



Subject: DT

Subject Leader(s): Elaine Breen

# Moorside Primary School, Lancaster EYFS & National Curriculum 2022 – 2023

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	I wonder who it is...	I wonder what is out there...	I wonder who lives there...	I wonder how things grow...	I wonder how things change...	I wonder how people help us...
Year 1	Under the Sea	Seasonal Change	Castles <u>Chairs (Structures)</u> (WTW) Begin to build structures, joining components together to create a finished product  Begin to build structures with some independence exploring how they can be made stronger, stiffer and more stable.	Wild Things	Explorers  <u>Mechanisms</u>  (EX) With some independence, explore and use winding mechanisms.	Growing  <u>Food</u>  Assemble ingredients to prepare food, using simple tools to cut, peel or grate safely and hygienically.
Year 2	Coasts	People in the Past  <u>Stockings (textiles)</u>  (WTW) Children learn how to sew and join fabrics using a running stitch.  (EX) Children learn how to cut out shapes which have been created by drawing round a template onto the fabric. Children begin to sew using a range of basic stitches.	China		Plants and Habitats <u>Mechanisms</u>  (EX) With some independence, explore and use winding mechanisms.	
Year 3	Stone Age	World Food  <u>World Food</u>  Follow a recipe, using appropriate utensils and measuring skills to prepare a savoury food.	Ancient Civilizations		Birds  <u>Bird Feeders (structures)</u>  Build structures with increasing independence. Begin to demonstrate a growing understanding of how to reinforce and strengthen their finished products.  (GD) Build structures with increasing independence and accuracy. Demonstrate an understanding of how they can be made stronger and more stable.	Underground
Year 4	Engineering  <u>(Mechanisms)</u>  (WTW) Begin to develop an understanding that mechanical systems such as levers and linkages or pneumatic systems can create movement. Begin to incorporate levers and linkages into their products.  (EX) With increasing independence produce models that incorporate mechanical systems such as levers, linkages or pneumatic systems to create movement.		Lancaster City Study	British Invaders and Settlers	Forests and Rainforests  <u>Edible garden</u>  Follow a recipe, using appropriate utensils and measuring ingredients to the nearest gram accurately in order to prepare food.	
Year 5	Space	Vikings	Water		20 <sup>th</sup> Century  <u>Fashion (textiles)</u>  (WTW) Children are able to join fabrics using a range of stitches with increasing independence. They learn	

			<p>how to add further decoration to their work using buttons , beads, sequins etc</p> <p>(EX) Children can create products using pattern pieces and demonstrate an awareness of seam allowance. They are taught how to blanket stitch.</p> <p>(GD) Children can pin and tack fabric pieces together. They can join fabrics by over sewing, back stitch, blanket stitch and are introduced to machine sewing. Children are able to make quality products with increasing accuracy and independence.</p> <p style="text-align: center;"><b>(food)</b></p> <p>As designers, scale up or down a recipe, having accurately calculated ratios of carefully measured ingredients.</p>
Year 6	<p>World War I</p> <p style="text-align: center;"><b><u>Vehicles</u></b></p> <p style="text-align: center;"><b><u>(Structures)</u></b></p> <p>(WTW) Build structures with increasing independence and accuracy. Demonstrate an understanding of how they can be made stronger and more stable.</p> <p>(EX) With increasing independence and ability, build innovative, functional, appealing, stable structures that are fit for purpose. Demonstrate confidently how to reinforce and strengthen a 3D framework.</p> <p>(GD) Independently and skilfully build high quality structures that are innovative, functional, appealing and stable. Finished products are of a particularly high standard.</p> <p style="text-align: center;"><b><u>(Mechanisms)</u></b></p> <p>Develop a greater understanding of how cams, pulleys or gears create movement. Create and use prototypes. Design and make products with greater independence.</p> <p>(GD) Children are able to make quality products, evidencing a range of designing and making skills of a particularly high standard. They have an excellent understanding of a range of mechanisms</p>	<p style="text-align: center;">Survival</p> <p style="text-align: center;"><b><u>Bushcraft food</u></b></p> <p>As designers, create and refine recipes that demonstrate a range of baking and cooking techniques, applying previously learned skills.</p> <p>(GD) Children are able to make quality products, evidencing a range of independent cooking skills of a particularly high standard.</p>	Human Body

**Do I know more? Do I remember more?**

**Rationale for the order in which knowledge is taught *from year group to year group*:**

Coverage has been planned to build upon skills taught. The above is a summary of what each skill would 'look' like in each year group and can be used as an assessment tool.

**Rationale for the order in which knowledge is taught *within each year group*:**

Each of the key areas of D&T have been incorporated across year groups and key stages in order to consistently revisit skills and allow knowledge to be built upon at regular intervals. For example; mechanisms are taught at a basic level in KS1 and developed further at the end of lower KS2 and again at upper KS2. Structures are taught during each phase, textiles are taught once in each key stage and food is taught every year.

**How the curriculum has been designed to meet the needs of *Moorside learners*:**

Each of the projects have been designed to complement the associated topic while maintaining the integrity of D&T principles. Where possible, local resources are utilised – this includes, inviting local 'specialists' to guide the children in workshops, such as STEM representatives from Lancaster University. During the food units, 2 of the year groups use / grow local seasonal produce.

**How teachers are expected to teach this subject:**

Teachers have been given a guide / check list in order to ensure the key principles of D&T are planned for and delivered in a systematic and methodical way.

**How is this subject assessed? How do teachers make a judgement?**

Guidance can be taken from the above progression document while evaluations can be made of physical products produced, the children's design process and their own evaluations.

What is expected in terms of recording and evidencing:

Subject specific subject books are used to record the D&T process. Children are expected to analyse existing products, create and develop their own designs and products, evaluate their work at various stages throughout the process. The recording of each of these stages may vary between projects and be presented differently to suit the needs of each year group.

How do you know that end points are met?

The objectives from the Moorside Learners will be referenced throughout, self-evaluated and teacher assessed at the end of the unit of work.

How is ambition for all promoted within this subject?

Children will study a selection of existing products and taught a variety of skills which they can choose between to incorporate into their own designs. In this way, children will self-differentiate how they apply their collective knowledge. As an extra level of challenge, the children will be guided to adapt the taught skills to suit their designs.

How does the subject leader(s) *evaluate* impact (not *monitor*) to know how well the subject is taught?

By talking to pupils, reviewing products produced and comparing progress in their subject specific books.