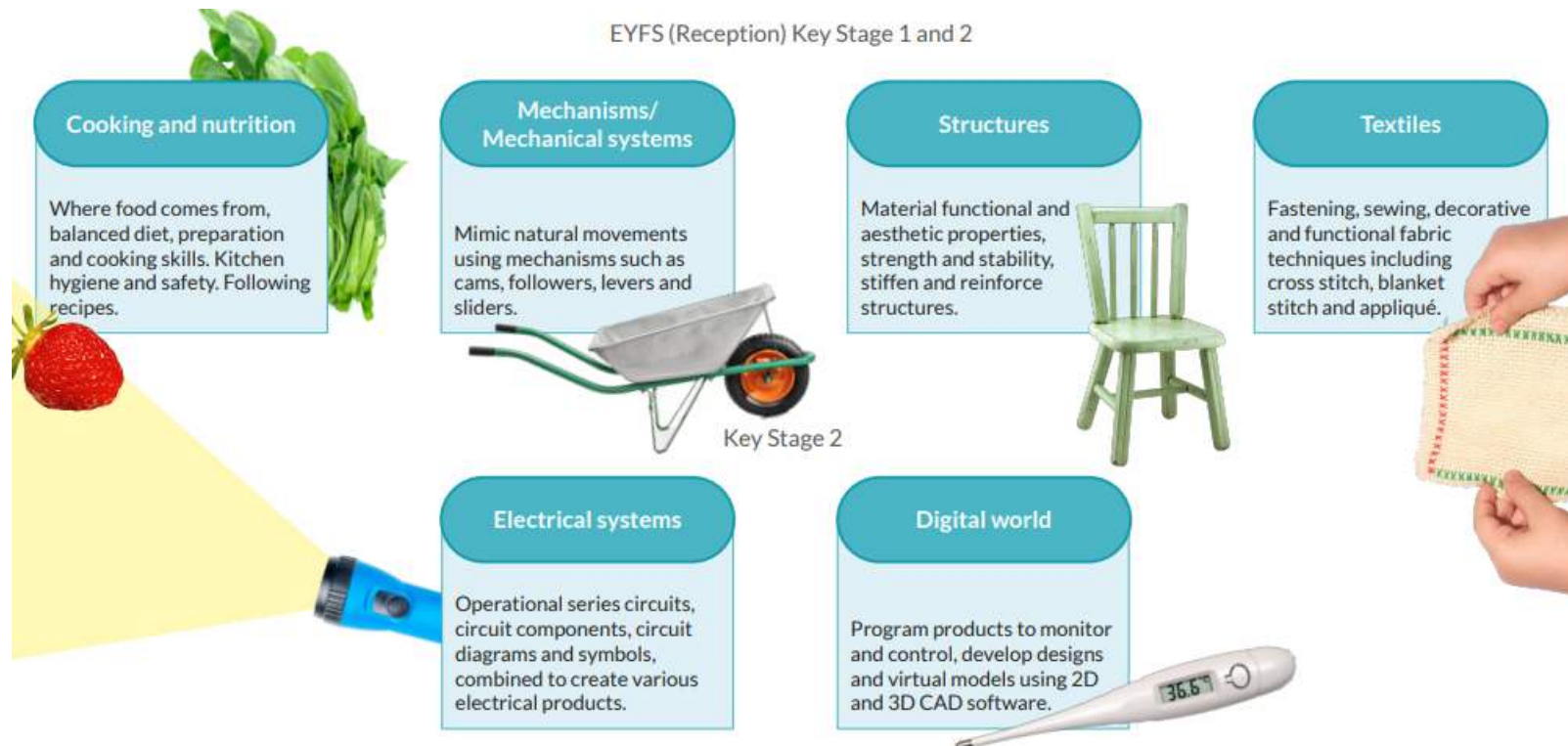
DESIGN TECHNOLOGY

Long Term Planning



Key Areas

The six key areas are revisited each year, with Electrical systems and Digital world beginning in KS2. The areas enable all subject leads, specialists or non-specialists, to understand and make it easy for teachers to see prior and future learning for your pupils. You can see, at a glance, how the unit you are teaching fits into their wider learning journey.





