



**Note that because there are mixed year groups through school, topics are taught on a cyclical basis so that children in mixed year classes are all studying topics together**

KS	Year A	<p><b>Modelling and communicating ideas:</b></p> <p>Based on known techniques design and make a product in context, modelling ideas using construction kits and templates</p> <p><b>Engineering Project: Zoom</b></p>	<p><b>Understanding concepts/ Technical knowledge:</b></p> <p>Using context for learning design and strengthen freestanding structures, choosing appropriate tools and materials.</p>	<p><b>Cooking and nutrition:</b></p> <p>Identify food groups, cut and shape ingredients without a heat source</p>
	Year B	<p><b>Making products work:</b> know that a 3D textile product can be assembled from 2 identical fabric shapes. Design and make for a purpose</p> <p>(Puppets / Teddy Bears: Link with Toys)</p> <p><b>Engineering project: Shelters</b></p>	<p><b>Modelling and communicating ideas:</b></p> <p>Based on known techniques design and make a product in context, modelling ideas using ICT (eg design a game for a bee bot/ app for ipad - link to position and direction Geography/ maths)</p>	<p><b>Understanding concepts/ Technical knowledge:</b> Explore existing products that use simple mechanisms- levels, sliders, wheels and axles. Use design criteria to use mechanisms in own design.</p>
		Design., make, product, purpose, fix, join, assemble, adapt, evaluate, improve, mechanisms, textiles, fabric, structure, ingredients		



Beech Hill Community Primary School Design Technology Curriculum overview (KS1 & 2)



Vocabulary	
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LKS2	Year A	<p><b>Making products work:</b> explore a range of materials. Know how to make strong stiff shell structures (shelters, domes, roofs) using appropriate tools and equipment for cutting and shaping. <i>Key individual suggestion: Zaha Hadid</i></p> <p><b>Engineering project: Systems thinking- The Old ladies who like cats</b></p>	<p><b>Modelling and communicating ideas:</b> Using exploding diagrams to communicate ideas. Design and make a prototype for a product in context using know skills taking into account the needs of the user</p> <p><b>Engineering project: Problem finding- Taps</b></p>	<p><b>Understanding concepts/ Technical knowledge:</b> Explore existing products that use mechanisms – levers, linkages or pneumatic systems. Use knowledge to design product. <i>Key individual suggestion: John Boyd Dunlop</i></p> <p><b>Engineering project: Rube Goldberg Creative problem solving</b></p>
	Year B	<p><b>Cooking and nutrition:</b> Know where food comes from. Use a range of techniques including chopping peeling and slicing to produce savoury dishes with the use of a heat source if needed. Consider where/ how foods are</p>	<p><b>Understanding concepts/ Technical knowledge:</b> Know that simple electrical circuits can be used to create functional products. Disassemble products to use as template for own</p>	<p><b>Modelling and communicating ideas:</b> Using computer aided design to communicate ideas. Design and make a prototype for a product in context using know skills taking into account the needs of the user</p>



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		sourced <i>Key individual suggestion: Delia Smith</i>  <b>Engineering project: Systems thinking- Pens</b>	design. <i>Key individual suggestion: David Misell</i>  <b>Engineering project: Problem finding- drinking vessels</b>	<b>Engineering project: Adapting- Rainforest shelters</b>
Vocabulary	Concept, Design, Disassemble, Make, Test, Evaluate, Aesthetics, Purpose, Fix, Communicate, Prototype, Context, Exploding diagram, Levers, Linkages, Nutrition, Techniques, Strengthen, stiffen , Shell structure, Computer aided design (CAD) , vocabulary related to electricity (science)			

	Year A	<b>Cooking and nutrition:</b> Understand the seasonality / sustainability of food. Design a savoury menu. Use a range of techniques to produce savoury dishes with the use of a heat source. <i>Key individual suggestion: Jamie Oliver</i>	<b>Understanding concepts/ Technical knowledge:</b>  Explore how cams, gears and pulleys are used to create movement. Identify need. Consider how a computer could be used to control their product. <i>Key individual suggestion: Archimedes (link to Greeks)</i>	<b>Modelling and communicating ideas:</b>  Using annotated sketches and cross sectional drawings design and make a product taking into account constraints of time, materials and cost
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Beech Hill Community Primary School Design Technology Curriculum overview (KS1 & 2)



UKS2	Year B	<p><b>Modelling and communicating ideas:</b> Using computer aided design generate innovative ideas in context based on research of a product, drawing on existing techniques</p> <p><b>Engineering: Systems thinking</b></p>	<p><b>Understanding concepts/ Technical knowledge:</b> Explore existing products that use complex electrical circuits to make them function and use in own contextual design. Consider historical developments. Key individual suggestion: <i>Beulah Louise Henry (1887-1973)</i> <i>Nikola Tesla</i></p> <p><b>Engineering: Problem finding</b></p>	<p><b>Making products work:</b></p> <p>Know how to reinforce and strengthen a 3D textile product to make it fit for purpose. <i>Key individual suggestion: Isatou Seesay</i></p> <p><b>Engineering- Adapting</b></p>
Vocabulary		<p>Concept, Design, Disassemble, Make, Test, Evaluate, Aesthetics, Purpose, Fix, Communicate, Prototype, Context, Exploding diagram, cams gears and pulleys, Nutrition, Techniques, Strengthen, stiffen , innovation, 3 dimensional structure, Computer aided design (CAD) , vocabulary related to electricity (science), cost constraints, seasonality, sustainability</p>		