



Curriculum Map for DT

National Curriculum Key stage 1

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users
- based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication
- technology

Make

- 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

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- Technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

When designing and making, pupils should be taught to:

Design

- 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

Make

- 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

Evaluate

- 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 how key events and individuals in design and technology have helped
- shape the world

Technical knowledge

- 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]
- understand and use electrical systems in their products [for example, series circuits
- incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.

Key stage 2

understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					
EYFS - Nursery	Why do you love me so much?	Where does the snow go?	Do dragons exist?	Are eggs alive?	Why can't I have a chocolate bar for Christmas?	How high can I jump?
	<p>Seeks to acquire basic skills in turning on and operating equipment. UW T 1 Knows how to operate simple equipment. UW T 3 Interacts with age-appropriate computer software. UW T 8 Put the children's pictures onto a rolling presentation for them to watch independently. Show them how to use play, fast-forward, rewind, pause and stop. ELG 15; UW T 1; UW T 3; UW T 8</p>	<p>Uses various construction materials. EAD EUMM 14 Joins construction pieces together to build and balance. EAD EUMM 16</p> <p>Offer large boxes, white blankets and other construction materials for larger scale igloo building. ELG 16; EAD EUMM 4; EAD EUMM 14; EAD EUMM 16</p>	<p>Understands that different media can be combined to create new effects. EAD EUMM 22</p> <p>Uses simple tools and techniques competently and appropriately. EAD EUMM 25 ELG 16; EAD EUMM 4; EAD EUMM 22; EAD EUMM 25</p>	<p>Seeks to acquire basic skills in turning on and operating equipment. UW T 1</p> <p>Knows how to operate simple equipment. UW T 3</p> <p>Interacts with age-appropriate computer software. UW T 8</p> <p>ELG 10; L W 1; L W 2; L W 4</p>	<p>Experiments with blocks, colours and marks. EAD EUMM 4 Understands that different media can be combined to create new effects. EAD EUMM 22</p>	<p>Seeks to acquire basic skills in turning on and operating equipment. UW T 1 Knows how to operate simple equipment. UW T 3 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. UW T 5 ELG 15; UW T 1; UW T 3; UW T 5</p>
	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					

EYFS - Reception	Do you want to be friends? Why do squirrels hide their nuts?	Will you read me a story?	What happens when I fall asleep?	Who lives in a rock pool?	Why do ladybirds have spots?	Are we there yet?
	Explores colour and how colours can be changed. EAD EUMM 11 Explores what happens when they mix colours. EAD EUMM 20 Experiment with colours. EAD EUMM 35 Through their explorations they find out and make decisions about how media and materials can be combined and changed. EAD EUMM 41	Uses various construction materials. EAD EUMM 14 Constructs with a purpose in mind, using a variety of resources. EAD EUMM 24 Use a variety of materials and techniques. EAD EUMM 34 Develop their own ideas through selecting and using materials and working on processes that interest them.	Uses various construction materials. EAD EUMM 14 Understands that different media can be combined to create new effects. EAD EUMM 22 Use a variety of materials and techniques. EAD EUMM 34 Through their explorations they find out and make decisions about how media and materials can be combined and changed. EAD EUMM 41	Beginning to be interested in and describe the texture of things. EAD EUMM 13 Experiments to create different textures. EAD EUMM 21 Experiments with textures. EAD EUMM 37 Develop their own ideas through selecting and using materials and working on processes that interest them. EAD EUMM 40	Manipulates materials to achieve a planned effect. EAD EUMM 23 Use a variety of materials and techniques. EAD EUMM 34 Through their explorations they find out and make decisions about how media and materials can be combined and changed. EAD EUMM 41	Uses various construction materials. EAD EUMM 14 Constructs with a purpose in mind, using a variety of resources. EAD EUMM 24 Safely use tools. EAD EUMM 33 Through their explorations they find out and make decisions about how media and materials can be combined and changed. EAD EUMM 41
KS1 - Year 1	Superheroes	Dinosaur planet	Paws, Claws and whiskers	Enchanted Woodland	Beachcomber	Memory Box
	DT CN 1 Use the basic principles of a healthy and varied diet to prepare dishes. DT E 1 Explore and evaluate a range of existing products.	DT M 1 Select from and use a range of tools and equipment to perform practical tasks DT M 2 Select from and use a wide range of materials and components including textiles according to their characteristics. DT M 1	DT D 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria DT D 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.	DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable. DT M 1, 2; DT E 2; DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable. DT M 1 DT M 2 Select from and use a wide range of materials and	DT M 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). DT M 2	DT CN 1 Use the basic principles of a healthy and varied diet to prepare dishes. DT M 1, DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles

