



# St. Gregory's Catholic Primary School

*Together, in Jesus, we Love, Learn, Create and Celebrate!*



*'For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand so that we would walk in them.'*

*Ephesians 2:10*

| St. Gregory's DT Coverage   | General Aims of the Design and Technology National Curriculum for KS1 and KS2   |
|---|---|
| <b>Creating a Product:</b> Each unit is centred around creating a product which allows children to develop knowledge of concepts and skills which build their creative, technical and practical expertise.  | <ul style="list-style-type: none"> <li>develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> </ul> |
| <b>Concepts and Skills:</b> Each 'Build' and 'Sew' unit follows a structure which allows the children to investigate, make, design and evaluate a product for a particular user. In doing so they develop knowledge of concepts and skills related to the products they make. | <ul style="list-style-type: none"> <li>build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> </ul>              |
| <b>The Process of Design:</b> Each 'Build' and 'Sew' unit follows a structure which allows the children to investigate, make, design and evaluate a product.  | <ul style="list-style-type: none"> <li>critique, evaluate and test their ideas and products and the work of others</li> </ul>   |
| <b>Cooking and Nutrition:</b> Each year group makes two recipes developing their culinary skills and applying principles of nutrition when they cook.   | <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and learn how to cook</li> </ul>  |

### General Aims of the National Curriculum for KS1 Covered by St. Gregory's DT Curriculum

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making

They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]

### General Aims of the National Curriculum for Cooking and Nutrition Covered by St. Gregory's DT Curriculum

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

| National Curriculum for KS1  | St. Gregory's DT Curriculum |                        |                     |          |        |             |              |                 |
|--|-----------------------------|------------------------|---------------------|----------|--------|-------------|--------------|-----------------|
|  | Year 1                      |                        |                     |          | Year 2 |             |              |                 |
| Pupils should be taught about:   | Dips & Vegetables           | Jam tarts / Mince Pies | Animal Sock Puppets | Vehicles | Pizza  | Gingerbread | Pencil Cases | Moving Pictures |
| <b>Design:</b> design purposeful, functional, appealing products for themselves and other users based on design criteria   |                             |                        | ✓                   | ✓        |        |             | ✓            | ✓               |
| <b>Design:</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology |                             |                        | ✓                   | ✓        |        |             | ✓            | ✓               |
| <b>Make:</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]                                  | ✓                           | ✓                      | ✓                   | ✓        | ✓      | ✓           | ✓            | ✓               |
| <b>Make:</b> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics          | ✓                           | ✓                      | ✓                   | ✓        | ✓      | ✓           | ✓            | ✓               |
| <b>Evaluate:</b> explore and evaluate a range of existing products   |                             |                        | ✓                   | ✓        |        |             | ✓            | ✓               |
| <b>Evaluate:</b> evaluate their ideas and products against design criteria   |                             |                        | ✓                   | ✓        |        |             | ✓            | ✓               |
| <b>Technical knowledge:</b> build structures, exploring how they can be made stronger, stiffer and more stable   |                             |                        |                     | ✓        |        |             |              | ✓               |
| <b>Technical knowledge:</b> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  |                             |                        |                     | ✓        |        |             |              | ✓               |
| <b>Cooking and nutrition:</b> use the basic principles of a healthy and varied diet to prepare dishes  | ✓                           | ✓                      |                     |          | ✓      | ✓           |              |                 |
| <b>Cooking and nutrition:</b> understand where food comes from   | ✓                           | ✓                      |                     |          | ✓      | ✓           |              |                 |

### General Aims of the National Curriculum for KS2 Covered by St. Gregory's DT Curriculum

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making

They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

### General Aims of the National Curriculum for Cooking and Nutrition Covered by St. Gregory's DT Curriculum

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

| National Curriculum for LKS2   | St. Gregory's DT Curriculum |              |                  |       |          |                    |                        |               |
|--|-----------------------------|--------------|------------------|-------|----------|--------------------|------------------------|---------------|
|  | Year 3                      |              |                  |       | Year 4   |                    |                        |               |
| Pupils should be taught about:   | Key Rings / Decorations     | Pop-Up Books | Bread and Butter | Pasta | Cushions | Moving Playgrounds | Ratatouille & Couscous | Apple Crumble |
| <b>Design:</b> 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   | ✓                           | ✓            |                  |       | ✓        | ✓                  |                        |               |
| <b>Design:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design [Computer aided design is covered within the LKS2 and UKS2 Computing Curriculum: Y3 – Creating Media; Y4 Creating Media; Y4 – Programming; Y5 – Creating Media; Y5 Programming A; Y6 – Creating Media; Y6 – Programming B] | ✓                           | ✓            |                  |       | ✓        | ✓                  |                        |               |
| <b>Make:</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  | ✓                           | ✓            | ✓                | ✓     | ✓        | ✓                  | ✓                      | ✓             |
| <b>Make:</b> 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   | ✓                           | ✓            | ✓                | ✓     | ✓        | ✓                  | ✓                      | ✓             |
| <b>Evaluate:</b> investigate and analyse a range of existing products  | ✓                           | ✓            |                  |       | ✓        | ✓                  |                        |               |
| <b>Evaluate:</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  | ✓                           | ✓            |                  |       | ✓        | ✓                  |                        |               |
| <b>Evaluate:</b> understand how key events and individuals in design and technology have helped shape the world  |                             |              |                  |       | ✓        | ✓                  |                        |               |
| <b>Technical knowledge:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures  |                             | ✓            |                  |       |          | ✓                  |                        |               |
| <b>Technical knowledge:</b> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]   |                             | ✓            |                  |       |          | ✓                  |                        |               |

