



## DT Curriculum Mapping Tool

Year Group	1	Unit Title	Teddy Bears picnic (Food)
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Builds on...	EYFS Food Tech	Prepares for...	Dips and Dippers year 2
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>how to use techniques such as cutting, peeling and grating</li> </ul>	<ul style="list-style-type: none"> <li>that all food comes from plants or animals</li> <li>that food has to be farmed, grown elsewhere (e.g. home) or caught</li> <li>that everyone should eat at least five portions of fruit and vegetables every day</li> </ul>
<b>Key Vocabulary:</b> plant, fruit, vegetable, grain, animal, meat, protein, grown, farmed, reared, caught, wash, cut, peel, grate, slice, chop	

Year Group	1	Unit Title	Rag dolls (Textiles)
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Builds on...	EYFS joining materials	Prepares for...	Sustainable Fashion Year 6 Art Year 2
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>How to plan by suggesting what to do next, select from a range of tools and equipment, explaining their choices and select from a range of materials and components according to their characteristics</li> <li>Cut and join fabrics</li> </ul>	<ul style="list-style-type: none"> <li>about the simple working characteristics of materials and components</li> <li>that a 3-D textiles product can be assembled from two identical fabric shapes</li> </ul>
<b>Key Vocabulary:</b> plan, design, select, template, cut, join, glue, sew, attach, textile, fabric, 3d, 2d, adjectives for textures	

Year Group	1	Unit Title	Vehicles for a given purpose (Mechanisms)
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## DT Curriculum Mapping Tool

Builds on...	Junk modelling EYFS	Prepares for...	Moving Pictures Year 2
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>● Select from and use a range of tools and equipment to perform a range of practical tasks e.g. cutting, shaping, joining and finishing.</li> <li>● Use wheels and axles in a product.</li> <li>● Build structures exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>● about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> </ul>
<b>Key Vocabulary:</b> axel, wheel, chassis, structure, user, purpose, saw, dowel, combine	

Year Group	2	Unit Title	Moving Pictures (Mechanisms)
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Builds on...	Vehicles for purpose Year 1	Prepares for...	Pneumatic monsters Year 3
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>● model ideas by exploring materials, components and construction kits and by making templates and mockups</li> <li>● measure, mark out, cut and shape materials and components</li> <li>● assemble, join and combine materials and components</li> <li>● use finishing techniques, including those from art and design</li> </ul>	<ul style="list-style-type: none"> <li>● about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>● how freestanding structures can be made stronger, stiffer and more stable</li> </ul>
<b>Key Vocabulary:</b> lever, slider, pivot, flexibility, stability, evaluate, assemble, template, mockup, draft, prototype, components, longevity	

Year Group	2	Unit Title	Dips and Dippers (Food)
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**DT Curriculum Mapping Tool**

Builds on...	Teddy bears picnic Year1	Prepares for...	Stir Fry Year 3
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>• how to use techniques such as cutting, peeling and grating</li> </ul>	<ul style="list-style-type: none"> <li>• that food ingredients should be combined according to their sensory characteristics</li> <li>• how to name and sort foods into the five groups in the eat well plate</li> <li>• that everyone should eat at least five portions of fruit and vegetables every day</li> </ul>
<b>Key Vocabulary:</b> hygienic, safety, cut, peel, shred, slice, batters, culetets, compliment, flavour, strength, texture, eat well plate	

Year Group	2	Unit Title	A Chair for Baby Bear
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Builds on...	Construction sets EYFS	Prepares for...	Travel Tablet Holder Year 3
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>• Choose appropriate tools, equipment and materials. (NC)</li> <li>• Investigate different materials for stiffening a variety of materials for the structure to remain stable.</li> <li>• To mark out and cut materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Design purposeful, functional appealing products based on a design criteria.</li> <li>• Generate, develop, model and communicate ideas through drawing and templates and mock-ups.</li> </ul>
<b>Key Vocabulary:</b> Structure, stability, support, strength, weight distribution, stiffen, base, function, user, prototype	