			DT D 2; DT M 1, 2; DT E 2; DT TK 1	components, including construction materials, textiles and ingredients, according to their characteristics. DT CN 1; DT M 1		and ingredients, according to their characteristics. DT M 1
KS1 - Year 2	Muck, Mess & Mixtures	Bright Lights, Big City	Towers, Tunnels & Turrets	Wriggle and Crawl	Land Ahoy	
	<p>DT E 1 Explore and evaluate a range of existing products.</p> <p>DT CN 2 Understand where food comes from.</p> <p>DT CN 1 Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>DT D 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>DT M 1 Select from and use a range of tools and equipment to perform practical tasks.</p>	<p>DT TK 2 Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products.</p> <p>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>DT CN 2 Understand where food comes from.</p> <p>DT D 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>DT M 1; DT TK 2;</p> <p>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>DT M 1, 2;</p> <p>DT E 2 Evaluate their ideas and products against design criteria.</p>	<p>DT CN 2 Understand where food comes from.</p> <p>DT M 1, 2;</p> <p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>DT D 1; DT M 1; DT E 2</p>	<p>DT TK 2 Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products.</p> <p>DT M 1, 2; DT E 1</p> <p>DT M 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>DT D 1; DT TK 1; DT E 2</p> <p>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>DT E 2</p> <p>DT E 2 Evaluate their ideas and products against design criteria.</p> <p>Co 4; DT E 1</p>	

KS2 - Year 3	Tribal tales	Flow	Mighty Metals	Tremors	I am a warrior
	<p>DT D 1 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.</p> <p>DT M 1, 2; DT E 1, 2</p> <p>DT M 2 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>DT M 1</p> <p>DT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>DT D1 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</p> <p>DT D2 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>DT M1 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>DT M2 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>DT E2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>DT TK2 Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>DT E 1 Investigate and analyse a range of existing products.</p> <p>DT D 1 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.</p> <p>DT M 2 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>DT D 1 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.</p> <p>DT E 1, 2; DT D 2; DT M 1, 2</p> <p>DT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>DT M 2 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>DT D 2; DT TK 1, 3</p> <p>DT TK 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>DT D 1 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.</p> <p>DT E 2</p>	<p>DT D 1 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.</p> <p>DT CN 2</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>DT M 1</p> <p>DT E 3</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>DT E 1</p>

KS2 - Year 4	Gods & Mortals	Potions	Traders & Raiders	Burps, Bottoms & Bile	Blue Abyss	Misty Mountain Sierra
	<p>DT D 2 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>DT M 1, 2; DTE 2</p> <p>DT M 2 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>DT D 2; DT M 1; DTE 2</p> <p>DT M 2 Select from and use a wider range of</p>	<p>DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>DT M 2 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>DTE 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>DT M 1, 2</p>	<p>DT D 1 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.</p> <p>Hi 3; DT M 1, 2; DTE 1</p> <p>DT M 2 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>Hi 3; DT D 1; DT M 1</p> <p>DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p> <p>Hi 3; DT M 2; DT D</p>	<p>DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>DT CN 1</p> <p>DT CN 1 Understand and apply the principles of a healthy and varied diet</p> <p>DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p> <p>DT M 2; DT D 2</p> <p>DT D 1 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.</p> <p>DT D 2; Sc WS 1, 2; Sc A 1</p> <p>DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>DTE 3 Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Co 1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>DT TK 3</p> <p>Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors).</p> <p>DT D 1; DT M 1, 2</p>	<p>DTE 2 Evaluate their ideas and products against design criteria.</p>

	<p>materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>DT M 1; DT D 2</p> <p>DT M 2 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>DT M 1</p>		<p>DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p> <p>Hi 4; DT D 2; AD 2</p>	<p>Co 6; Ma M 4; DT D 1; DT TK 4; DT E 1</p>		
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KS2 – Year 5	Frozen Kingdom	Pharaohs	Stargazers	Revolution	Scream Machine
	<p>DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p> <p>DT TK 1; Co 6</p>	<p>DT D1 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.</p> <p>DT D2 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>DT M1 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>DT M2 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>DT E1 Investigate and analyse a range of existing products.</p> <p>DT E2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>DT CN1 Understand and apply the principles of a healthy and varied diet</p> <p>DT CN2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>DT CN3 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>DT M 2 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>DT M 1; AD 2</p> <p>DT D 1 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.</p> <p>DT D 2; DT M 1, 2; Sc ES 1; Sc WS 1, 2, 3, 4</p> <p>DT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>DT M 2 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>DT M 1; DT D 1; DT CN 2</p> <p>DT D 2 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>DT M 1, 2</p>	<p>DT D 2 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>DT D 1; DT M 1, 2; DT E 1, 2</p> <p>DT TK 4 Apply their understanding of computing to program, monitor and control their products.</p> <p>DT E 1; DT M 2; DT TK 2, 3</p> <p>DT TK 2 Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages).</p> <p>DT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>DT TK 3, 4</p> <p>DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>DT M 1, 2</p>

KS2 - Year 6	Hola Mexico	A Child's War	Off with their head		
	<p>DTE 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>DTE 1; DT M 1, 2</p> <p>DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>DT M 1, 2</p> <p>DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Hi 9; DT M 1, 2</p> <p>DT CN 1 Understand and apply the principles of a healthy and varied diet.</p> <p>DTE 1 Investigate and analyse a range of existing products.</p> <p>DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p> <p>DT M 2</p>	<p>DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>DT M 1, 2; DT CN 1, 3</p> <p>DT M 2 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>DT M 1; DTE 1</p>			