






Curriculum 22 – Subject Sequence for DT

Year Group & Unit	Vocabulary	Knowledge (specific facts or truth components. A knowledge statement will often contain substantive, declarative or explicit knowledge.)	Skills (the use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.)
<p>Year 1 Childhood – History focus</p> <p>Key Concepts: Structures</p> <p>1 Programme of study, 1 skills and 1 knowledge statement</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Enhance provision – Street life</p>	<p>core knowledge Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p>	<p>Y1 skill 1 Construct simple structures, models or other products using a range of materials.</p>
<p>Year 1 Shade and shelter – DT focus</p> <p>Key Concepts: Compare and contrast Evaluation Everyday products Generation of ideas Materials for purpose Staying safe Structures</p> <p>7 Programmes of study, 8 skills and 10 knowledge statements</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Evaluation change criteria difficulty evaluate evaluation improve strength Weakness</p> <p>Generation of ideas design design criteria drawing frame function idea label material plan purpose shape Size</p> <p>Compare and contrast compare different similar</p> <p>Everyday products function permanent protection purpose shelter structure Temporary</p>	<p>core knowledge Design criteria are the explicit goals that a project must achieve.</p> <p>specific knowledge A play den is a shelter, usually built outside. It is a temporary structure made from found or readily available materials. It can be used for imaginative play or to provide protection from the weather.</p> <p>core knowledge Design criteria are the explicit goals that a project must achieve.</p> <p>specific knowledge A play den is a shelter, usually built outside. It is a temporary structure made from found or readily available materials. It can be used for imaginative play or to provide protection from the weather.</p> <p>core knowledge Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</p> <p>core knowledge Two products can be compared by looking at a set of criteria and scoring both products against each one.</p> <p>core knowledge Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. All products are designed for a specific purpose.</p> <p>specific knowledge A shelter is a structure designed to give protection from weather or danger. A bus shelter, office block, garage, carport, tent, bird table, shed, conservatory, house, kennel and caravan are all examples of shelters. A shelter can be permanent, like a house or garage, or temporary, like a tent or gazebo.</p> <p>core knowledge A strength is a good quality of a piece of work. A weakness is an area that could be improved.</p>	<p>Y1 skill 2 Create a design to meet simple design criteria.</p> <p>Y1 skill 2 Create a design to meet simple design criteria.</p> <p>Y1 skill 1 Select and use a range of materials, beginning to explain their choices.</p> <p>Y1 skill 1 Describe the similarities and differences between two products.</p> <p>Y1 skill 1 Name and explore a range of everyday products and describe how they are used.</p> <p>Y1 skill 1 Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p>

<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>	<p>Structures appearance construction design entry point finish functionality joining model product roof safety structure tools Wall</p> <p>Materials for purpose brick construction fabric rope stick tarpaulin wooden cane</p>	<p>core knowledge Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p> <p>specific knowledge A structure should have strong, sturdy supports that are joined so that they do not move. The roof and walls should have a covering for protection against the weather, and there should be an entry point.</p> <p>core knowledge Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food.</p>	<p>Y1 skill 2 Construct simple structures, models or other products using a range of materials.</p> <p>Y1 skill 1 Follow the rules to keep safe during a practical task.</p>
<p>Year 1 Funny Faces and Fabulous Features</p>  <p>Art focus Key Concepts: Cut and join Decorating textiles</p> <p>2 Programmes of study, 2 skills and 2 knowledge statements</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their</p>	<p>Cutting and joining textiles join running stitch Stitch</p> <p>Decorating and embellishing textiles bead button glue sequin stitch</p>	<p>core knowledge Scissors are used to cut fabrics. Glue and simple stitches, such as running stitch, can be used to join fabrics. Running stitch is made by passing a needle in and out of fabric at an even distance.</p> <p>core knowledge Fabric can be decorated using materials and small objects, such as buttons and sequins. Decorations can be attached to the fabric by gluing, stapling or tying.</p>	<p>Y1 skill 1 Cut and join textiles using glue and simple stitches.</p> <p>Y1 skill 1 Use gluing, stapling or tying to decorate fabric, including buttons and sequins.</p>

