D&T SUBJECT MAP 2023-2024 KS2

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Title</td><td colspan="2">Homeland</td><td colspan="2">Passport to the World</td><td colspan="2">Norfolk Now</td></tr>
<tr><td>National Curriculum Requirements</td><td colspan="6">
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
• 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.
</td></tr>
</table>

Year 3 **Key Stage 2:**	**Subject Focus:** Cross stitch and applique **Key content:** Following design criteria to create a cushion or Egyptian collar. Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to join fabric. Decorating fabric using appliqué. Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars). **Big enquiry question:**	**Subject Focus:** Construct a castle **Key content:** Designing a castle with key features to appeal to a specific person/purpose. Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. Designing and/or decorating a castle tower on CAD software. **Big enquiry question:** Why were castles an important structure?	**Subject Focus:** Eating seasonally **Key content:** Following the instructions within a recipe. Tasting seasonal ingredients. Selecting seasonal ingredients. Peeling ingredients safely. Cutting safely with a vegetable knife. **Big enquiry question:** Where does our food come from?
Year 4	**Subject Focus:** Adapting a recipe **Key content:** Cook and prepare a variety of cookies Discuss the importance of testing **Big enquiry question:** What makes a perfect biscuit?	**Subject Focus:** Investigating different torches **Key content:** How to create a circuit and design a structure around a circuit **Big enquiry question:** What makes a good light source?	**Subject Focus:** Sewing **Key content:** Recap running stitch Make your own sampler using the following stitches: cross stitch, chain stitch, blanket stitch, French knot (teach these stitches (one each week) and make own sampler in the final 2 weeks. **Big enquiry question:** What is a sampler?
Year 5	**Subject Focus:** Textiles – creating a stuffed toy **Key content:** Review different stitches Design a product Marketing a product	**Subject Focus:** Designing a pop-up book **Key content:** Designing a book Making spaces and levers **Big enquiry question:**	**Subject Focus:** Making a structure - Bridges **Key content:** Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Forces

	Big enquiry question: What makes a good toy?	How do publishers entice people to buy their books?	**Big enquiry question:** How do different bridges move?
Year 6	**Subject Focus:** WW2 Cooking **Key content:** Look at how people grew their own food. Rationing Prepare and cook some food people would have eaten during WW2. **Big enquiry question:** What did they eat during WW2? What was rationing?	**Subject Focus:** Steady Hand Games **Key Content:** Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). State what they like or dislike about an existing children's toy and why. Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. Identify the components of a steady hand game. Design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design. Make and test a functioning circuit and assemble it within a case. **Big Enquiry Question:** How do creators appeal to their audience?	**Subject Focus:** Playgrounds **Key content:** Designing a playground featuring a variety of different structures, considering how the structures will be used, considering effective and ineffective designs. Building a range of play apparatus structures drawing upon new and prior knowledge of structures. Measuring, marking and cutting wood to create a range of structures. Using a range of materials to reinforce and add decoration to structures **Big enquiry question:** What makes a structure that children want to play on?