| National Curriculum for LKS2   | St. Gregory's DT Curriculum |              |                  |       |          |                    |                         |               |
|--|-----------------------------|--------------|------------------|-------|----------|--------------------|-------------------------|---------------|
|  | Year 3                      |              |                  |       | Year 4   |                    |                         |               |
| Pupils should be taught about:   | Key Rings / Decorations     | Pop-Up Books | Bread and Butter | Pasta | Cushions | Moving Playgrounds | Ratatouille & Cous Cous | Apple Crumble |
| <b>Technical knowledge:</b> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |                             |              |                  |       |          | ✓                  |                         |               |
| <b>Technical knowledge:</b> apply their understanding of computing to program, monitor and control their products  | <i>Covered in UKS2</i>      |              |                  |       |          |                    |                         |               |
| <b>Cooking and nutrition:</b> understand and apply the principles of a healthy and varied diet   |                             |              | ✓                | ✓     |          |                    | ✓                       | ✓             |
| <b>Cooking and nutrition:</b> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques   |                             |              | ✓                | ✓     |          |                    | ✓                       | ✓             |
| <b>Cooking and nutrition:</b> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.                       |                             |              | ✓                | ✓     |          |                    | ✓                       | ✓             |

| National Curriculum for UKS2   | St. Gregory's DT Curriculum |            |             |      |            |       |                 |                   |
|--|-----------------------------|------------|-------------|------|------------|-------|-----------------|-------------------|
|  | Year 5                      |            |             |      | Year 6     |       |                 |                   |
| Pupils should be taught about:   | Cams Toys                   | Honey Cake | Pitta Bread | Bags | Water Wall | Mezze | Electrical Toys | Upcycling Fashion |
| <b>Design:</b> 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   | ✓                           |            |             | ✓    | ✓          |       | ✓               | ✓                 |
| <b>Design:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design [Computer aided design is covered within the LKS2 and UKS2 Computing Curriculum: Y3 – Creating Media; Y4 Creating Media; Y4 – Programming; Y5 – Creating Media; Y5 Programming A; Y6 – Creating Media; Y6 – Programming B] | ✓                           |            |             | ✓    | ✓          |       | ✓               | ✓                 |
| <b>Make:</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  | ✓                           | ✓          | ✓           | ✓    | ✓          | ✓     | ✓               | ✓                 |
| <b>Make:</b> 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   | ✓                           | ✓          | ✓           | ✓    | ✓          | ✓     | ✓               | ✓                 |
| <b>Evaluate:</b> investigate and analyse a range of existing products  | ✓                           |            |             | ✓    | ✓          |       | ✓               | ✓                 |
| <b>Evaluate:</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  | ✓                           |            |             | ✓    | ✓          |       | ✓               | ✓                 |
| <b>Evaluate:</b> understand how key events and individuals in design and technology have helped shape the world  | ✓                           |            |             | ✓    | ✓          |       | ✓               | ✓                 |
| <b>Technical knowledge:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures  | ✓                           |            |             |      | ✓          |       |                 |                   |
| <b>Technical knowledge:</b> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]   | ✓                           |            |             |      | ✓          |       |                 |                   |

| National Curriculum for UKS2   | St. Gregory's DT Curriculum  |            |             |      |            |       |                 |                   |
|--|--|------------|-------------|------|------------|-------|-----------------|-------------------|
|  | Year 5   |            |             |      | Year 6     |       |                 |                   |
| Pupils should be taught about:   | Cams Toys  | Honey Cake | Pitta Bread | Bags | Water Wall | Mezze | Electrical Toys | Upcycling Fashion |
| <b>Technical knowledge:</b> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  |            |             |      |            |       | ✓               |                   |
| <b>Technical knowledge:</b> apply their understanding of computing to program, monitor and control their products  | <i>[Covered within the KS2 Computing Curriculum: Y5 Programming A; Y6 – Programming B]</i> |            |             |      |            |       |                 |                   |
| <b>Cooking and nutrition:</b> understand and apply the principles of a healthy and varied diet   |  | ✓          | ✓           |      |            | ✓     |                 |                   |
| <b>Cooking and nutrition:</b> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques   |  | ✓          | ✓           |      |            | ✓     |                 |                   |
| <b>Cooking and nutrition:</b> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.                       |  | ✓          | ✓           |      |            | ✓     |                 |                   |