

KS2 Y56 D&T COVERAGE (**Move on from KS1 in bold**)

	Autumn	Spring	Summer
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.	<p>Cycle 1 Vikings and Anglo-Saxons. Anglo-Saxon Clay brooches. Build a class longboat.</p> <p>Cycle 2 WW2. Design and build Anderson shelter/gas masks. Research features. Cook scones.</p>	<p>Cycle 1 Toys and games. Design and build The Steady Hand Game. Design and Build a Remote Control Car.</p> <p>Cycle 2 Sheffield. Brunel and Bridge Building. Looking at industrialization /railways during Victorian times.</p>	<p>Cycle 1 Ancient Greece. Design and make a Greek Sandal. Textile project. Research and develop design criteria for the foot wear.</p> <p>Cycle 2 Make a Mexican meal. Design packaging and product with reference to food provenance/healthy diet.</p>
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	<p>Cycle 1 Vikings and Anglo-Saxons. Anglo-Saxon Clay brooches. Build a class longboat. Sketchwork and discussion. Class build of longboat.</p> <p>Cycle 2 WW2. Design and build Anderson shelter/gas masks. Annotated sketches.</p>	<p>Cycle 1 Toys and games. Design and build The Steady Hand Game. Design and Build a Remote Control Car.</p> <p>Cycle 2 Building Bridges. Research. Computer aided design. Prototype sketches and annotation.</p>	<p>Cycle 1 Ancient Greece. Design and make a Greek Sandal. Develop patterns.</p> <p>Cycle 2 Make a Mexican meal. Design packaging and product with reference to food provenance/healthy diet.</p>
MAKE			
Select from and use a wider range of tools and equipment to perform practical tasks eg: example, cutting, shaping, joining and finishing accurately .	<p>Cycle 1 Vikings and Anglo-Saxons. Anglo-Saxon Clay brooches. Build a class longboat. Clay tools. Joining and cutting work.</p> <p>Cycle 2 WW2. Design and build Anderson shelter/gas masks. Woodworking tools and joining skills. Food cooking and measuring skills.</p>	<p>Cycle 1 Toys and games. Design and build The Steady Hand Game. Design and Build a Remote Control Car. Looking at appropriate tools for cutting and joining etc.</p> <p>Cycle 2 Brunel and Bridge Building.</p>	<p>Cycle 1 Ancient Greece. Design and make a Greek Sandal. Sewing and textile cutting equipment.</p> <p>Cycle 2 Make a Mexican meal. Design packaging and product. Construction of simple packaging. Food preparation utensils.</p>
Select from and use a wider range of materials and components, including construction materials,	<p>Cycle 1 Vikings and Anglo-Saxons. Anglo-Saxon Clay brooches.</p>	<p>Cycle 1 Toys and games. Design and build The Steady Hand Game.</p>	<p>Cycle 1 Ancient Greece. Design and make a Greek Sandal. Identify</p>

KS2 Y56 D&T COVERAGE (**Move on from KS1 in bold**)

<p>textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Build a class longboat. Selecting materials for boat build based on functional properties.</p> <p>Cycle 2 WW2. Design and build Anderson shelter/gas masks. Cook scones. Choose shelter building materials based on properties.</p>	<p>Design and Build a Remote Control Car.</p> <p>Cycle 2 Brunel and Bridge Building. Selecting materials for functionality.</p>	<p>textiles and materials for use based on function.</p> <p>Cycle 2 Make a Mexican meal. Criteria for selecting ingredients and construction materials for packaging.</p>
EVALUATE			
<p>Investigate and analyse a range of existing products.</p>	<p>Cycle 2 WW2. Design and build Andersen shelter/gas masks. Look at existing examples of shelters/photographic evidence of Anderson shelters.</p> <p>Scone tasting.</p>	<p>Cycle 1 Toys and games. Design and build The Steady Hand Game. Design and Build a Remote Control Car. Evaluating the performance/essential components of existing products. Developing simple list of design criteria.</p> <p>Cycle 2 Brunel and Bridge Building. Significant bridges. Golden Gate, Humber and Clifton. Developing design criteria.</p>	<p>Cycle 1 Ancient Greece. Design and make a Greek Sandal. Look at construction of simple sandals and develop simple design criteria.</p> <p>Cycle 2 Make a Mexican meal. Sampling Mexican food and analyzing packaging.</p>
<p>Evaluate their ideas and products against design criteria and consider the views of others to improve their work.</p>	<p>Cycle 1 Vikings and Anglo-Saxons. Anglo-Saxon Clay brooches. Build a class longboat. Evaluate work against simple criteria.</p> <p>Cycle 2 WW2. Design and build Anderson shelter/gas masks. Team feedback session.</p>	<p>Cycle 1 Toys and games. Design and build The Steady Hand Game. Design and Build a Remote Control Car.</p> <p>Cycle 2 Brunel and Bridge Building.</p>	<p>Cycle 1 Ancient Greece. Design and make a Greek Sandal. Seek feedback and improve designs.</p> <p>Cycle 2 Make a Mexican meal. Evaluate packaging and product against simple design criteria.</p>
<p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>The Anderson Shelter. The Morrison Shelter.</p>	<p>Cycle 2 Brunel and Bridge Building. Joseph Strauss. Golden Gate bridge.</p>	

KS2 Y56 D&T COVERAGE (**Move on from KS1 in bold**)

TECHNICAL KNOWLEDGE			
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	<p>Cycle 1 Vikings and Anglo-Saxons. Anglo-Saxon Clay brooches. Build a class longboat. Looking at testing and improving/strengthening.</p> <p>Cycle 2 WW2. Design and build Anderson shelter/gas masks. Testing structures out for purpose and identifying design modifications.</p>	<p>Cycle 1 Toys and games. Design and build The Steady Hand Game. Design and Build a Remote Control Car.</p> <p>Cycle 2 Brunel and Bridge Building. Reinforcing structures. Modifying structures post stress-test.</p>	<p>Cycle 1 Ancient Greece. Design and make a Greek Sandal. Improve and strengthen the sandal.</p> <p>Cycle 2 Make a Mexican meal. Improving packaging to accommodate product.</p>
Understand and use mechanical systems in their products (for example: gears, pulleys, cams, levers and linkages)		<p>Cycle 1 Toys and games. Design and build The Steady Hand Game. Design and Build a Remote Control Car.</p>	
Understand and use electrical systems in their products (eg: series circuits incorporating switches, bulbs, buzzers and motors.)		<p>Cycle 1 Toys and games. Design and build The Steady Hand Game. Design and Build a Remote Control Car Simple circuit with switch, bulb, buzzer and motor.</p>	
Apply their understanding of computing to program, monitor and control their products.		<p>Cycle 1 Toys and games. Design and build The Steady Hand Game. Design and Build a Remote Control Car Use of computing to program the product.</p>	
COOKING AND NUTRITION			
Understand and apply the principles of a healthy and varied diet.			<p>Cycle 2 Make a Mexican meal. Ensuring ingredients selected reflect healthy eating principles.</p>
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	<p>Prepare and resource scone baking.</p>		<p>Cycle 2 Make a Mexican meal. Prepare several savoury components of Mexican main meal.</p>
Understand seasonality, and know where and how a variety of ingredients are	<p>Explain provenance of ingredients used in baking.</p>		<p>Cycle 2 Make a Mexican meal.</p>

KS2 Y56 D&T COVERAGE (**Move on from KS1 in bold**)

grown, reared, caught and processed.			Investigate the seasonality and provenance of the ingredients incorporated into meal.
---	--	--	---