<p>characteristics.</p>			
<p>Year 1 Bright Lights, Big City – Geography focus</p> <p>Key Concepts: Structures</p> <p>1 Programme of study, 1 skills and 1 knowledge statement</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Enhance provision –Constructing landmarks</p>	<p>core knowledge Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p>	<p>Y1 skill 1 Construct simple structures, models or other products using a range of materials.</p>
<p>Year 1 Seasonal Changes – Science focus</p> <p>Key Concepts: Structures</p> <p>1 Programme of study, 1 skills and 1 knowledge statement</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Enhance provision – Shelters</p>	<p>core knowledge Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p>	<p>Y1 skill 1 Construct simple structures, models or other products using a range of materials.</p>
<p>Year 1 Taxi – DT Focus</p>  <p>Key Concepts: Compare and contrast Evaluation Everyday products Generation of ideas Mechanisms & movement</p> <p>5 Programmes of study, 6 skills and 8 knowledge statements</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p>Evaluation change improve strength Weakness</p> <p>Generation of ideas criteria design diagram idea</p> <p>Compare and contrast compare different similarity</p> <p>Staying safe safety tool</p> <p>Everyday products axle chassis vehicle whee</p>	<p>core knowledge Design criteria are the explicit goals that a project must achieve.</p> <p>core knowledge Design criteria are the explicit goals that a project must achieve.</p> <p>core knowledge Two products can be compared by looking at a set of criteria and scoring both products against each one.</p> <p>specific knowledge Axles and wheels can be attached to chassis in different ways: an axle fixed to a chassis has freely moving wheels, whereas a freely moving axle has fixed wheels.</p> <p>core knowledge Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. All products are designed for a specific purpose.</p> <p>specific knowledge A wheel is a circular object that is connected to an axle that makes vehicles and machines move. An axle is a rod that is connected to the centre of a wheel, which allows it to turn. A chassis is the frame of a vehicle.</p>	<p>Y1 skill 1 Create a design to meet simple design criteria.</p> <p>Y1 skill 1 Create a design to meet simple design criteria.</p> <p>Y1 skill 1 Describe the similarities and differences between two products.</p> <p>Y1 skill 1 Name and explore a range of everyday products and describe how they are used.</p>

<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria</p> <p>Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Structures model Part Test</p> <p>Investigation attach evaluate strong tool weak</p> <p>Materials for purpose material purpose</p> <p>Mechanisms and movement axle chassis connect move roll wheel</p> <p>Significant people product taxi transport vehicle</p>	<p>core knowledge A strength is a good quality of a piece of work. A weakness is an area that could be improved.</p> <p>core knowledge An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.</p> <p>specific knowledge Most vehicles that move on land have axles and wheels that are fixed to a chassis.</p> <p>core knowledge Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p>	<p>Y1 skill 1 Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p> <p>Y1 skill 2 Use wheels and axles to make a simple moving model.</p> <p>Y1 skill 1 Construct simple structures, models or other products using a range of materials.</p>
<p>Year 1 Chop, Slice and Mash – DT Focus</p>  <p>Key Concepts: Evaluation Food prep & cooking Generation of ideas Investigation Nutrition Origins of food Significant people</p> <p>8 Programmes of study, 9 skills and 10 knowledge statements</p>	<p>Evaluation evaluate evaluation improve success</p> <p>Generation of ideas design design criteria diagram label</p> <p>Staying safe hygiene rule safety</p> <p>Investigation chop grate grater knife mash masher peel peeler</p>	<p>core knowledge Design criteria are the explicit goals that a project must achieve.</p> <p>core knowledge Design criteria are the explicit goals that a project must achieve.</p> <p>core knowledge Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking.</p> <p>specific knowledge Knives are used for slicing and chopping, a grater is used for grating, a vegetable peeler is used for peeling and a masher is used for crushing.</p> <p>core knowledge The importance of a product may be that it fulfils its goals and performs a useful purpose.</p> <p>core knowledge Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of handspans or pencils laid end to end.</p>	<p>Y1 skill 1 Create a design to meet simple design criteria.</p> <p>Y1 skill 1 Create a design to meet simple design criteria.</p> <p>Y1 skill 1 Select the appropriate tool for a simple practical task.</p> <p>Y1 skill 1 Describe why a product is important.</p> <p>Y1 skill 1 Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p>

<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform</p> <p>practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p> <p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>	<p>slice tear</p> <p>Nutrition flavour fruit healthy ingredient salad vegetable</p> <p>Origins of food animal dairy product fish flower fruit leaf meat nut plant root seed source stem</p>	<p>core knowledge Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day.</p> <p>specific knowledge Fruits and vegetables can be mixed to make a healthy salad. Salad dressings can improve the flavour of salads.</p>	<p>Y1 skill 1 Measure and weigh food items using non-standard measures, such as spoons and cups.</p> <p>Y1 skill 1 Select healthy ingredients for a fruit or vegetable salad.</p>
		<p>core knowledge Some foods come from animals, such as meat, fish and dairy products. Other foods come from plants, such as fruit, vegetables, grains, beans and nuts.</p>	<p>Y1 skill 1 Sort foods into groups by whether they are from an animal or plant source.</p>
		<p>core knowledge Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food</p>	<p>Y1 skill 1 Follow the rules to keep safe during a practical task.</p>