



## Subject Knowledge Plan – DT V2 2023



This plan details the knowledge to be acquired over the key stages. Reception children will access information, experiences and make links through their continuous provision. Year 1 children will focus on acquiring basic skills and knowledge. Year 2 children will continue with progression of basic skills and be supported to recall knowledge and make conceptual links.

### National Curriculum Objectives:

#### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

#### Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

#### Cooking and Nutrition

- Use the basic principles of a healthy and varied diet
- Understand where food comes from

Autumn 1 Farms 6 weeks	Spring 1 Knights & Castles 6 weeks	Summer 1 The Sea 6 weeks
<b>Knowledge:</b> Bread Making <b>Design:</b> Design purposeful, functional, appealing products based on design criteria ** <b>Make:</b> Select from and use a wide range of materials and components Select from and use a range of tools ** <b>Evaluate:</b> Evaluate their ideas and products against design criteria * <b>Cooking and Nutrition:</b> Understand where food comes from **	<b>Knowledge:</b> Moving Pictures <b>Design:</b> Design purposeful, functional, appealing products based on design criteria ** <b>Make:</b> Select from and use a range of tools ** <b>Evaluate:</b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria ** <b>Technical Knowledge:</b> Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products *	<b>Knowledge:</b> Lunchboxes <b>Design:</b> Design purposeful, functional, appealing products based on design criteria ** <b>Make:</b> Select from and use a range of tools Select from and use a wide range of materials and components ** <b>Evaluate:</b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria ** <b>Technical Knowledge:</b> Build structure, exploring how they can be stronger, stiffer and more stable *

Autumn 2 Fire Fire! 5 weeks & Christmas 2 weeks	Spring 2 Africa 6 weeks inc Easter	Summer 2 Journeys 6 weeks & Transition 2 weeks
<p><b>Knowledge:</b> Christmas Decorations</p> <p><b>Design:</b> Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas **</p> <p><b>Make:</b> Select from and use a range of tools Select from and use a wide range of materials and components **</p> <p><b>Evaluate:</b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria **</p> <p><b>Technical Knowledge:</b> Build structure, exploring how they can be stronger, stiffer and more stable *</p>	<p><b>Knowledge:</b> Fruit Kebabs / Fruit Salad</p> <p><b>Design:</b> Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas **</p> <p><b>Make:</b> Select from and use a range of tools **</p> <p><b>Evaluate:</b> Evaluate their ideas and products against design criteria **</p> <p><b>Cooking and Nutrition:</b> Understand where food comes from Use the basic principles of a healthy and varied diet **</p>	<p><b>Knowledge:</b> Moving Vehicles</p> <p><b>Design:</b> Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas **</p> <p><b>Make:</b> Select from and use a range of tools Select from and use a wide range of materials and components **</p> <p><b>Evaluate:</b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria **</p> <p><b>Technical Knowledge:</b> Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. Build structure, exploring how they can be stronger, stiffer and more stable **</p>
<p><b>Continuous Provision:</b></p>		
<p><b>British Values:</b></p> <p><b>Mutual Tolerance</b> Children learn to appreciate the ideas of others that are different to their own and that many great design ideas originate from other cultures.</p> <p><b>Respectful Attitudes</b> Pupils are expected to listen to and consider the ideas and opinions of others even if they differ from their own. They are also expected to be able to take turns during discussions, resolve difficulties or make decisions, for example, when choosing materials for making a product.</p> <p><b>Democracy</b> Children are encouraged to take the views and opinions of others into account but still have the right to make their own choices. They are also encouraged to take turns when speaking and when working practically with others. Opportunities are presented for pupils to understand that it is not always possible or right to have their own way and understand the value of compromise.</p> <p><b>The Rule of Law</b> Children develop an understanding of the importance of safety rules when using tools and accept that if these rules are not followed that there are consequences.</p> <p><b>Individual Liberty</b> Children are given the freedom to express themselves through design and the creation of a wide variety of products in Design Technology. They also learn to accept that the ideas of others may not be the same as their own but are equally valid.</p>		