Year Group	3	Unit Title	Pneumatic Monsters (Mechanisms)
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Builds on...	Moving Pictures Year 2	Prepares for...	Electric Greeting Cards (Year 5)
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>• Safely measure, mark out, cut and shape materials and components using a range of tools</li> <li>• explain how particular parts of their products work</li> <li>• make design decisions that take account of the availability of resources</li> <li>• use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li> <li>• make mechanical systems such as levers and linkages or pneumatic systems create movement</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and analyse existing products and those they have made considering a wide range of factors.</li> <li>• Use knowledge of existing products to design their own.</li> <li>• Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</li> <li>• Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at individuals or groups</li> <li>• Understand who Archimedes was.</li> </ul>
<b>Key Vocabulary:</b> mechanical system, pneumatics, hydraulics, cross section, exploded diagram, levers, pivot, analyse, design criteria, innovative, Archimedes engineer	

Year Group	3	Unit Title	Stir Fry (Food)
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Builds on...	Dips and Dippers Year 2	Prepares for...	seasonal soup (Year 4)
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> </ul>	<ul style="list-style-type: none"> <li>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate</li> </ul>



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<ul style="list-style-type: none"> <li>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing.</li> </ul>	<ul style="list-style-type: none"> <li>that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> </ul>
<b>Key Vocabulary:</b> peel, slice, julienne, shred, el dente, texture, sauce, marinade, savoury, wok, stir fry, noodles, asian	

Year Group	3	Unit Title	Travel Tablet Holder (Structures)
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Builds on...	Moving Pictures Year 2	Prepares for...	Food Carriers Year 4
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>identify the strengths and areas for development in their ideas and products</li> <li>consider the views of others, including intended users, to improve their work</li> <li>measure, mark out, cut and shape materials and components with some accuracy</li> <li>assemble, join and combine materials and components with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>how to make strong, stiff shell structures</li> <li>that materials have both functional properties and aesthetic qualities</li> <li>that materials can be combined and mixed to create more useful characteristics</li> </ul>
<b>Key Vocabulary:</b> research, analysis, functionality, user, evaluate, assemble, shell structure, components, prototype, aesthetic, combine.	

Year Group	4	Unit Title	Seasonal Soup (Food)
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Builds on...	Stir Fry Year 3	Prepares for...	Tabbouleh Year 4 Term 6
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>● Read and follow recipes which involve several processes, skills and techniques.</li> <li>● Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Understand what makes a healthy and balanced diet. Different foods and drinks provide different substances that they body needs to be healthy and active.</li> <li>● Understand seasonality and the advantages of eating seasonal and locally produced food.</li> <li>● Use knowledge of existing products to appeal to a particular audience.</li> <li>● Understand and apply the principles of a healthy and varied diet</li> <li>● Understand seasonality Know that ingredients are grown, reared, caught and processed.</li> <li>● Understand the work of Hugh Fearnley Whittingstall and his contribution to healthy, sustainable, seasonal food.</li> </ul>
<p><b>Key Vocabulary:</b> seasonality, harvest, carbon footprint, techniques, processes, market research, boil, simmer, blend, food groups, nutrition, target audience, ingredients, food origin, sustainability.</p>	

Year Group	4	Unit Title	Food Carriers or Packaging (2D CAD)
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Builds on...	Tablet holder Year 3	Prepares for...	Luggage Label (3D CAD)
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>● identify the strengths and areas for development in their ideas and products</li> <li>● explain their choice of materials and components according to functional properties and aesthetic qualities</li> <li>● Create exploded diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>● that materials can be combined and mixed to create more useful characteristics</li> <li>● Use own knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</li> </ul>



