GHF Curriculum Coverage for Design and Technology

There are five DT projects that ensure progression and coverage of the new National Curriculum 2014. The areas and coverage are as follows:

Years 1-2	Years 3-4	Years 5-6
Food - Preparing fruit and vegetables (A) Structures - Freestanding structures (B) Textiles - Templates and joining (A) Mechanisms - Sliders and levers (A) Mechanisms - Wheels and axles (B)	Food - Healthy and varied diet (B) Structures - Shell structures (A) Textiles - 2D shape to 3D product (B) Mechanisms - Levers and linkages (B) Electrical systems - Simple circuits and switches (A)	Food - Celebrating culture and seasonality (B) Structures - Frame structures (A) Textiles - Combining different fabric shapes (A) Mechanisms - Pulleys or gears (B) Electrical systems - More complex switches (B)

Our curriculum planning is supported by the Design and Technology Association Project Planners. One unit per cycle includes a full 'Design, Make and Evaluate' project.

Note – while there is one term without a DT teaching element, there may still be some application of skill to consolidate learning.

These five projects are taught over a two-year cycle as follows:

Cycle A	Autumn	Spring	Summer
Y1/2	What would Dora the Explorer find exciting about Grantham? Why were Captain Scott and Arthur Blisset brave people?	Where have all the leaves gone?	Why do we love to be beside the seaside?
	Mechanisms – Sliders and Levers: Christmas cards using slider Christmas figure (D)	Food – preparing fruit and vegetables: DME – Fruit kebabs (L to science)	Textiles – Templates and joining: Joining materials (inc. by sewing) to create a seaside finger puppet (L)
Y3/4	Who were the first people in Britain?	Why is water important?	Were the Vikings vicious?
	Mechanisms - Levers and linkages: design and make a pop up Christmas card (D)	Electrical systems - Simple circuits and switches: investigate and make different switches linked to the Electricity science topic	Structures - Shell structures: assemble materials to make a Viking long boat (L)
Y5/6 Which is the DME?	Who were the Maya and What did we learn from them? Is Fairtrade really fair?	What makes the Earth angry?	Does the punishment fit the crime? Shakespeare
	Textiles - Combining different fabric shapes: stitching skills, fasteners, creating patterns and combining fabrics to make Fairtrade bags/ products to sell at the Xmas Fair. (L)		Structures - Frame structures: Creating a model of The Globe Theatre. (L)

Cycle B	Autumn	Spring	Summer
Y1/2	Why is the Wii more fun than Grandma and Grandad's old toys?	Where would you prefer to live – Africa or England?	What was it like when the Queen came to the throne?

	Mechanisms - Wheels and axles: DME – To make an 'old fashioned' push/pull wheeled toy (L)		Structures - Freestanding structures: investigate stable structures to develop skills and knowledge to build a 'stable' throne for the queen. (L) Food – preparing fruit and vegetables consolidation
Y3/4	Were the Egyptians awesome?	What is the Battle of Britain?	Why do so many people go to the Mediterranean on their holidays?
	Textiles - 2D shape to 3D product: Design and make 'containers' for the xmas fair. Print Hieroglyphics onto fabric (art) and sew pencil cases or purses. (L)		Food - Healthy and varied diet: Investigate Mediterranean foods and make a *healthy* bread based snack/meal (e.g. Greek Salad filled pitta). (L)
Y5/6	How did the Victorian period (railways) help to shape the Grantham we know today? Why were the Romans so powerful and what did we learn from them?	Were the Greeks really groovy?	Why is Lincoln such a cool place to live/visit?
	Mechanisms - Pulleys or gears: DMA *Design and make* a toy train. (L) Electrical systems - More complex switches: make a railway crossing/traffic light – (combined with science and computing). (L)		Food - Celebrating culture and seasonality: Investigate 'Lincolnshire' foods (e.g. see The Lincolnshire Show) and make a 'Lincolnshire' savoury snack (e.g. plum bread with Poacher cheese) using range/baking techniques. (L)