

D&T Overview

Cycle A

EYFS			
KS1	<p>Why have buildings changed over time? *House build*</p> <p>Children will build a house fit for a specific purpose, considering the materials they are using, how they are joining them and they are ensuring it is strong enough to free stand</p> <p>KS1 Focus – strengthening a structure</p>	<p>Are Humans the most powerful thing on Earth? *Weather Station*</p> <p>Children will create a working weather station with moving parts, focusing on wind and rainfall</p> <p>KS1 Focus – build a functional product with moving parts</p>	<p>Why do people go on journeys? *Vehicles*</p> <p>Children will create a push along vehicle fit for a journey of their choice</p> <p>KS1 Focus – To use axels</p>
Lower KS2	<p>How did Ancient Egyptians use rivers? *Water transportation*</p> <p>Children will take inspiration from a Shaduf to educate others about how the Egyptians transported water from the Nile</p> <p>Focus – Understanding a mechanical system – levers</p>	<p>What natural resources did humans use in Stone Age and Bronze Age Britain? *Create a scale building for a purpose*</p> <p>Children will use a range of natural resources to create a scale model of a building</p> <p>Focus – apply their understanding of how to strengthen structures</p>	<p>How does the Earth negatively impact on humans? *Water filtration device*</p> <p>Children will select materials and create their own working water filtration device</p> <p>Focus – Select a range of materials based on their functional qualities</p>
Upper KS2	<p>How has North America changed as result of British Colonisation? *Flags of celebration*</p> <p>Children will create their own flags taking inspiration from traditional North American designs to celebrate their own lives and successes.</p> <p>Focus – selecting appropriate methods and resources to finish a product accurately</p>	<p>How has Brazil changed as a result of British Colonisation? *Structured Carnival Costume *</p> <p>Children will design and make their own carnival costume with freestanding elements connection to a wearer.</p> <p>Focus – Applying understanding of how to strengthen structures</p>	<p>What was the impact of the Viking Invasion on Britain? *Baking traditional bread*</p> <p>Children will bake their own bread on an open fire in preparation for a Saxon feast.</p> <p>Focus - preparation and creating using a specific technique</p>

Structures

Mechanisms

Textiles

Cooking

Computer-controlled products

- Throughout the year the Design and Technology curriculum will be supported by themed days and standalone challenges that will incorporate various aspects of this subject.

Cycle B

EYFS				
KS1	<p>Is exploring important? *Dish of the day*</p> <p>Children will create a fresh fruit or salad dish using ingredients found from a given country</p> <p>KS1 Focus – select appropriate utensils to peel and cut</p>	<p>Do inventions make the world better? *Dragon’s Den*</p> <p>Children will design and make a prototype item clothing fit for a purpose of their choice to present to the ‘Dragons’.</p> <p>KS1 Focus – to select a materials for a purpose</p>	<p>How do humans use water? *Water ways*</p> <p>Choosing materials and equipment from a given selection, children will create a water way structure capable of transporting water from a high to low point.</p> <p>KS1 Focus – selecting appropriate materials for a given purpose</p>	
Lower KS2	<p>What was life like for Mayans? *Mayan inspired pattern*</p> <p>Taking inspiration from Mayan design children will create their own patter using cross stitch to form a whole class piece.</p> <p>Focus – Considering the aesthetic qualities of a design</p>	<p>How did exploration change life for Tudors and Stuarts? *Vegetable pottage*</p> <p>Taking inspiration from recipes from this time children will design and make their own vegetable pottage</p> <p>Focus – Understanding where ingredients originate from and being able to prepare them</p>	<p>How did industrialisation affect Victorian society? *Inventing machinery*</p> <p>Children will create their own ‘invention’ to solve a problem of their choice.</p> <p>Focus – incorporating a working circuit and bulb or buzzer into a product</p>	
Upper KS2	<p>Did Sir Isaac Newton change the world? *Cam toy*</p> <p>Children will select an appropriate cam to create their own toy.</p> <p>Focus – understanding a mechanical system and how they work - cams</p>	<p>Did Nikola Tesla change the world? *Wind up powered car*</p> <p>Children will build their own car powered by a wound up elastic band, which will then be used in a ‘distance race’.</p> <p>Focus – select appropriate tools and materials</p>	<p>Did Adolf Hitler change the world? *Morse Code Machine*</p> <p>Children will create their own Morse Code machine that can be used to send messages to a peer.</p> <p>Focus – the use of electrical systems within a product (planned using computer software)</p>	<p>Did Rosa Parks change the world? *Multi-Cultural Doll*</p> <p>Children will create a doll that can be used to teach children about a chosen culture or race.</p> <p>Focus - Selecting a range of materials for aesthetics and purpose</p>

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