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<ul style="list-style-type: none"> <li>● Use techniques which require more accuracy to cut, shape, join and finish work. E.g. cutting external shapes, slots in frameworks.</li> <li>● Use 2D CAD</li> </ul>	<ul style="list-style-type: none"> <li>● Consider how existing products and finished products might be improved and how well they meet the needs of the intended user.</li> <li>● Use research to develop design criteria for innovative, functional appealing products that are fit for purpose aimed at particular groups/individual</li> <li>● Generate, develop, model and communicate ideas through discussion annotated sketches exploded diagrams</li> </ul>
<p><b>Key Vocabulary:</b> computer aided design, components, functionality, aesthetic appeal, user, accuracy, characteristics, evaluate, exploded diagrams, annotated sketches.</p>	

Year Group	4	Unit Title	Electrical Alarms (Mechanisms Electrical)
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Builds on...	Science circuits Year 3	Prepares for...	Electric greeting cards year 5
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>● indicate the design features of their products that will appeal to intended users</li> <li>● explain how particular parts of their products work</li> </ul>	<ul style="list-style-type: none"> <li>● how simple electrical circuits and components can be used to create functional products</li> <li>● how to use learning from science to help design and make products that work</li> </ul>
<p><b>Key Vocabulary:</b> circuit, battery, buzzer, bulb, wires, switch, components, product</p>	

Year Group	4	Unit Title	Seasonal Tabbouleh (Food)
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Builds on...	Soup Year 4	Prepares for...	South American Food Year 5
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**DT Curriculum Mapping Tool**

Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>• Read and follow recipes which involve several processes, skills and techniques.</li> <li>• Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques (NC)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what makes a healthy and balanced diet. Different foods and drinks provide different substances that they body needs to be healthy and active.</li> <li>• Understand seasonality and the advantages of eating seasonal and locally produced food.</li> <li>• Use knowledge of existing products to appeal to a particular audience. (NC)</li> <li>• Understand and apply the principles of a healthy and varied diet (NC)</li> <li>• Understand seasonality (NC) Know that ingredients are grown, reared, caught and processed. (NC)</li> <li>• Understand the work of Hugh Fearnley Whittingstall and his contribution to healthy, sustainable, seasonal food.</li> </ul>
<p><b>Key Vocabulary:</b> Tabbouleh, grains, pulses, lentils, staples, flavour enhancers, carbohydrate, energy, audience, seasonality, sustainability, economical, traditional</p>	

Year Group	5	Unit Title	Bridges
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Builds on...	Y4 T4 Food carriers	Prepares for...	Secondary DT
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>• Build more complex 3D structures and apply knowledge of strengthening techniques to make them stronger or more stable</li> </ul>	<ul style="list-style-type: none"> <li>• Produce step by step plans to guide his/her making. Demonstrating he/she can apply knowledge of different materials, tools and techniques.</li> </ul>





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<ul style="list-style-type: none"> <li>● Produce step by step plans to guide his/her making. Demonstrating he/she can apply knowledge of different materials, tools and techniques.</li> <li>● Make careful and precise measurements so that joins, holes and openings are in exactly in the right place.</li> <li>● To create prototypes to show ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Use research to develop design criteria for innovative, functional appealing products that are fit for purpose aimed at particular groups/individual</li> <li>● Generate, develop, model and communicate ideas through discussion annotated sketches exploded diagrams</li> <li>● Make detailed evaluations about existing projects and own considering the views of others to improve own work.</li> <li>● Use his/ her research into existing products and his/her market research to inform the design of his/ her own innovative project</li> <li>● To understand how key events and individuals in design technology have helped shaped the world.</li> <li>● Understand the work of Isambard Kingdom Brunel.</li> </ul>
<p><b>Key Vocabulary:</b> suspension, cable, arch, reinforce, weight bearing, cantilever, beam, girder, supports, innovate</p>	