DESIGN TECHNOLOGY

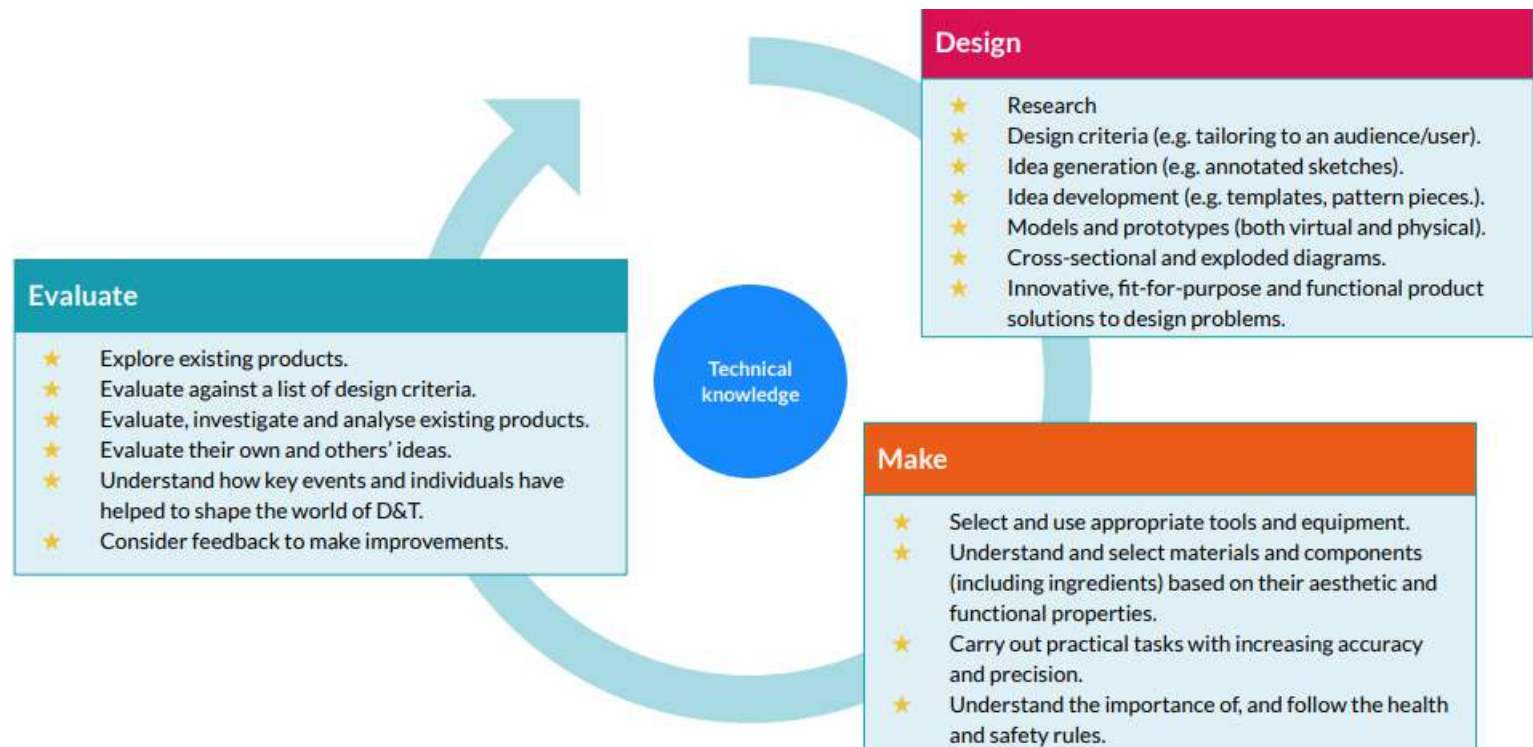
Long Term Planning



The Design Process

The Design and technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each Kapow Primary unit follows these stages, to form a full project. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding, required for each strand.

Cooking and nutrition* has a separate section in the D&T National Curriculum, with additional focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. Cooking and nutrition units still follow the design process summarised above, for example by tasking the pupils to develop recipes for a specific set of requirements (design criteria) and to suggest methods of packaging the food product including the nutritional information





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A Spiral Curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils return to the key areas again and again during their time in primary school.
- **Increasing depth:** Each time a key area is revisited it is covered with greater complexity.
- **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.





DESIGN TECHNOLOGY



At St. Andrew's CEVA Primary School, we have carefully selected units to ensure gradual progression towards the National curriculum end of key stage attainment targets and to cover all of the four strands shown below in enough detail.

Design

Make

Evaluate

Technical knowledge

Some key areas appear less frequently than others, for example Textiles, and this is deliberate. The National curriculum statements below show that working with textiles is only a small element of the Make strand and many of the making techniques covered in our Textiles units are also covered with a range of materials in other units, such as the use of templates, modelling, measuring and marking out, cutting, shaping and joining.

Make (KS1)

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] **select from and use a wide range of materials** and components, including construction materials, textiles and ingredients, according to their characteristics

Make (KS2)

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

Similarly in Year 2, the coverage of key areas is deliberately imbalanced as there are two Mechanisms units. This is because there is strong progression between the Y1 Structures: Constructing a windmill and the Y2 Mechanisms: Fairground wheel and then again with the Y2 Mechanisms: Making a moving monster. To omit one of these units would negatively impact on the progression.



DESIGN TECHNOLOGY

Long Term Curriculum Plan



<u>Autumn2</u> DESIGN TECHNOLOGY Condensed LTP	<u>EYFS</u> Junk Modelling	<u>Year 1</u> Constructing Windmills	<u>Year 2</u> Fairground Wheel	<u>Year 3</u> Cushions	<u>Year 4</u> Making a slingshot car	<u>Year 5</u> What could be healthier?	<u>Year 6</u> Playgrounds
<u>Spring 2</u> DESIGN TECHNOLOGY Condensed LTP	<u>EYFS</u> Bookmarks	<u>Year 1</u> Moving Story Book & Wheels and Axles	<u>Year 2</u> A balanced diet & Baby Bears chair	<u>Year 3</u> Constructing a castle & Eating Seasonally	<u>Year 4</u> Fastenings & Pavilions	<u>Year 5</u> Doodles & Making a pop-up book	<u>Year 6</u> Automata Toys & Steady Hand Game
<u>Summer 2</u> DESIGN TECHNOLOGY Condensed LTP	<u>EYFS</u> Boats	<u>Year 1</u> Puppets & Fruit & Veg	<u>Year 2</u> Pouches & Moving Monster	<u>Year 3</u> Wearable Tech & Pneumatic Toys	<u>Year 4</u> Adapting a recipe & Torches	<u>Year 5</u> Monitoring Devices & Bridges	<u>Year 6</u> Navigating the world & Come dine with me