

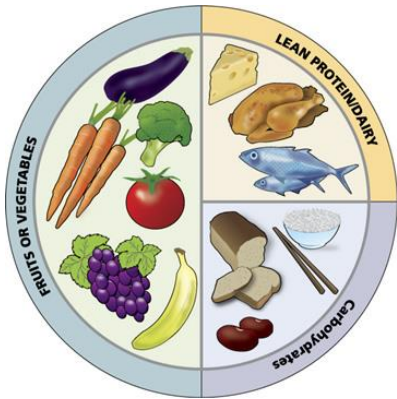


East Tilbury Primary School's DT Curriculum Map

Year 1	HT1	HT2	HT3	HT4	HT5	HT6
	<p><u>Technology: Construction</u></p> <ul style="list-style-type: none"> <li>• use a range of materials and components, including construction materials</li> </ul> <p><u>Knowledge: Mechanisms</u></p> <ul style="list-style-type: none"> <li>• know about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> </ul>		<p><u>Technology: Structures</u></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p><u>Knowledge: Technical Understanding</u></p> <ul style="list-style-type: none"> <li>• know about the simple working characteristics of materials and components</li> </ul>			
<p>Year 2</p> 	<p><u>Technology: Textiles</u></p> <ul style="list-style-type: none"> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> <li>• use finishing techniques</li> </ul>				<p><u>Technology: Food</u></p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> <li>• follow procedures for safety and hygiene</li> <li>• that food ingredients should be combined according to their sensory characteristics</li> <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>• 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>	

			<p><u>Knowledge: Key Individuals</u></p> <ul style="list-style-type: none"> <li>• know about chefs who have developed ground-breaking products and achievements</li> </ul>
Year 3			
	<p><u>Technology: Weaving</u></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques create different textural effects – weaving</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> <li>• apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul>		<p><u>Knowledge: Programming Products</u></p> <ul style="list-style-type: none"> <li>• apply understanding of computing to program, monitor and control products.</li> <li>• Know that mechanical and electrical systems have an input, process and output</li> <li>• Use the correct technical vocabulary for the projects they are undertaking</li> </ul>
Year 4			
		<p><u>Technology: Food</u></p> <ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul>	<p><u>Technology: Mechanisms</u></p> <ul style="list-style-type: none"> <li>• understand and use mechanical systems in their products</li> </ul>



#### Knowledge: Nutrition



- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- understand and apply the principles of a healthy and varied diet
- know 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
- know that seasons may affect the food available
- know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate
- know that to be active and healthy, food and drink are needed to provide energy for the body

#### Knowledge: Making products work

- understand that materials have both functional properties and aesthetic qualities
- the correct technical vocabulary for the projects they are undertaking
- how to reinforce and strengthen a 3D framework

#### Evaluating Existing Products

- how well have products have been designed
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well do products achieve their purposes
- how well do products meet user needs and wants
- who designed and made the products
- where products were designed and made
- when products were designed and made

<p>Year 5</p> 	<p><u>Technology: Structures</u></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><u>Knowledge: Generating and Developing Ideas</u></p> <ul style="list-style-type: none"> <li>• model their ideas using prototypes and pattern pieces</li> <li>• use annotated sketches, cross-sectional drawings to develop and communicate their ideas</li> <li>• generate innovative ideas, drawing on research</li> <li>• identify the strengths and areas for development in their ideas and products</li> </ul>		
<p>Year 6</p> 		<p><u>Technology: Textiles</u></p> <ul style="list-style-type: none"> <li>• that a single fabric shape can be used to make a 3D textiles product</li> <li>• accurately assemble, join and combine materials and components</li> <li>• accurately apply a range of finishing techniques, including those from art and design</li> </ul>	<p><u>Knowledge: Mechanisms</u></p> <ul style="list-style-type: none"> <li>• understand and use mechanical systems in their products</li> </ul> <p><u>Knowledge: Electrical Systems</u></p> <ul style="list-style-type: none"> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• use learning from science to help design and make products that work</li> <li>• use learning from mathematics to help design and make products that work</li> </ul>