Year Group	5	Unit Title	Food Tech South American Food
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Builds on...	Y4 Food Tech Seasonal Food	Prepares for...	Y6 Food Tech
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<p><b>Key Skills Covered</b></p> <ul style="list-style-type: none"> <li>● Select appropriate ingredients and use a wide range of techniques to combine them.</li> <li>● Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques</li> </ul>	<p><b>Main Knowledge Gained</b></p> <ul style="list-style-type: none"> <li>● Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.</li> <li>● Understand the main food groups and the different nutrients that are important for health.</li> <li>● Use knowledge of existing products to appeal to a particular audience.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Understand and apply the principles of a healthy and varied diet</li> <li>● Understand seasonality</li> <li>● Know that ingredients are grown, reared, caught and processed.</li> </ul>
<b>Key Vocabulary:</b> savoury, healthy, audience, processes, nutrients, varied diet, traditional, cultural, climate	

Year Group	Y5	Unit Title	Electrical Greetings Card
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Builds on...	Alarms Year 4	Prepares for...	KS2 Electricity science topic
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>● Produce step by step plans to guide his/her making. Demonstrating he/she can apply knowledge of different materials, tools and techniques.</li> <li>● Make careful and precise measurements so that joins, holes and openings are in exactly in the right place.</li> <li>● To create prototypes to show ideas.</li> <li>● Apply their understanding of computing to program, monitor and control their products.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how to use more complex mechanical and electrical systems.</li> <li>● Use research to develop design criteria for innovative, functional appealing products that are fit for purpose aimed at particular groups/individual</li> <li>● Use his/ her research into existing products and his/her market research to inform the design of his/ her own innovative project</li> <li>● Understand how to use electrical systems in their products (Series circuits incorporating switches, bulbs, buzzers and motors)</li> <li>● Understand the link between this and the electrical cars produced locally.</li> </ul>
<b>Key Vocabulary:</b> prototype, sketch, plan, mock up, circle, conductive, target market, sustainability, functionality.	



## DT Curriculum Mapping Tool

Year Group	6	Unit Title	Ration Packs/ Welcome Packs (Food)
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Builds on...	South American food Year 5	Prepares for...	Secondary DT
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>● how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>● how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> <li>● how to carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>● identify the needs, wants, preferences and values of particular individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>● how food is processed into ingredients that can be eaten or used in cooking</li> <li>● <i>that a recipe can be adapted by adding or substituting one or more ingredients</i></li> <li>● that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>
<b>Key Vocabulary:</b> user, functionality, target market, viability, marketability, economically viable, refugee, market research, adaption, nutrients, preference, hygiene	

Year Group	6	Unit Title	Sustainable Fashion (Textiles)
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## DT Curriculum Mapping Tool

Builds on...	Rag Dolls Year 2	Prepares for...	Secondary DT
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> <li>to explain their choice of materials and components according to functional properties and aesthetic qualities</li> </ul>	<ul style="list-style-type: none"> <li>how sustainable the materials in products are</li> <li>what impact products have beyond their intended purpose</li> <li>that materials have both functional properties and aesthetic qualities</li> <li>that materials can be combined and mixed to create more useful characteristics</li> </ul>
<p><b>Key Vocabulary:</b> Sustainability, carbon foot print, ethical, manufacturing, industry, mass market, disposable fashion, synthetic fibres, impact, functionality, aesthetics, components.</p>	

Year Group	Y6	Unit Title	Luggage Label (3D CAD)
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Builds on...	Food Carriers / Packaging	Prepares for...	Secondary
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> <li>use computer-aided design to develop and communicate their ideas</li> <li>make design decisions, taking account of constraints such as time, resources and cost</li> </ul>	<ul style="list-style-type: none"> <li>how to use learning from mathematics to help design and make products that work</li> <li>how much products cost to make</li> </ul>



## DT Curriculum Mapping Tool

<b>Key Vocabulary:</b> CAD, printer filament, design, economically viable, preference plus terms used in tinkercad	